Ministry of Education
Government of India
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PRIMER ON READING THE
FOUNDATIONAL LEARNING STUDY
FLS 2022
STATE REPORTS

unicef
for every child

Primer on Reading the
FLS State Reports

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How to Read the Report

This report is designed to help you understand the findings for the <u>Oral Reading Fluency (ORF) with Reading Comprehension</u> **assessed in the Foundational Learning Study (FLS) 2022.**

The report has five (5) sections

Section 1   is **about the FLS**
    1.1.   Objectives of the study
    1.2.   Coverage of the study and sample size in terms of geographical coverage, number and type of schools covered and number of students covered.
    1.3.   Methodology of the study (one on one oral assessment)

Section 2   provides a national overview of the different languages assessed, sample number of schools and students covered under each language.

Section 3   covers language wise demographic data and findings related to the benchmark for the language and student's performance in the language. The data for each of the 20 languages is presented in this section (language-wise):

The findings for each language are presented as follows:

- Demographic data

- Findings

- Definition of the benchmark

- Percentage of children meeting benchmark

Heading	Describes the language covered and the states covered in that language
Graph 1	Percentage distribution of gender-wise students who participated in the given language. *Say, of the total sampled grade-3 students for particular language, X % of students were boys and Y % of students were girls*
Graph 2	Percentage distribution of total students in a given language by school management. The four types of school management covered included: - State government schools - Government aided schools - Private Recognised Schools - Central Government Schools *Say, of the total sampled grade-3 students for particular language, A% of students were from state government, B% of students were from government aided, C% of students were from private recognised and D% of students were from central government schools.*
Graph 3	Percentage distribution of rural and urban schools covered in a particular language. *Say, Say, of the total sampled grade-3 students for particular language , X% of students were from rural areas and Y% of students were from urban areas.*
Graph 4	Percentage distribution of total students in a given language taken from types of social groups. The categories social groups covered included: - SC - ST - OBC - Others *Say, of the total sampled grade-3 students for particular language, A% of students were from ST, B% of students were from SC, C% of students were OBC and D% of students were from other categories.*

Section 4   presents the data on ORF and reading Comprehension.

    4.1.   **ORF:** The data on ORF is calculated based on Correct Words Read Per Minute (CWPM) by a student at the end of Grade 3. This data is presented on two parameters

        a. Correct Words Read Per Minute (CWPM) given in a table as aggregate and also by gender(boys and girls). A bar diagram on distribution of students by range of Correct Words Read Per Minute (CWPM) give in ORF.

        b. A bar diagram on distribution of aggregate students by range of average correct answers give in reading comprehension questions. This is followed by a table on gender wise distribution of average correct answers give in reading comprehension questions given by boys and girls.

Section 5   showcases India's performance of Grade 3 students on ORF with comprehension across each of the 20 languages as measuring against the Global Proficiency Framework (GPF. Section 5 has two sub-sections:

    5.1.   Provides a tabular representation:

        Row 1: definition of the global proficiency levels for, below partially meets, partially meets, meets, and exceeds.

        Row 2: The benchmark (Correct Words Read Per Minute (CWPM) determined for the language assessed across the four levels i.e. below partially meets, partially meets, meets, exceeds.

        Row 3: Distribution of both girls and boys given by global proficiency levels

        Row 4: Distribution of girls given by global proficiency levels.

        Row 5: Distribution of boys given by global proficiency levels.

    5.2.   Provides pie-chart based distribution of students on global proficiency levels for particular language in three sub-pie charts.

        a. **Aggregate:** This includes both boys and girls and shows global proficiency of all students in a language over four categories – (i) below partially meets (ii) partially meets (iii) meets (iv) exceeds

        b. **Boys:** This includes boys covered in a particular language and shows global proficiency of boys in that language over four categories – (i) below partially meets (ii) partially meets (iii) meets (iv) exceeds

        c. **Girls:** This includes girls covered in a particular language and shows global proficiency of girls in that language over four categories – (i) below partially meets (ii) partially meets (iii) meets (iv) exceeds

Primer on Reading the FLS State Reports

This primer provides a picture guide on how to read and FLS state reports. The objective of this brief is to make it as easy as possible for stakeholders at every level, including at the block level, to read and understand the tables presented in the state reports. This has been done through a series of exhibits that show how to read the graphs and numbers presented in the state reports. The exhibits provided in this brief are:

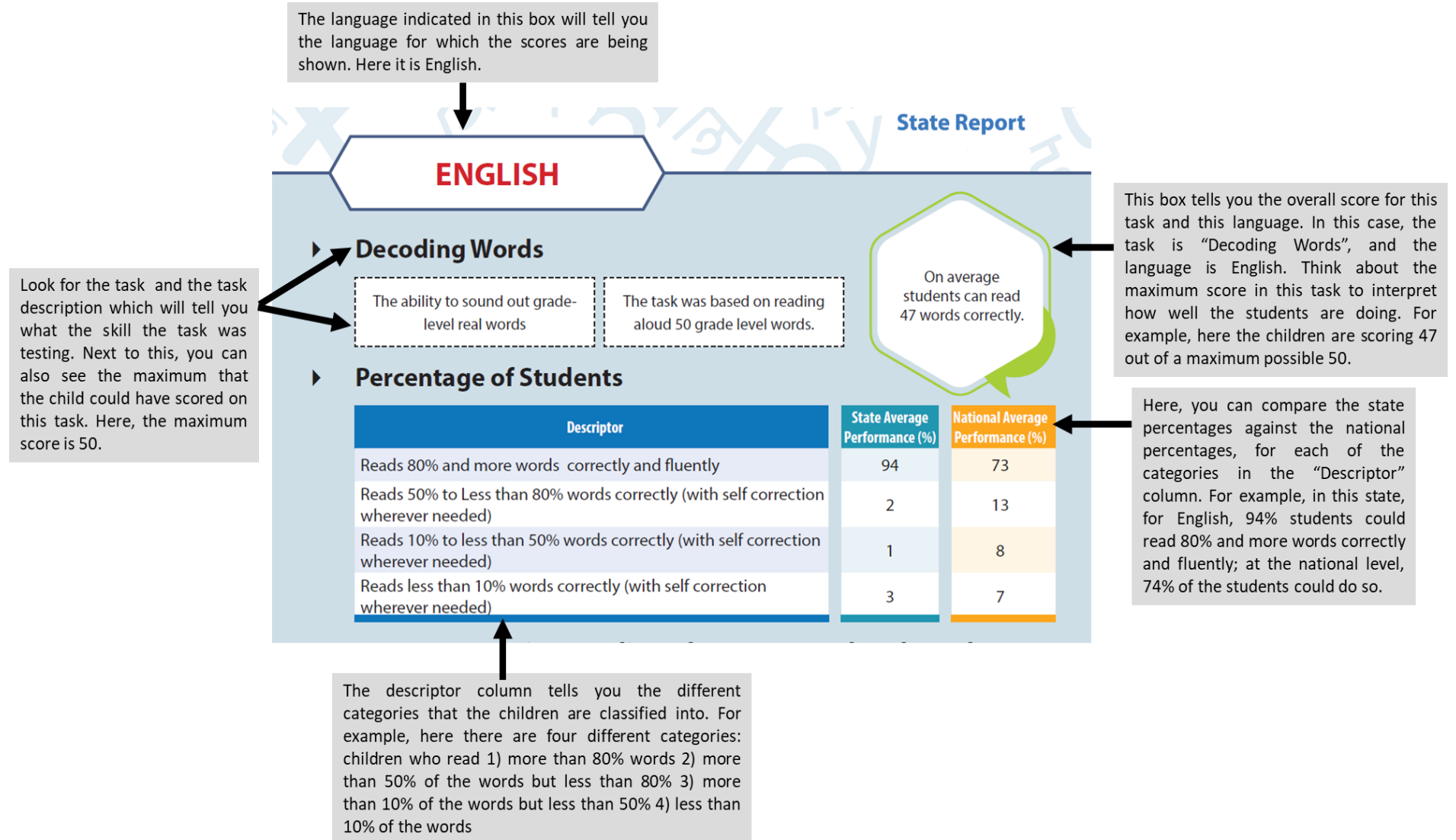| Exhibit	Description
Exhibit 1: Section on Core Results (Part 1)	These two exhibits provide a guide on how to read the core results presented on the scores. This includes national versus state comparisons, comparisons across genders, locations, managements, and social groups.
Exhibit 2: Section on Core Results (Part 2)	
Exhibit 3: Section on "Benchmark of Student Performance"	This exhibit provides a guide about reading the table showing the benchmark results.
Exhibit 4: Section on "Association of Background Variables"	This exhibit provides a guide to reading the section where the associations of background variables with assessment scores are shown.
Exhibit 5: Section on "Profiling of Background Variables"	This exhibit provides a guide to reading the section showing the background variables at the state and national levels.

Exhibit 1: Section on Core Results (Part 1)

The language indicated in this box will tell you the language for which the scores are being shown. Here it is English.

State Report

ENGLISH

This box tells you the overall score for this task and this language. In this case, the task is "Decoding Words", and the language is English. Think about the maximum score in this task to interpret how well the students are doing. For example, here the children are scoring 47 out of a maximum possible 50.

Decoding Words

Look for the task and the task description which will tell you what the skill the task was testing. Next to this, you can also see the maximum that the child could have scored on this task. Here, the maximum score is 50.

| The ability to sound out grade-level real words | The task was based on reading aloud 50 grade level words. |

On average students can read 47 words correctly.

Percentage of Students

Here, you can compare the state percentages against the national percentages, for each of the categories in the "Descriptor" column. For example, in this state, for English, 94% students could read 80% and more words correctly and fluently; at the national level, 74% of the students could do so.

Descriptor	State Average Performance (%)	National Average Performance (%)
Reads 80% and more words correctly and fluently	94	73
Reads 50% to Less than 80% words correctly (with self correction wherever needed)	2	13
Reads 10% to less than 50% words correctly (with self correction wherever needed)	1	8
Reads less than 10% words correctly (with self correction wherever needed)	3	7

The descriptor column tells you the different categories that the children are classified into. For example, here there are four different categories: children who read 1) more than 80% words 2) more than 50% of the words but less than 80% 3) more than 10% of the words but less than 50% 4) less than 10% of the words

Here you can see the scale on which the scores are shown. For example, here the scores are on a scale of 0 to 50. So, if you see a score of 47, it means that score is 47 out of 50.

The title in these smaller boxes tells you the categories into which the scores have been broken down. For example, here the score are broken down by management. Scores at both the state level (the bars on the left) and the national level (the bars on the right) are shown.

Average Score in Decoding of Common, Isolated Words (on a scale of 0 to 50)

Aggregated Performance — State 47, National 40

Gender — State: Boys 47, Girls 47 / National: Boys 40, Girls 40

Management — State: 49, 45, 48 / National: 33, 38, 43, 45 — State Govt., Govt. Aided, Private, Central Govt.

Location — State: Rural 47, Urban 46 / National: Rural 38, Urban 42

Social Group — State: 44, 40, 47, 48 / National: 38, 38, 39, 42 — SC, ST, OBC, Others

Here, you can see the national versus state comparison of the scores for this task, in this state, for this language. For example, here, on the Decoding task, at the state level, the score is 47 (out of 50), and at the national level, the score is 40 (out of 50).

The text and colored boxes at the bottom of the small box tell you the different categories. For example, here there are four categories under "Management": 1) State Govt. 2) Govt. Aided 3) Private 4) Central Govt. You will notice that in the State bars, the blue colored bar is missing. The blue bar is the bar for Govt. Aided schools. This means, in this state, for this language, there are no govt. aided schools.

Exhibit 3: Section on Benchmark of Student Performance

Each of the columns in this row tells you the category of the ORF proficiency level: 1) Below Partially Meets 2) Partially Meets 3) Meets 4) Exceeds

This row tells you the benchmarks for this language for each of the ORF proficiency level mentioned in the column. For example, students who score between 15-34 (including 15 and 34) are classified into the group "Partially Meets" on ORF.

Here, you can see the percentage of students falling into each proficiency standard group for ORF at the state and national level. For example, here, for this language, 15% of the students at the state level fall into the category of "Partially Meets" for ORF. 29% fall into the category of "Partially Meets" for ORF at the National level.

Here, you can see the percentage of boy and girl students falling into each proficiency standard group for ORF at the state and national level. For example, here, for this language, 13% of the girl students at the state level fall into the category of "Partially Meets" for ORF. 29% of the girl students fall into the category of "Partially Meets" at the National level.

▶ Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels		Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition		Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark		**0 - 14** correctly read words with comprehension in one minute.	**15 - 34** correctly read words with comprehension in one minute.	**35 - 53** correctly read words with comprehension in one minute.	**54 and above** correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	State/UT	6	15	14	65
	National	17	29	21	33
Percentage of Girls meeting the standard	State/UT	8	13	12	67
	National	17	29	21	33
Percentage of Boys meeting the standard	State/UT	5	17	15	63
	National	16	30	21	33

The table title tells you the parameter for which the associations are being shown. For example, here the parameter is "Playing Games". Now, keep in mind to compare scores, we need at least two categories. In this case, one category is those students who play games. The scores of these students are being compared against those students who do not play games.

This column tells you the raw difference between the scores of the two groups being compared. While this is useful to look at, please pay more attention to the next column (Sig.*) while making your interpretation.

This column tells you the standardized difference between the two groups being compared. Here the two groups are: 1) students play games 2) students who do not play games. Please read the text below the table to help you interpret it. For example, here in the first row (Oral Language Comprehension), the Sig. value is 0.2. This means that there is a 0.2 standardized units' difference on oral language comprehension scores between students who play games when compared to those who do not play games. This represents a small effect size (refer text at the bottom of the table). What about Picture Matching? Here, we see a negative Sig. value. This means that students who do not play games score 0.08 units more than students who play games on the Picture Matching task. However, keep in mind that this is not even a small effect size.

This column will tell you the task for which the association is being shown. For example, here the first row is the Oral Language Comprehension task. You will note that in the numeracy section, there is only one row. This is because the individual tasks' associations are not shown in the numeracy section and only the overall association is shown.

Table 1.5: Playing Game

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	0.14	0.20
Phonological Awareness	0.58	0.20
Decoding Letters	1.95	0.08
Decoding Words	1.06	0.07
Decoding Non-words	2.98	0.18
Picture Matching	-0.10	-0.08
Oral Reading Fluency (ORF)	3.05	0.12
ORF with Comprehension	0.42	0.24

* A value of 0.2 represents a small effect size.
  A value of 0.5 represents a medium effect size.
  A value of 0.8 represents a large effect size.

Exhibit 5: Section on "Profiling of Background Variables"

This column tells you the background variable being discussed. For example, the background variables being discussed here are teaching learning materials being used in the classroom at the foundational stage. An example of this is the blackboard being used (row 1).

The columns here give you the breakdown for the state. Here, you will notice there are 4 categories within the state. "Not available" indicates that the teacher learning material (TLM) is not available, "Never" indicates that the TLM is never used and so on. For example, here 55% of the teachers in the state use story books (row 3) "Most of the time"

The columns here give you the breakdown at the national level.

Teaching learning material used in the classroom at the foundational stage	Percentage of Teachers (State)				Percentage of Teachers (National)			
	Not available	Never	Sometime	Most of the time	Not available	Never	Sometime	Most of the time
Black Board	4	0	6	90	3	1	8	88
Text book(s)	1	0	13	85	1	1	12	86
Story Books	3	1	41	55	3	2	63	32
Toys	7	2	57	35	10	5	64	22
Play equipment	8	1	54	37	6	2	63	28
Locally available material	8	1	52	39	7	2	54	37
Computer resources (Audio visual aid)	44	7	31	18	28	6	40	27
Library resources	13	1	55	30	14	3	51	31