



सत्यमेव जयते

Ministry of Education
Government of India

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

FOUNDATIONAL LEARNING STUDY FLS 2022



**FACILITATING
FOUNDATIONAL LITERACY
AND NUMERACY**

Supported by

unicef 

FOUNDATIONAL LEARNING STUDY

FLS 2022

Facilitating Foundational
Literacy and Numeracy

ISBN 978-93-5292-943-6

Foundational Learning Study (FLS) 2022
Facilitating Foundational Literacy and Numeracy

First Edition
February 2024

© National Council of Educational Research and Training, 2024

Please cite this publication as:

PARAKH (2023), FLS 2022 Foundational Learning Study Analytical Report,
NCERT, New Delhi, India <https://ncert.nic.in/parakh.php>.

Unpriced — Printed Digitally

Published at the PARAKH by National Council of Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110016

Foreword

It is with great pleasure and anticipation that I introduce the report on the Foundational Learning Study. This study marks a significant milestone in India's journey towards ensuring quality education for all its citizens. As we stand on the threshold of a new era in education, characterized by the ambitious goals set forth in the NIPUN Bharat policy, the insights gleaned from this study are invaluable.

The findings of the Foundational Learning Study provide us with a deeper understanding of the challenges and opportunities inherent in our quest for foundational literacy and numeracy. By establishing performance benchmarks for these foundational skills, we pave the way for targeted interventions and evidence-based policies that will propel us towards our goal of 100% foundational learning.

I appreciate and acknowledge the dedication and expertise of all those involved in the conduct of this study, from the educators and administrators to the learners themselves. Your contributions have laid the groundwork for transformative change in the field of education. As we embark on the implementation phase, let us remain steadfast in our commitment to ensuring that no child is left behind.

I extend my heartfelt gratitude to education authorities including the SCERTs/SIEs, DIETs of all States/UTs for collaborating in this momentous task. Together, we can build a future where every individual has the opportunity to fulfil their potential through the power of education.

Prof. Dinesh Prasad Saklani
Director, NCERT

Preface

Education is the cornerstone of progress and prosperity for any nation. It is through education that we empower individuals to unlock their full potential and contribute meaningfully to society. Recognizing the transformative power of education, the Government of India launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat in July 2021. This visionary initiative, aimed at ensuring that all children attain foundational skills by the academic year 2026-2027, underscores our commitment to providing quality education for every child, regardless of their background or circumstances.

At the heart of the NIPUN Bharat initiative lies the Foundational Learning Study (FLS), a comprehensive assessment conducted by National Council of Educational Research and Training (NCERT) across India. The Foundational Learning Study, undertaken in March 2022, represents a crucial step towards understanding and addressing the learning needs of Grade 3 students across India.

The primary aim of the Foundational Learning Study was to draw a first-hand understanding of students' learning levels at the foundational stage, with a specific focus on two key goals: effective communication and informed learning. Through a series of tasks designed to assess foundational literacy and numeracy, the study sought to identify areas of strength and areas for improvement, thereby informing targeted interventions and policy reforms.

One of the defining features of the Foundational Learning Study was its inclusive approach, with assessments conducted in 20 languages to ensure representation and accessibility for all learners. This commitment to linguistic diversity reflects our belief in the importance of providing education in the language of the learner, thus fostering greater inclusivity and cultural relevance.

Following the administration of the study, a comprehensive benchmarking exercise was undertaken to contextualize students' performance levels and set language-specific benchmarks for oral language fluency and reading comprehension. These benchmarks, informed by empirical data and best practices, serve as essential reference points for educators, policymakers, and researchers as they work towards improving educational outcomes.

The dissemination of the Foundational Learning Study findings at both the National and State levels mark the beginning of a new phase in our educational journey. This report offers detailed insights into the nuances of foundational learning, providing a roadmap for targeted interventions and policy reforms.

This prodigious task could not have been achieved without the active partnership and association from all the

SCERTs, SIEs and the SPDs office of the different States and UTs. The completion of this astounding work also entailed a dynamic technical collaboration with UNICEF, India. I would like to express my gratefulness to Mr. Terry Durnnian, PhD, Chief, Education, Mr. Ramchandra Rao Begur, PhD, Education Specialist, Mr. Ganesh Kumar Nigam, PhD, Education Specialist and Ms. Sunisha Ahuja, Education Specialist.

As we embark on the next leg of our journey towards educational equity and excellence, let us remain steadfast in our commitment to providing every child with the opportunity to realize their full potential. Together, we can build a future where education is not just a privilege but a fundamental right for all.

Prof. Indrani Bhaduri
CEO, PARAKH & Head ESD, NCERT

Acronyms

AIR	American Institutes for Research
CFRA	Cognitive Foundations for Reading Acquisition
CTT	Classical Test Theory
CWPM	Correct Words Per Minute
DIBELS	Dynamic Indicators of Basic Literacy
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FCDO	Foreign, Commonwealth & Development Office
FLN	Foundational Literacy and Numeracy
FLS	Foundational Learning Study
GMP	Global Minimum Proficiency
GPF	Global Proficiency Framework
GPLs	Global Proficiency Levels
IRT	Item Response Theory
LO	Learning Outcomes
LPD	Low Performing Districts
MoE	Ministry of Education
NCERT	National Council of Education Research and Training
NEP	National Education Policy
NRP	National Reading Panel
OBC	Other Backward Classes
ORF	Oral Reading Fluency
PQ	Pupil Questionnaire
PTM	Parent-Teacher Meeting
RTI	Research Triangle Institute
SC	Schedule Caste
SDG	Sustainable Development Goal

SQ	School Questionnaire
SS	Scale Scores
ST	Schedule Tribe
TQ	Teacher Questionnaire
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
US	The United States
USAID	United States Agency for International Development

Table of Contents

<i>Foreword</i>	<i>iii</i>
<i>Preface</i>	<i>v</i>
<i>Acronyms</i>	<i>vii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Figures</i>	<i>xv</i>
Introduction and Background	3
Theoretical and Empirical Overview of Foundational Literacy and Numeracy	3
Key Components of Foundational Language & Literacy and FN: NIPUN Bharat	5
Foundational Learning Study (FLS)	6
FLS 2022 and Association with Learning Outcomes	7
FLS 2022: Key Features	8
Key Research Objectives	8
FLS 2022 Analytical Report Sections	9
Methodology	13
FLS 2022 Assessment Design	13
FLS 2022 Sampling	18
FLS 2022 Test Development, Administration and Data Management	19
FLS 2022 Data Preparation	20
FLS 2022 Data Analysis: Psychometric and Statistical	21
Benchmarking	28
FLS 2022 Reporting	30
Results	31
Benchmarking Results: FLS 2022	35
Foundational Literacy Benchmarks – FLS 2022	35
Results of Foundational Literacy Subtasks: FLS 2022	101
Assamese	101
Bengali	106
Bodo	111
English	115
Garo	120
Gujarati	124
Hindi	129
Kannada	133
Khasi	138
Konkani	142
Malayalam	147
Manipuri	151
Marathi	156
Mizo	160

Nepali	165
Odia	169
Punjabi	174
Tamil	178
Telugu	182
Urdu	187
Results of Foundational Numeracy Subtasks: FLS 2022	195
Number Identification	195
Number Discrimination	196
Number Operation (Addition and Subtraction)	197
Number Operation (Word problems)	198
Number Operation (Multiplication)	199
Number Operation (Division)	200
Measurement (Calendar Reading)	200
Measurement (Volume)	201
Measurement (Time on Clock)	202
Measurement (Length)	202
Fractions	203
Patterns	204
Data Handling	205
Analysis of Contextual Variables and Student Achievement : FLS 2022	209
Foundational Literacy	209
Foundational Numeracy	221
Profiling of Background Variables : FLS 2022	225
Key Findings	225
Summary of Key Findings	227
Benchmarking Results	227
Foundational Numeracy	227
Language Specific Foundational Literacy Subtask based Results	228
Foundational Numeracy Subtask based Results	230
Analysis of Relationships between Background Variables and Student Achievement/Performance on FLN	231
References	233
Appendix	235
Appendix A	235
Reading Comprehension Models	225
Appendix B	237
Workshop Agenda for Benchmarking Workshops	237
Appendix C	238
Alignment Form	238
Appendix D	239
Angoff Rating Form	239
Appendix E	241
Sample Booklet (English)	241

List of Tables

Table 1:	EGMA Subtests and Descriptions	5
Table 2:	Key components of Foundational Language and Literacy as per NIPUN Bharat	6
Table 3:	Key Components of Foundational Numeracy as per NIPUN Bharat	6
Table 4:	Key Foundational Literacy Skills Assessed in FLS 2022 and Associated LOs	7
Table 5:	Key Foundational Numeracy Skills Assessed in FLS 2022 and Associated LOs	8
Table 6:	FL Subtasks and Descriptions	13
Table 7:	FN Subtasks and Descriptions	14
Table 8:	FL Subtasks and Item Distribution across Booklets	15
Table 9:	FN Subtasks and Item Distribution across Booklets	16
Table 10:	Table 10: FLS 2022 Questionnaires and Descriptions	18
Table 11:	Key IRT Concepts and Descriptions	23
Table 12:	FLS 2022 Subtasks and Test Equating Status	24
Table 13:	Literacy Subtask Wise Associations – Example	26
Table 14:	Numeracy Subtask Wise Associations – Example	27
Table 1.1:	Average Number of correct words reads per minute (cwpm) in Assamese	37
Table 1.2:	Average Correct Answers of Reading Comprehension Questions in Percentage in Assamese	37
Table 1.3:	GPLs and Associated Benchmarks for Assamese Language	38
Table 1.4:	Benchmark of ORF with Comprehension and Student Performance in Assamese	38
Table 1.5:	Average Number of correct words reads per minute (cwpm) in Bengali	40
Table 1.6:	Average Correct Answers of Reading Comprehension Questions in Percentage in Bengali	41
Table 1.7:	GPLs and Associated Benchmarks for Bengali Language	41
Table 1.8:	Benchmark of ORF with Comprehension and Student Performance in Bengali	41
Table 1.9:	Average Number of correct words reads per minute (cwpm) in Bodo	43
Table 1.10:	Average Correct Answers of Reading Comprehension Questions in Percentage in Bodo	44
Table 1.11:	GPLs and Associated Benchmarks for Bodo Language	44
Table 1.12:	Benchmark of ORF with Comprehension and Student Performance in Bodo	44
Table 1.13:	Average Number of correct words reads per minute (cwpm) in English	46
Table 1.14:	Average Correct Answers of Reading Comprehension Questions in Percentage in English	47
Table 1.15:	GPLs and Associated Benchmarks for English Language	47
Table 1.16:	Benchmark of ORF with Comprehension and Student Performance in English	48
Table 1.17:	Average Number of correct words reads per minute (cwpm) in Garo	50
Table 1.18:	Average Correct Answers of Reading Comprehension Questions in Percentage in Garo	50

Table 1.19: GPLs and Associated Benchmarks for Garo Language	50
Table 1.20: Benchmark of ORF with Comprehension and Student Performance in Garo	51
Table 1.21: Average Number of correct words reads per minute (cwpm) in Gujarati	53
Table 1.22: Average Correct Answers of Reading Comprehension Questions in Percentage in Gujarati	53
Table 1.23: GPLs and Associated Benchmarks for Gujarati Language	54
Table 1.24: Benchmark of ORF with Comprehension and Student Performance in Gujarati	54
Table 1.25: Average Number of correct words reads per minute (cwpm) in Hindi	56
Table 1.26: Average Correct Answers of Reading Comprehension Questions in Percentage in Hindi	57
Table 1.27: GPLs and Associated Benchmarks for Hindi Language	57
Table 1.28: Benchmark of ORF with Comprehension and Student Performance in Hindi	57
Table 1.29: Average Number of correct words reads per minute (cwpm) in Kannada	59
Table 1.30: Average Correct Answers of Reading Comprehension Questions in Percentage in Kannada	60
Table 1.31: GPLs and Associated Benchmarks for Kannada Language	60
Table 1.32: Benchmark of ORF with Comprehension and Student Performance in Kannada	60
Table 1.33: Average Number of correct words reads per minute (cwpm) in Khasi	62
Table 1.34: Average Correct Answers of Reading Comprehension Questions in Percentage in Khasi	63
Table 1.35: GPLs and Associated Benchmarks for Khasi Language	63
Table 1.36: Benchmark of ORF with Comprehension and Student Performance in Khasi	63
Table 1.37: Average Number of correct words reads per minute (cwpm) in Konkani	65
Table 1.38: Average Correct Answers of Reading Comprehension Questions in Percentage in Konkani	66
Table 1.39: GPLs and Associated Benchmarks for Konkani Language	66
Table 1.40: Benchmark of ORF with Comprehension and Student Performance in Konkani	66
Table 1.41: Average Number of correct words reads per minute (cwpm) in Malayalam	68
Table 1.42: Average Correct Answers of Reading Comprehension Questions in Percentage in Malayalam	69
Table 1.43: GPLs and Associated Benchmarks for Malayalam Language	69
Table 1.44: Benchmark of ORF with Comprehension and Student Performance in Malayalam	69
Table 1.45: Average Number of correct words reads per minute (cwpm) in Manipuri	71
Table 1.46: Average Correct Answers of Reading Comprehension Questions in Percentage in Manipuri	72
Table 1.47: GPLs and Associated Benchmarks for Manipuri Language	72
Table 1.48: Average Number of correct words reads per minute (cwpm) in Marathi	74
Table 1.49: Average Correct Answers of Reading Comprehension Questions in Percentage in Marathi	75
Table 1.50: GPLs and Associated Benchmarks for Marathi Language	75
Table 1.51: Benchmark of ORF with Comprehension and Student Performance in Marathi	75
Table 1.52: Average Number of correct words reads per minute (cwpm) in Mizo	77
Table 1.53: Average Correct Answers of Reading Comprehension Questions in Percentage in Mizo	78
Table 1.54: GPLs and Associated Benchmarks for Mizo Language	78
Table 1.55: Benchmark of ORF with Comprehension and Student Performance in Mizo	78
Table 1.56: Average Number of correct words reads per minute (cwpm) in Nepali	80
Table 1.57: Average Correct Answers of Reading Comprehension Questions in Percentage in Nepali	81

Table 1.58: GPLs and Associated Benchmarks for Nepali Language	81
Table 1.59: Benchmark of ORF with Comprehension and Student Performance in Nepali	81
Table 1.60: Average Number of correct words reads per minute (cwpm) in Odia	83
Table 1.61: Average Correct Answers of Reading Comprehension Questions in Percentage in Odia	84
Table 1.62: GPLs and Associated Benchmarks for Odia Language	84
Table 1.63: Average Number of correct words reads per minute (cwpm) in Punjabi	86
Table 1.64: Average Correct Answers of Reading Comprehension Questions in Percentage in Punjabi	87
Table 1.65: GPLs and Associated Benchmarks for Punjabi Language	87
Table 1.66: Benchmark of ORF with Comprehension and Student Performance in Punjabi	87
Table 1.67: Average Number of correct words reads per minute (cwpm) in Tamil	89
Table 1.68: Average Correct Answers of Reading Comprehension Questions in Percentage in Tamil	90
Table 1.69: GPLs and Associated Benchmarks for Tamil Language	90
Table 1.70: Benchmark of ORF with Comprehension and Student Performance in Tamil	90
Table 1.71: Average Number of correct words reads per minute (cwpm) in Telugu	92
Table 1.72: Average Correct Answers of Reading Comprehension Questions in Percentage in Telugu	93
Table 1.73: GPLs and Associated Benchmarks for Telugu Language	93
Table 1.74: Benchmark of ORF with Comprehension and Student Performance in Telugu	93
Table 1.75: Average Number of correct words reads per minute (cwpm) in Urdu	95
Table 1.76: GPLs and Associated Benchmarks for Urdu Language	96
Table 1.77: GPLs and Associated Benchmarks for Numeracy	97
Table 4.1: Language Spoken by Students at Home is the same as Medium of Instruction	209
Table 4.2: Attended Pre-primary Classes/Anganwadi	210
Table 4.3: Ask Questions in the Class	210
Table 4.4: Reads Other Materials in Addition to Textbooks	210
Table 4.5: Playing Games	211
Table 4.6: Story Telling with Family Members	211
Table 4.7: Playing Game with Family Members	211
Table 4.8: Time taken to go to School up to 30 minutes.	212
Table 4.9: Time Taken to go to School more than 30 minutes.	212
Table 4.10: Teaching at Foundational Stage: Less than 3 years/more than 3 years	212
Table 4.11: Attend any In-Service Workshop/Training to Understand the Learning Needs and other Developmental aspects in Young Children	212
Table 4.12: Highest Educational Qualification up to Higher Secondary	213
Table 4.13: Technique used in Assessing Students: Observation (Never and Sometimes Vs. Most of the Times and Almost Always)	213
Table 4.14: Technique used In Assessing Students: Class Test (Never and Sometimes Vs. Most of the Times and Almost Always)	213
Table 4.15: Technique Used in Assessing Students: Group Activity (Never and Sometimes Vs. Most of the Times and Almost Always)	214
Table 4.16: Technique Used in Assessing Students: Peer Work (Never and Sometimes Vs. Most of the Times and Almost Always)	214

Table 4.17: Technique Used in Assessing Students: Oral Work (Never and Sometimes Vs. Most of the Times and Almost Always)	214
Table 4.18: Maintain Teacher’s Diary	214
Table 4.19: Teacher’s Uses Portfolio to Assess the Progress of the Child	215
Table 4.20: Time taken to go to school up to 30 minutes.	215
Table 4.21: School Infrastructure: Electricity and Proper Lighting	215
Table 4.22: School Infrastructure: Fully Functional Toilet for Girls	216
Table 4.23: School Infrastructure: Fully Functional Toilet for Boys	216
Table 4.24: School Infrastructure: Readily Available Medical Room	216
Table 4.25: School Infrastructure: Safe windows and Openings for Ventilation	217
Table 4.26: School Facility: Basic Drinking Water	217
Table 4.27: School Facility: Basic Hand Washing Facility	217
Table 4.28: School Facility: Mid-Day Meals to the Child on Daily Basis	218
Table 4.29: School Facility: Primary Health Services	218
Table 4.30: School Facility: Primary Health Services	218
Table 4.31: Health Check-up not Being Done	219
Table 4.32: Classroom Equipment: Story Books	219
Table 4.33: Classroom Equipment: Toys/ Play equipment	219
Table 4.34: Classroom Equipment: Computers	219
Table 4.35: Classroom Equipment: Internet Access	220
Table 4.36: Classroom Equipment: Textbooks/Reading Materials	220
Table 4.37: Association Results for Student Related Variables - Foundational Numeracy	221
Table 4.38: Association Results for Teacher Related Variables - Foundational Numeracy	221
Table 4.39: Association Results for School Related Variables - Foundational Numeracy	222

List of Figures

Figure 1:	CFRA (adapted from Hoover and Tunmer (2020))	4
Figure 2:	Benchmarks and Associated GPLs	29
Figure 1.1:	Participation of Students in Assamese (in Percentage)	36
Figure 1.2:	Distribution of Students by Range of Number of Correct Words Read Per Minute in Assamese	36
Figure 1.3:	Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Assamese	37
Figure 1.4:	Participation of Students in Bengali (in Percentage)	39
Figure 1.5:	Distribution of Students by Range of Number of Correct Words Read Per Minute in Bengali	40
Figure 1.6:	Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Bengali	40
Figure 1.7:	Participation of Students in Bodo (in Percentage)	42
Figure 1.8:	Distribution of Students by Range of Number of Correct Words Read Per Minute in Bodo	43
Figure 1.9:	Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Bodo	43
Figure 1.10:	Participation of Students in English (in Percentage)	45
Figure 1.11:	Distribution of Students by Range of Number of Correct Words Read Per Minute in English	46
Figure 1.12:	Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in English	47
Figure 1.13:	Participation of Students in Garo (in Percentage)	49
Figure 1.14:	Distribution of Students by Range of Number of Correct Words Read Per Minute in Garo	49
Figure 1.15:	Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Garo	50
Figure 1.16:	Participation of Students in Gujarati (in Percentage)	52
Figure 1.17:	Distribution of Students by Range of Number of Correct Words Read Per Minute in Gujarati	52
Figure 1.18:	Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Gujarati	53
Figure 1.19:	Participation of Students in Hindi (in Percentage)	55
Figure 1.20:	Distribution of Students by Range of Number of Correct Words Read Per Minute in Bengali	56
Figure 1.21:	Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Hindi	56
Figure 1.22:	Participation of Students in Kannada (in Percentage)	58
Figure 1.23:	Distribution of Students by Range of Number of Correct Words Read Per Minute in Kannada	59
Figure 1.24:	Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Kannada	59

Figure 1.25: Participation of Students in Khasi (in Percentage)	61
Figure 1.26: Distribution of Students by Range of Number of Correct Words Read Per Minute in Khasi	62
Figure 1.27: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Khasi	62
Figure 1.28: Participation of Students in Konkani (in Percentage)	64
Figure 1.29: Distribution of Students by Range of Number of Correct Words Read Per Minute in Konkani	65
Figure 1.30: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Konkani	65
Figure 1.31: Participation of Students in Malayalam (in Percentage)	67
Figure 1.32: Distribution of Students by Range of Number of Correct Words Read Per Minute in Malayalam	68
Figure 1.33: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Malayalam	68
Figure 1.34: Participation of Students in Manipuri (in Percentage)	70
Figure 1.35: Distribution of Students by Range of Number of Correct Words Read Per Minute in Manipuri	71
Figure 1.36: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Manipuri	71
Figure 1.37: Benchmark of ORF with Comprehension and Student Performance in Manipuri	72
Figure 1.38: Participation of Students in Marathi (in Percentage)	73
Figure 1.39: Distribution of Students by Range of Number of Correct Words Read Per Minute in Marathi	74
Figure 1.40: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Marathi	74
Figure 1.41: Participation of Students in Mizo (in Percentage)	76
Figure 1.42: Distribution of Students by Range of Number of Correct Words Read Per Minute in Mizo	77
Figure 1.43: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Mizo	78
Figure 1.44: Participation of Students in Nepali (in Percentage)	79
Figure 1.45: Distribution of Students by Range of Number of Correct Words Read Per Minute in Nepali	80
Figure 1.46: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Nepali	81
Figure 1.47: Participation of Students in Odia (in Percentage)	82
Figure 1.48: Distribution of Students by Range of Number of Correct Words Read Per Minute in Odia	83
Figure 1.49: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Odia	84
Figure 1.50: Participation of Students in Punjabi (in Percentage)	85
Figure 1.51: Distribution of Students by Range of Number of Correct Words Read Per Minute in Punjabi	86
Figure 1.52: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Punjabi	87
Figure 1.53: Participation of Students in Tamil (in Percentage)	88
Figure 1.54: Distribution of Students by Range of Number of Correct Words Read Per Minute in Tamil	89
Figure 1.55: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Tamil	90
Figure 1.56: Participation of Students in Telugu (in Percentage)	91

Figure 1.57: Distribution of Students by Range of Number of Correct Words Read Per Minute in Telugu	92
Figure 1.58: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Telugu	93
Figure 1.59: Participation of Students in Urdu (in Percentage)	94
Figure 1.60: Distribution of Students by Range of Number of Correct Words Read Per Minute in Urdu	95
Figure 1.61: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Urdu	96
Figure 1.62: Average Correct Answers of Reading Comprehension Questions in Percentage in Urdu	96
Figure 1.63: Benchmark of ORF with Comprehension and Student Performance in Urdu	96
Figure 5.1: Resources used in the classrooms at the foundational stage	226
Figure 5.2: Figure 6: Nature of Community Support Provided to Schools	226

Introduction and Background



Introduction and Background

The Indian school education system is attributing high priority to the achievement of universal acquisition of foundational literacy and numeracy skills by students at the primary level by the academic year 2026-27.

The National Education Policy (NEP) 2020 highlights the fact, that still a large proportion of students currently at the elementary levels, have not attained foundational literacy and numeracy. The NEP 2020, further stresses upon the need to address this crisis head on and immediately. At present, achievement of foundational literacy and numeracy skills by all children is being pursued as an immediate national mission.

A National Foundational Literacy and Numeracy Mission was launched, under the 'Atma Nirbhar Bharat' campaign. This mission was set up to ensure that every child in the country necessarily attained foundational literacy and numeracy by the end of Grade 3, by 2026-27. As per policy mandate, the Ministry of Education (MoE) on priority set up a National Mission on Foundational Literacy and Numeracy called "National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)".

NIPUN Bharat lays down the priorities and actionable agendas for States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by the end of Grade 3. NIPUN Bharat was set up under the aegis of the centrally sponsored scheme of Samagra Shiksha, which in turn, is an integrated scheme of school education covering Pre-School to Senior Secondary level education.

NIPUN Bharat will focus on children of age group of 3 to 9 years including pre-school to Grade 3. The goals and objectives of NIPUN Bharat need to be achieved by all Government, Government Aided and Private Schools so as to ensure the universal acquisition of foundational literacy and numeracy skills, by all students, by the end of 2026-27.

Theoretical and Empirical Overview of Foundational Literacy and Numeracy

Given below are some of the key theoretical and empirical considerations in the area of foundational literacy and numeracy.

Foundational Literacy (FL)

In simple terms, foundational literacy refers to students' basic skills of reading with comprehension, listening with comprehension, speaking with comprehension, and writing for certain purposes.

One of the main goals of "foundational literacy" for primary grade children is reading comprehension

or reading with understanding.

Most theories of reading comprehension development suggest that reading is a multi-faceted, complex cognitive process, which is both dynamic and progressive (Hoover & Gough, 1990; Kim et al., 2016 a; Perfetti & Hart, 2001; Scarborough, 2001; Tunmer & Hoover, 2020;).

The United States (US) National Reading Panel (NRP) presented five big “domains” for the development of instructional approaches to improve and enhance the quality of reading (NICHD, 2000):

1. Phonemic awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

It is important to note is that these “big five” domains are provided as a list, rather than showing the trajectory and integration of these skills with each other (Hoover & Tunmer, 2020).

Measurement of the above big five skills/domains is **one of the key foundations** upon which test design of some large-scale assessments are based e.g., Dynamic Indicators of Basic Literacy (DIBELS) and the Early Grade Reading Assessment (EGRA) (Dubeck & Gove, 2015).

Amongst the above mentioned big five skills/domains, oral reading fluency is commonly measured across assessments, especially those based on EGRA. Most EGRA-based foundational literacy tests typically include a fluency sub-task commonly referred to as the Oral Reading Fluency (ORF).

The ORF subtask primarily focuses on measurement of children’s speed and automaticity of reading (even when it is followed by comprehension questions).

One of the most commonly referred to models of Foundational Literacy (FL) is the **Cognitive Foundations for Reading Acquisition (CFRA)** (Hoover & Tunmer, 2020) (figure 1), which in turn, is also in line with several other global reading acquisition models (see Appendix).

CFRA postulates that there are the two main predictors (both required, neither sufficient alone) of reading comprehension. These two skills are (a) oral language comprehension and (b) decoding.

Although both the above stated skills are further comprised of various sub-skills, these two consistently identified as the two main pillars of reading comprehension development.



Figure 1: CFRA (adapted from Hoover and Tunmer (2020))

Foundational Numeracy

Foundational numeracy refers to students' basic skills to understand, reason with and apply simple numerical concepts and mathematical operations such as addition, subtraction, multiplication, and division.

Successful mastery of early grade Mathematics taught is essential to building a strong foundation of later stage Mathematics learning (Research Triangle International, 2014).

Subsequently, it also positively correlates with the development of later stage workplace skills and knowhow (Malloy, 2008; Nunes & Bryant, 1996; Steen, 2001; U.S. Department of Education, 2008).

Basic mathematical skills and knowledge are essential to management of daily activities such as carrying out of money exchange in shopping and maintenance of personal expenditures and budgets (Research Triangle International, 2014).

Recent research suggests that attainment of early-stage mathematics skills predict later reading skills just as much as early reading skills (Duncan et al., 2007; Romano et al., 2010).

One commonly used large-scale assessments of early grade Mathematics competencies is the Early Grade Mathematics Assessment (EGMA). United States Agency for International Development (USAID) contracted the Research Triangle Institute (RTI) International to develop this assessment. The EGMA comprises of 5 subtests (Platas et al., 2014) which are presented and briefly described in Table 1.

Table 1: EGMA Subtests and Descriptions

EGMA Subtests	Description
Number Identification	Students are presented with a series of numbers and asked to name the numbers Timed Subtest
Number Pattern	Students are presented with a series of numbers in which one is missing and asked to identify the missing number (e.g., 2, 4, ____, 8). Untimed Subtest
Number Discrimination	Students are presented with two numbers and asked to identify which is greater (e.g., 6, 8) Untimed Subtest
Operations: Additions and Subtraction (Levels 1 and 2)	Level 1: Students are presented with printed simple addition and subtraction problems to solve (e.g., $6 + 8 =$) Timed Subtest Level 2: Students are presented with more complex printed addition and subtraction problems to solve (e.g., $26 - 14 =$) Untimed Subtest
Word Problems	Students listen to simple addition/subtraction story problems to solve (e.g., "Two children are on the bus, three more children get on. How many children are on the bus altogether?") Untimed Subtest

Key Components of Foundational Language & Literacy and FN: NIPUN Bharat

Key components of foundational language and literacy and foundational numeracy as highlighted for NIPUN Bharat are enlisted below in Tables 2 and 3:

Table 2: Key components of Foundational Language and Literacy as per NIPUN Bharat

Foundational Language and Literacy	
Key Component	Description
Oral Language Development	The experiences in oral language are important for developing skills of reading and writing
Phonological Awareness	This domain includes the competencies of word awareness, rhyme awareness, and awareness of sounds within words which should emerge from their meaningful engagement with language
Decoding	This domain includes competencies of print awareness, Akshara knowledge and decoding, and word recognition
Vocabulary	This domain includes the competencies of oral vocabulary, reading/writing vocabulary, and morphological analysis of words
Reading Comprehension	This domain covers the competencies of understanding texts and retrieving information from them, as well as interpreting texts
Reading Fluency	Refers to the ability to read a text with accuracy, speed (automaticity), expression (prosody), and comprehension that allows children to make meaning from the text
Concept about Print	Children need exposure to different types of print rich environment to develop the skill of comprehension
Writing	This domain includes the competencies of writing aksharas and words as well as writing for expression
Culture of Reading/Inclination towards Reading	Involves the motivation to engage with a wide variety of books and other reading materials

Table 3: Key Components of Foundational Numeracy as per NIPUN Bharat

Foundational Numeracy	
Key Component	Description
Pre-Number Concepts	Count and understand the numeration system
Numbers and Operations on Numbers	Learn conventions needed for mastery of Mathematical techniques such as the use of a base ten system to represent numbers
Measurement	Understand and use standard algorithms to perform operations of addition, subtraction, multiplication, and division on numbers up to three digits
Shapes and Spatial Understanding	Perform simple computations in her/his own way up to three-digit numbers and apply these to their day to life activities in different contexts
Patterns	Learn vocabulary of relational words to extend his/her understanding of space and spatial objects

As a pertinent and immediate step towards strengthening of Foundational Literacy and Numeracy (FLN) skills a large-scale Foundational Learning Study (FLS) was launched by the Ministry of Education (MoE), India.

Foundational Learning Study (FLS)

The Foundational Learning Study (FLS) 2022– one of the world’s largest one-on-one assessment of foundational literacy and numeracy in the world – **was implemented in India by the National Council of Education Research and Training (NCERT) under the aegis of the Ministry of Education**, Government of India in March 2022. FLS 2022 was designed to assess the FLN levels of class 3 students and was conducted pan India (in all States and UTs of the country).

In FLS 2022, class 3 students’ FLN levels were measured using **two assessments/tests – one designed to measure foundational literacy levels of students and the other developed to measure students’**

foundational numeracy levels. Foundational literacy and numeracy assessments used in the FLS 2022 were **school-based performance assessments wherein, selected sample of students from grade 3 were assessed by test administrators in a one-on-one setting where each child responded to a set of questions administered orally.**

FLS 2022: Key Objectives

FLS 2022 was conducted with the following key objectives:

a. Assess Learning Outcomes

- FLS 2022 aimed to provide reliable and valid data about what class 3 students know and what they were able to do with regards to foundational literacy and numeracy and the extent of learning outcomes being achieved.

b. Set Baseline for NIPUN

- The data derived from the FLS 2022 is expected to help in establishing a baseline for the NIPUN Bharat mission.

c. Set Benchmarks

- The Study also aimed to establish reading proficiency benchmarks for fluency and comprehension for each of the languages (20 in number) being assessed under the study and proficiency benchmarks for numeracy.

d. Report on SDG

- FLS 2022 is also expected to provide data to report on SDG 4.1.1 indicators at the global level

FLS 2022 and Association with Learning Outcomes

The literacy and the numeracy assessments used in FLS 2022 measured some of the key components or skills of foundational language and literacy and foundational numeracy as highlighted by the NIPUN Bharat mission. These skills in turn, also aligned with the Learning Outcomes used in NAS. List of the key FLN skills assessed by the foundational literacy and numeracy assessments used in FLS 2022 along with the associated LOs are given in Tables 4 and 5.

Table 4: Key Foundational Literacy Skills Assessed in FLS 2022 and Associated LOs

Key Skills	Associated Learning Outcomes
Oral Language Comprehension	<ul style="list-style-type: none"> • Engages in conversation to ask questions, narrate experiences, listens to others, and respond
Phonological Awareness	<ul style="list-style-type: none"> • Identifies different sounds in given words
Decoding	<ul style="list-style-type: none"> • Identifies symbol-sound correspondence (including syllable reading) • Accurately decodes common, isolated grade 3-level words • Accurately decodes “nonsense words” or nonwords
Reading Comprehension	<ul style="list-style-type: none"> • Ability to comprehend written words, sentences, or text explicitly and inferentially – the goal of foundational literacy
Oral Reading Fluency (ORF) with Comprehension	<ul style="list-style-type: none"> • Reads the text correctly with accuracy (correct pronunciation), speed (automaticity) & expression and comprehends the text

Table 5: Key Foundational Numeracy Skills Assessed in FLS 2022 and Associated LOs

Key Skills	Associated Learning Outcomes
Numbers	<ul style="list-style-type: none"> Counts, reads, writes, and compares numbers up to 9999
Numbers Operations	<ul style="list-style-type: none"> Solves daily life problems involving two or more operations of numbers (using addition, subtraction, multiplication, division) with numbers not exceeding 999
Multiplication and Division Facts	<ul style="list-style-type: none"> Constructs and uses multiplication facts (tables) of numbers 2 to 10 and uses division facts
Measurement	<ul style="list-style-type: none"> Estimates and measures length/distance, weight, capacity using non-standard units like hand span and standard units like m, km, g, kg, litre, etc. and identifies a particular date and corresponding day on a calendar; reads time on a clock in hours and half-hours
Fractions	<ul style="list-style-type: none"> Identifies half, one-fourth, three-fourth of a whole and in a collection of up to 12 represented as objects/ pictures
Patterns	<ul style="list-style-type: none"> Identifies, extends, and communicates rules for simple patterns on numbers, events, and shapes (e.g., skip count forward by 10).
Data Handling	<ul style="list-style-type: none"> Solve problems involving data displays (i.e., tally charts, bar graphs, or pictographs) with single unit scales and up to four categories of data

FLS 2022: Key Features

Some of the key features of FLS 2022 are enlisted below:

- Foundational literacy and numeracy skills assessed under the FLS 2022 are as follows: -
 - ◆ **Foundational Literacy Skills:** Oral language comprehension, phonological awareness, decoding, reading comprehension, oral reading fluency with comprehension
 - ◆ **Foundational Numeracy Skills:** Number identification & comparison, number operations, multiplication and division facts, measurement, fractions, patterns, and data handling
- FLS 2022 was conducted in 20 languages - **Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Manipuri, Marathi, Mizo, Odia, Punjabi, Tamil, Telugu, Urdu, Bodo, Garo, Khasi, Konkani, and Nepali. These languages were being used as a medium of instruction in schools of various States/UTs.**
- Under FLS 2022, more than 86,000 grade 3 students from ~10,000 schools were assessed. The study sample included students studying in state government schools, government aided schools, private recognised and central government schools.

Findings from the FLS 2022 are expected to provide information on the foundational literacy and numeracy levels of grade 3 students. This knowledge in turn, will be used to take evidence-based decisions for improving educational policy and practice related to foundational learning in India.

Key Research Objectives

The key research questions which guided the conduct of FLS 2022 are presented below:

- In FLS 2022, language wise, what was the performance of students on skills associated with foundational literacy at the State and National levels?
 - In FLS 2022, language wise, what was the performance of subgroups on skills associated with foundational literacy at the State and National levels?
- In FLS 2022, what was the performance of students on skills associated with foundational numeracy at the State and National levels?
 - In FLS 2022, what was the performance of subgroups on skills associated with foundational numeracy at the State and National levels?

3. What is the language specific performance of students on the FLS 2022 subtask ORF with reading comprehension?
4. For foundational literacy, what are the language specific benchmarks for students classified at the four levels in the GPL – Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency?
 - a. What is distribution of students (including boys and girls) in each of the above-mentioned proficiency levels?
5. For foundational numeracy, what are the composite (single) benchmarks for students classified at the four levels in the GPL – Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency?
 - a. What is distribution of students (including boys and girls) in each of the above-mentioned proficiency levels?
6. How are the student, teacher and school-related contextual variables associated with student achievement/performance in FLS 2022?
7. What are the demographic and professional profiles of students, teachers and schools as assessed under FLS 2022?
8. In FLS 2022, language wise, what was the performance of students studying in the selected 10 Low Performing Districts (LPD), on skills associated with foundational literacy?
 - a. In FLS 2022, language wise, what was the performance of subgroups in the selected 10 Low Performing Districts (LPD), on skills associated with foundational literacy?
9. In FLS 2022, what was the performance of students studying in the selected 10 Low Performing Districts (LPD), on skills associated with foundational numeracy?
 - a. In FLS 2022, what was the performance of subgroups in the selected 10 Low Performing Districts (LPD), on skills associated with foundational numeracy?

Note : The term performance of subgroups (used below) refers to that of performance of boys and girls (gender wise); urban and rural students (location wise); students studying in Central Government, State Government, Government Aided and Private schools (school-management wise) and students belonging to the social groups of Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others (social group wise).

FLS 2022 Analytical Report Sections

The current report will include different sections. Each section will provide information/data/statistics on specific technical aspects related with the FLS 2022 study.

Report sections will be as follows:

- a. Introduction
- b. Methodology
- c. Results
- d. References
- e. Appendix

Methodology



Methodology

The foundational literacy and foundational numeracy assessments used in FLS 2022 were wide ranging in their coverage of literacy and numeracy skills, mostly derived from the well-established techniques and processes of the EGRA and EGMA and further adapted based on the science of reading development in the Indian context (characterized by the use of Akshara writing systems and widespread bilingualism and multilingualism).

Few of the assessment items were sourced from EGRA and EGMA and were adapted following technically robust adaptation guidelines. An attempt was also made to contextualize the assessment design to enable collection of reliable and valid data. It was also ensured that the modified assessment design met the prerequisites for the adequate application of IRT-based psychometric procedures such as linking and equating. The methodology section includes details on the following aspects of FLS 2022:

1. FLS 2022 Assessment Design
2. FLS 2022 Sampling
3. FLS 2022 Test Development, Administration and Data Management
4. FLS 2022 Data Preparation
5. FLS 2022 Data Analysis: Psychometric and Statistical
6. FLS 2022 Benchmarking
7. FLS 2022 Reporting

FLS 2022 Assessment Design

Foundational literacy and numeracy skills assessed under the FLS 2022 were as following: -

- **Foundational Literacy Skills:** oral language comprehension, phonological awareness, decoding, reading comprehension, oral reading fluency with comprehension
- **Foundational Numeracy Skills:** number identification & comparison, number operations, multiplication and division facts, measurement, fractions, patterns, and data handling

Subtasks or subtests were drafted in FLS 2022 to assess each of the above mentioned FLN skills.

Tables 6 and 7 list and describe the subtasks assessed in FLS 2022.

Table 6: FL Subtasks and Descriptions

FL Subtasks	Description
1. Oral Language Comprehension	<ul style="list-style-type: none"> • Listening to 5 different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures
2. Phonological Awareness	<ul style="list-style-type: none"> • The task was based on identifying the initial and final sounds in 12 grade level words

FL Subtasks	Description
3. Decoding Letters	<ul style="list-style-type: none"> Reading aloud 100 individual (but repeated) letters and syllables of a particular language presented in the form of a grid
4. Decoding Words	<ul style="list-style-type: none"> Reading aloud 50 distinct grade level words
5. Decoding Non-words	<ul style="list-style-type: none"> Reading aloud 50 distinct grade level words
6. Picture Matching	<ul style="list-style-type: none"> Reading 5 different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures
7. Oral Reading Fluency (ORF) and comprehension	<ul style="list-style-type: none"> Reading aloud two grade appropriate short stories and answering questions related to retrieval and inferences.

Table 7: FN Subtasks and Descriptions

FN Subtasks	Description
1. Number identification	<ul style="list-style-type: none"> Identifying and reading aloud 24 distinct numbers presented in the form of a grid (up to 9999)
2. Number discrimination	<ul style="list-style-type: none"> Comparing 14 pairs of numbers to identify the bigger number
3. Number operation (addition and subtraction)	<ul style="list-style-type: none"> Completing 4 Addition and 4 Subtraction facts
4. Word problems (addition and subtraction)	<ul style="list-style-type: none"> Solving 6-word problems based on the operation of addition and subtraction
5. Number operations (Division and Multiplication)	<ul style="list-style-type: none"> Constructing and using 4 multiplication facts (tables) of numbers 2 to 10 and using 4 division fact.
6. Measurement	<ul style="list-style-type: none"> Solving 6 problems based on measurement and estimation of volume, length, time using standard and non-standard units
7. Fractions	<ul style="list-style-type: none"> Answering 6 problems based on identification and representation of fraction values of half, one-fourth, three-fourth of a whole and of a collection of 12 objects.
8. Patterns	<ul style="list-style-type: none"> Identifying and extending & patterns comprising of numbers and shapes
9. Data Handling	<ul style="list-style-type: none"> Reading simple display of data and answering 6 questions based on the data display.

In FLS 2022, four test booklets were used to assess the FLN skills of class 3 students. These booklets were referred to as booklet 301, booklet 302, booklet 303 and booklet 304 –3 referred to the class of students being assessed and 01, 02, 03 and 04 referred to the booklet numbers.

Booklets 301,302, 303 and 304 were populated by the sub tasks mentioned in Tables 6 and 7. Each test booklet included both literacy and numeracy subtasks and a number of items/questions associated with each subtask were included in each of the booklets.

It is important to note that, sequencing of the subtasks within the literacy and numeracy assessments, as described in tables 6 and 7 remained the same across booklets 301, 302, 303 and 304. However, in booklets 301 and 302, the literacy subtasks were presented first, followed by the numeracy subtasks and in booklets 303 and 304, the numeracy subtasks preceded the literacy subtasks. This was done to prevent factors such as student fatigue from negatively affecting only one assessment, i.e., either numeracy or literacy scores alone.

While attempting questions at the end of a test, young children may lose interest or become tired. The placement of numeracy and literacy subtasks at the end of 2 out of 4 booklets was done to ensure that fatigue or disinterest would not have a disproportionate effect on students' scores in numeracy and literacy alone but would rather get distributed across both the subjects.

Given below is a brief description of key terminology used in the FLS 2022 booklets:

a. Timed and Untimed Tasks

- ORF is the *only timed subtask in FLS 2022*, wherein the number of words read correctly in 60 seconds are extremely important and must be carefully noted. *Students are not given more than 60 seconds to read aloud the ORF passage.* For answering the reading comprehension questions following the ORF passage, students are given up to 10 seconds to respond to each question (allowing for the field investigator to repeat the questions twice).

b. Nudge Rules

- All other subtasks (both in literacy and numeracy assessments) are *untimed, implying that students can complete the task at their own pace.* However, when the student takes more than 5-10 seconds at a particular part of the task or subtask, he/she is prompted to move to the next part. *These prompts are referred to as nudge rules.*

c. Stop Rules

- These are specific to the items and get applied if students are not able to respond to the items e.g., in decoding questions, stop rules get applied when students are not able to read continuous 10 letters or 5 continuous familiar words or 5 continuous non familiar words (detailed instructions on this are present in the booklets)

Some of the sub task specific questions/items were included in more than one booklet. These common items were referred to as anchor items. Inclusion of the anchor items across the test booklets is mentioned in tables 8 and 9.

Table 8: FL Subtasks and Item Distribution across Booklets

FL Subtasks	No. of Items Per Booklet	Items Distribution across Four Booklets
1. Oral Language comprehension	• 5 questions with 4 pictures	• Each booklet includes 3 anchor questions (questions which are same across the 4 booklets) and 2 unique questions (questions which are different across the 4 booklets)
2. Phonological Awareness	• 12 questions	• 12 questions are same across all the 4 booklets (6 questions are on first sound deletion + 6 questions are on last sound deletion)
3. Decoding Letters	• 100 symbols/letters (symbol clusters) grid	• 100 symbols/letters (symbol clusters) grid is same across all the 4 booklets
4. Decoding Words	• 50 individual familiar, real and grade level/ appropriate words	• 50 individual familiar, real and grade level/ appropriate word grid is same across all the 4 booklets
5. Decoding Non-Words	• 50 individual non words	• 50 individual non words grid is same across all the 4 booklets

FL Subtasks	No. of Items Per Booklet	Items Distribution across Four Booklets
6. Picture Matching	<ul style="list-style-type: none"> 5 questions with 4 pictures each 	<ul style="list-style-type: none"> 3 questions are same across the 4 booklets 2 questions are unique/ different in each of the 4 booklets
7. ORF	<ul style="list-style-type: none"> Short story/passages developed using ~ 60-70 grade level/ appropriate words 	<ul style="list-style-type: none"> Overall, 4 passages are used across booklets e.g., passage A, B, C and D Each booklet includes 2 passages Booklet 301 includes passages A and B Booklet 302 includes passages B and C Booklet 303 includes passages C and D Booklet 304 includes passages D and A
8. ORF with Comprehension	<ul style="list-style-type: none"> Short story/passages developed using ~ 60-70 grade level/ appropriate words Each passage is followed by 5 questions Two passages and 5 questions are included in each booklet. Students are expected to (a) read out the passage in 60 seconds and subsequently (b) answer questions on the passage 	<ul style="list-style-type: none"> Overall, 4 passages are used across booklets e.g., passage A, B, C and D Each booklet includes 2 passages Booklet 301 includes passages A and B Booklet 302 includes passages B and C Booklet 303 includes passages C and D Booklet 304 includes passages D and A

Table 9: FN Subtasks and Item Distribution across Booklets

FN Subtasks	No. of Items Per Booklet	Items Distribution across Four Booklets
1. Number Identification	<ul style="list-style-type: none"> 24 numbers included per booklet 	<ul style="list-style-type: none"> 24 numbers are same across all 4 the booklets
2. Number Discrimination	<ul style="list-style-type: none"> 14 number pairs included per booklet 	<ul style="list-style-type: none"> 14 number pairs are same across all 4 the booklets
3. Numbers Operations (addition and subtraction)	<ul style="list-style-type: none"> 8 overall questions related to addition and subtraction facts included per booklet 	<ul style="list-style-type: none"> 8 questions remain the same across all the 4 booklets
4. Word problems (addition and subtraction)	<ul style="list-style-type: none"> 6-word problems/questions (addition and subtraction) included per booklet 	<ul style="list-style-type: none"> 2 questions on addition are common (anchors) across all the 4 booklets 2 questions on subtraction are common (anchors) across all the 4 booklets 2 questions are unique (different) in each booklet – one on addition and one on subtraction
5. Numbers Operations (Multiplication and Division)	<ul style="list-style-type: none"> 4 multiplication questions included per booklet 4 division questions included per booklet 	<ul style="list-style-type: none"> 4 multiplication questions are same across all the 4 booklets 4 division questions are same across all the 4 booklets

FN Subtasks	No. of Items Per Booklet	Items Distribution across Four Booklets
6. Measurement <ul style="list-style-type: none"> Length Volume Times 	<ul style="list-style-type: none"> 6 questions related to measurement included per booklet 	<ul style="list-style-type: none"> Booklet 301 includes 3 questions on measurement of reading the calendar and 3 questions on measurement of volume Booklet 302 includes 3 questions on measurement of volume and 3 questions on measurement of time Booklet 303 includes 3 questions on measurement of time and 3 questions on measurement of length Booklet 304 includes 3 questions on measurement of length and 3 questions on measurement of reading the calendar Question on measurement of reading the calendar are same in booklets 1 and 4 Questions on measurement of volume are same in booklets 301 and 302 Questions on measurement of time are same in booklets 302 and 303 Questions on measurement of length are same in booklets 303 and 304
7. Fractions	<ul style="list-style-type: none"> 6 questions included per booklet 	<ul style="list-style-type: none"> 6 questions are same across all the 4 booklets
8. Patterns	<ul style="list-style-type: none"> 8 questions included per booklet (4 questions for object patterns + 4 questions for number patterns) 	<ul style="list-style-type: none"> 8 questions are same across all the 4 booklets
9. Data Handling	<ul style="list-style-type: none"> 6 questions included per booklet 	<ul style="list-style-type: none"> Out of 6 questions, 4 questions are anchors or common across all the 4 booklets Remaining 2 questions are different in each booklet

Over the last couple of years, FLN levels have been measured across different countries and contexts. Literature is available on what skills or competencies constitute the concepts of FL and FN. FLS 2022 assesses skills which not only align to the commonly held notions of FLN but also to the construct of FLN as outlined by NIPUN Bharat. While designing this study, it was also ensured that the study would be able to provide data for reporting against the SDG 4.1.1 indicator.

FLS 2022 Assessments and Questionnaires

FLS 2022 assessments were designed to measure attainment of students' foundational literacy and numeracy skills.

Some of the key assessment administration guidelines for FLS 2022 are enlisted below: -

1. Administration of one booklet to one student

- One student was administered only one of the 4 booklets i.e., either booklet 301 or booklet 302 or booklet 303 or booklet 304.

2. Administration of one booklet to one school

- All students sampled and selected from the same school were administered the same booklet i.e., either booklet 301 or booklet 302 or booklet 303 or booklet 304.

3. Completion of Student Response Sheet by Field Investigator

- Field investigators recorded the student responses (answer, time etc.) on the student response sheets provided by NCERT. These responses were later transferred on to the student OMR sheets by the field investigator.

4. Filling of one OMR sheet per student

- One OMR was filled for each of student

in addition to the assessments, three questionnaires were also developed and administered in FLS 2022. These 3 questionnaires were as following:

1. Pupil Questionnaire (PQ)
2. Teacher Questionnaire (TQ)
3. School Questionnaire (SQ)

Differences between the three questionnaires are presented in Table 10.

Table 10: Table 10: FLS 2022 Questionnaires and Descriptions

PQ	TQ	SQ
<ul style="list-style-type: none"> • Responded to by students 	<ul style="list-style-type: none"> • Responded to by schoolteachers 	<ul style="list-style-type: none"> • Responded to by school head teachers
<ul style="list-style-type: none"> • Questions were framed to access information on issues related to home language and language of instruction; attendance of pre-primary classes/ Anganwadi centres; family size; activities enjoyed; activities done with family members; participation in class and commute to school 	<ul style="list-style-type: none"> • Questions were framed to access information on issues related to home language and language of instruction; teaching experience; educational and professional qualifications; awareness and familiarity with LOs and Lakshyas and subsequent sharing of the same with others; trainings received; use of teaching learning material in classrooms; classroom conditions; availability of print rich environments in classrooms; student assessment procedures, presence of children with special needs in classes and commute to school 	<ul style="list-style-type: none"> • Questions were framed to access information on issues related to facilities in schools; prevalence of health check-ups in schools; classroom spaces; presence of functional toilets; availability of drinking water; infrastructure for students with special needs; school managing committees; prevalence of parent teacher meetings in schools and support by community

Unlike FLS 2022 assessments, responses to the three questionnaires were not judged as either right or wrong. Responses expressed views or attitudes and were commonly recorded on a scale.

FLS 2022 Sampling

Some of the key details pertaining to sampling for FLS 2022 are mentioned below:

1. UDISE+ 2019-20 was used as the sample frame for NAS 2021. A sub sample was drawn from NAS 2021 selected sample to generate the final sample frame of FLS 2022.
2. FLS 2022 sample frame structure was as following:
 - a. State Code
 - b. State Name
 - c. District Code
 - d. District Name
 - e. Block Code
 - f. Block Name
 - g. School Code
 - h. School Name

- i. Management Code
 - j. Management (Govt./Aided/Private Unaided/ KVs)
 - k. Category Code
 - l. Location (Rural/Urban)
 - m. Enrolment Boys
 - n. Enrolment Girls
 - o. Enrolment Total
 - p. Total Enrolment in that particular Medium of Instruction (MoI)
 - q. Whether selected grade have more than one Medium of Instruction (Yes/No)
 - r. Whether selected grade have more than one section (Yes/No)
 - s. Whether selected grade have any children with special needs (Yes/No)
3. Target population for FLS 2022 was all class 3 students of recognised Government schools, Government aided schools, private unaided schools and Kendriya Vidyalaya (KVs) schools (except schools of Ministry of Labour, Jawahar Navodaya Vidyalayas, Sainik Schools, Railway Schools and Central Tibetan Schools)
 4. Mediums of Instructions (MoI) under coverage for each class were as following:
 - Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Manipuri, Marathi, Mizo, Odia, Punjabi, Tamil, Telugu, Urdu, Bodo, Garo, Khasi, Konkani, and Nepali
 5. If student enrolment in a class was less than 6 then the school was excluded from the sample for administrative convenience.
 6. The target sample size per subject per class was computed using the following inputs:
 - Confidence level 95%, Minimum Detectable Effect Size = 0.28, Design Effect = 6.4
 7. Exclusion percentage was computed separately for each language
 8. Non-response rate was as 8%.
 9. At the State level, schools were selected based on the medium of instruction and school management.
 - Within schools, sections and students were sampled randomly

FLS 2022 Test Development, Administration and Data Management

1. Tests were developed by NCERT in keeping with the assessment design and overall assessment framework of FLS 2022. Assessments were developed by NCERT in consultation with United Nations International Children's Fund (UNICEF) and American Institutes for Research (AIR).
2. FLS 2022 assessments and questionnaires were administered in the sampled schools to sampled students by field investigators working under the guidance of NCERT.
3. Prior to data collection, NCERT also extensively trained field investigators in the administration procedures and protocols of FLS 2022.
4. Data from the field was collected, collated, managed, and cleaned (preliminary levels) by NCERT.

FLS 2022 Data Preparation

Prior to the commencement of data analysis, FLS 2022 data was put through some technical processes for preparing the data for analysis:

- a. Processing of data via DAMIAS
- b. Application of sample weights

Processing of data via DAMIAS

DAMIAS refers to the software Data Management and Item Analysis System. DAMIAS was installed and used primarily for preparing FLS 2022 datasets for analysis. This phase included carrying of the following steps such as merging of State data files, verification of data integrity, and formatting of data for analysis etc.

Application of sample weights

Multistage sampling done for large scale assessments such as FLS 2022 on most occasions leads to economic data collection. However, it also leads to the problem of differential probabilities of selection for students (Foy, 2000). To ensure that the information derived from the sample is an accurate generalization/ representation of the larger population of interest, sample weights are applied. Samples for large scale assessments are drawn using complex processes such as clustering and stratification.

Each of these processes is associated with some levels of imprecision and sample selection bias. Sample weights help to reduce the bias in the sample and its selection. They correct imperfections in the sample due to (a) non-response and non-population coverage (b) disproportional stratification or underrepresentation/ over representation of any subgroup in the sample (e.g., social group, location) and (c) any unequal probability of selection of units in the sample (Ibrahim, 2003).

For FLS 2022, the sample was selected based on Probability Proportional to Size (PPS circular systematic) method, with state and school strata. Student enrolment in the school was used as a measure of size. Sampling weights were calculated for each of the four school management strata, i.e., government schools, government aided schools, private unaided schools, and central government schools.

A four-step process (given below) was followed to calculate the sample weights:

1. For each language in each state, the number of students within a type of school management was computed. This was followed by the calculation of the total students within a type of school managements across India.
2. As a second step, sample-level calculations were made.
 - For each language, the number of cases per school were computed
 - For each state, the number of students within each of the school management type were computed
 - For each school management type, the total number of students in the sample across states was computed
3. In the third step, calculated variables in steps 1 and 2 were used to generate proportion of sampled students being drawn from a particular school for a particular frame (“A”); sampled students within a frame coming from a particular state as a proportion of the sampled students across India for that frame (“B”); state-level proportions of students within a frame for each language (“C”).
4. Lastly, school weights were computed as the inverse of the “A” calculated above and state weight as “C” divided by “B”.

FLS 2022 Data Analysis: Psychometric and Statistical

Two analysis paradigms are commonly used to analyse large scale assessment data – Classical Test Theory (CTT) and item Response Theory (IRT). In CTT, scores are commonly reported in percentage of correct responses and in IRT, scores are reported in scale scores. Both the above paradigms were extensively used during the analysis of FLS 2022 data. In addition to the above, descriptive, and inferential statistics (e.g., averages, percentages, means, Cohen’s D etc.) were also used for analysing FLS 2022 data.

Analysis procedures followed in FLS 2022 can loosely be segregated into psychometric and statistical analysis procedures. While the psychometric procedures include methods which led to the production of student performance estimates, statistical procedures included the use of descriptive and inferential statistics. Descriptive statistics such as means, averages etc. were used to summarize data. Inferential statistics such as Cohen’s D etc. were used for testing the significance of differences between group means.

Analysis in FLS 2022 was carried out at three different levels:

- a. District level – i.e., for 10 Low Performing Districts analysis was carried out
- b. State level analysis – i.e., for all States, State specific results were computed
- c. National level analysis

CTT Scores

If a pupil answered 50 out of 100 questions on a test correctly, then his or her raw score is 50. The percent-correct score is 50%.

Psychometric Analysis

Classical Theory Based Analysis

CTT is a psychometric theory about test scores that includes three essential concepts: observed score, true score, and error score. The classical test model postulates the following:

The observable test score (X) is equal to the sum of two variables which are unobservable called the true score (T) and error score (E).

As per the SAGE Encyclopaedia of Educational Research, Measurement, and Evaluation (2018), the term classical was used in the sense that the “theory is considered to be the first practical application of Mathematics to describe this relationship”.

In FLS 2022, CTT was used for analysing data on several subtasks across the domains of literacy and numeracy. However, given the nature of the literacy and numeracy subtasks used in FLS 2022, the results of the CTT analysis were reported in average scores and not in percent correct scores.

Several results in FLS 2022 were reported using CTT

Item Response Theory (IRT) Based Analysis

IRT uses mathematical models to establish a psychometric connection between the difficulty level of a test item, the ability of a student, and the probability of that student being successful on a particular item. IRT is a probabilistic model and generates the probability/likelihood of a test taker to give a successful response to a test item. IRT brings the characteristics of people and characteristics of test instruments into the same mathematical model.

Use of IRT in Large Scale Assessments

IRT based reporting is significantly used in large-scale assessments (LSAs) such as NAS for specifically two reasons:

- a. It is commonly observed that, multiple forms¹ of a test are used in LSAs. Multiple forms enable both, greater (a) content coverage and enhanced (b) test security. At the times of test design, all efforts are made to ensure that the multiple forms are developed basis a common assessment framework and blueprint. Despite the above, these multiple forms are often found to be similar but not exactly the same in difficulty. This makes it hard to use percent-correct score/CTT for comparisons of test takers' performances on different forms of the same test. e.g., two students A and B, receive 60% on a test form. The percent correct statistic (i.e., 60%) independently indicates students' A and B performance.

However, the statistic does not provide crucial information on whether student A, obtained 60% on a difficult form or an easy form, further making it difficult to draw conclusions about knowledge and skill level of student A viz – a- viz student B. Therefore, it is advised that, CTT based scores should not be used to compare test takers' performances on different forms.

- b. IRT provides a meaningful reporting framework for establishing comparability between the student achievement results obtained in different administration years. This attribute of IRT makes it appropriate for purposes of monitoring and examining the status of prevailing conditions in the education system.

IRT allows for both types of comparisons of student performance i.e., *across forms and across years*. student performance on different tests forms to be compared

Two common ways of comparing student performance both, across forms and across years are listed below:

a. Anchor Test Design/ Common Item Design

- In this design, a set of common items/same items are included in each of the subject specific test forms. Common set of items placed/included within each booklet are referred to as anchor items. Subsequently, the test forms (with the anchor items included) are administered to non-equivalent groups.

b. Common Person Design

- In this design, each test form (e.g., 2) is given to different groups of students wherein there is always a common group of students taking both the test forms.

¹ Forms refers to test sets or booklets e.g., a test may have 4 forms – A, B, C and D. Each student may be given only 1 form/set/booklet to

IRT: Key Concepts

Linking, equating, and scaling are some of the key concepts in IRT which are briefly described in Table 11.

Table 11: Table 11: Key IRT Concepts and Descriptions

Key IRT Concepts	Description
Linking	Allows for the difficulty between different test forms to be compared. <ul style="list-style-type: none"> Frequently used ways of linking are common item design/common person design
Equating	Allows for the adjustment of the difficulty level of different test forms to be brought on the same scale.
Scaling	<ol style="list-style-type: none"> Linking and equating are typically followed by generation of estimates of student performance. This is done through the process of scaling and eventually leads to the generation of Scale Scores (SS). Scale Scores (SS) are developed using the Item Response Theory (IRT) to evaluate the student performance based on their patterns of responses to test items while considering characteristics of those items (e.g., difficulty, discrimination etc.).

For FLS 2022, assessments were linked and equated. However, reporting was not in terms of Scale Scores (SS) – scaling was not carried out. Table 12 lists all the sub tasks of FLS 2022 which were equated.

Overall linking pattern followed in the FLS 2022

1. Foundational Literacy Subtasks

- Questions assessing the key skills of Phonological Awareness and Decoding are included in the 4 booklets following the process of common item test design.
- However, questions assessing the key skills of Oral Language comprehension and Reading Comprehension are included in the 4 booklets partially following the process of common item test design, i.e., in case of measurement of both these skills, booklets also include some unique items or those items which differ from booklet to booklet.
- Questions assessing the key skill of ORF with Comprehension were included in the 4 booklets following the process of common person design.

2. Foundational Numeracy Subtasks

- Questions assessing the key skills of Numbers, Number Operations (addition and subtraction facts), Multiplication and Division Facts, Fractions and Patterns are included in the 4 booklets following the process of common item test design.
- However, questions assessing the key skills of Number Operations (word problems) and Data Handling are included in the 4 booklets, partially following the process of common item test design i.e., in case of measurement of both these skills, booklets also include some unique items or those items which differ from booklet to booklet.
- Questions assessing the key skills of Measurement are included in the 4 booklets following the process of common person design.

Table 12: FLS 2022 Subtasks and Test Equating Status

Subtask name	Equating Done
Picture Set Worksheet	●
Initial sound	
Last sound	
Syllable reading	
Familiar words	
Nonsense words	
Picture Matching	●
Oral Reading Fluency	●
Comprehension	
Number reading	
Number discrimination	
Addition and subtraction	
Word Problems	●
Multiplication and division	
Division with straws	
Calendar	
Volume	
Time	
Length	
Fractions	
C1: Patterns	
C2: Data handling	●

Statistical Analysis

In FLS 2022, information on background variables associated with student achievement was collected through the pupil, teachers, and school questionnaires.

Data from the questionnaires was analyzed in the following two ways:

- By working out association of background variables with literacy and numeracy scores
- By profiling of background variables

Association of Background Variables with Literacy and Numeracy Scores

Association of background variables with literacy and numeracy scores were derived by analyzing student, teacher, and head teachers' responses to questionnaires. This analysis is included in both, State reports and 10 LPD reports.

Questions in the FLS 2022 questionnaires were largely of the nominal/categorical type, implying that, responders while responding to questions in the questionnaire had to choose between mutually exclusive response categories. There were no right or wrong answers to the questions in any of the questionnaires.

Several questions in the questionnaires (student, teacher, and head teacher) had two categories of responses leading to binary responses i.e., Yes or No. For questions which had more than two categories, a process of

dichotomization of categories was carried out i.e., at the time of analysis, response categories were reduced to two. For binary response questions, no transformations were required or made.

Dichotomization was carried out for two purposes, i.e., (a) to simplify the interpretation of differences between group means and (b) to make comparisons between group means meaningful.

Variables (derived from the questionnaires) were dichotomized by grouping values on the lower end and higher end into two categories e.g., for a question which assessed, “teachers’ techniques to assess students”, the response variables/options of “observations-based technique, class test-based technique, group activity-based technique, peer work-based technique, and oral work-based technique” had to be dichotomized.

Each of the response variables had four possible values: “Never”, “Sometimes”, “Most of the times”, and “Almost always”. In this case, “Never” and “Sometimes” were categorized into one group and “Most of the times” and “Almost always” responses were categorized into another group.

As a result of this dichotomization, data reduction took place and only two groups remained. Means for each of these two groups were computed and the differences between the group means were estimated. To test whether the differences between the group means were significant or not, Cohen’s D was used.

Cohen’s D values were interpreted in the following way:

- 0.2 and above: Small practical/educational significance
- 0.5 and above: Moderate practical/educational significance
- 0.8 and above Large practical/educational significance

All State reports reported state-specific associations between background variables and foundational literacy and numeracy scores in FLS 2022.

Nature of the associations between background variables and foundational literacy and numeracy scores as highlighted in state reports is captured by Figures 2 and 3 respectively.

State and National level students’ responses to questions based on the following topics were analyzed for estimating associations between teacher-related variables and achievement in literacy and numeracy:

1. Language spoken by students at home is the same as medium of instruction
2. Attended pre-primary Classes/Anganwadi
3. Ask questions in the class
4. Reads other materials in addition to textbooks
5. Playing Game
6. Story telling with family members
7. Playing Game with family members
8. Time taken to go to school up to 30 mins
9. Time taken to go to school up to more than 30 mins

State and National level teachers’ responses to questions based on the following topics were analyzed for estimating associations between teacher-related variables and achievement in literacy and numeracy:

1. Teaching at Foundational stage: less than 3 years/more than 3 years
2. Attend any in-service workshop/Training to understand the learning needs and other developmental aspects in young children
3. Highest educational qualification up to Higher Secondary
4. Technique used in assessing students: Observation (Never and Sometimes Vs. Most of the times and Almost Always)
5. Technique used in assessing students: Class Test (Never and Sometimes Vs. Most of the times and Almost Always)

6. Technique used in assessing students: Group Activity (Never and Sometimes Vs. Most of the times and Almost Always)
7. Technique used in assessing students: Peer Work (Never and Sometimes Vs. Most of the times and Almost Always)
8. Technique used in assessing students: Oral Work (Never and Sometimes Vs. Most of the times and Almost Always)
9. Maintain Teacher's Diary
10. Teacher's uses portfolio to assess the progress of the child
11. Time taken to go to school up to 30 mins.

State and National level head teachers' responses to questions based on the following topics were analyzed for estimating associations between school related variables and achievement in literacy and numeracy:

1. School Infrastructure: Electricity and proper lighting
2. School Infrastructure: Fully functional toilet for girls
3. School Infrastructure: Fully functional toilet for boys
4. School Infrastructure: Readily available medical room
5. School Infrastructure: Safe windows and openings for ventilation
6. School Facility: Basic Drinking Water
7. School Facility: Basic hand washing facility
8. School Facility: Mid-day meals to the child on daily basis
9. School Facility: Primary Health Services
10. School Facility: Accessible infrastructure for students with disabilities
11. Health check-up not being done
12. Classroom Equipment: Story Books
13. Classroom Equipment: Toys/ Play equipment
14. Classroom Equipment: Computers
15. Classroom Equipment: Internet access
16. Classroom Equipment: Textbooks/reading materials

Table 13: Literacy Subtask Wise Associations – Example

1. Association Results : Student Profile

The given section details the association results regarding various student related variables
Language spoken by students at home is the same as medium of instructions

Literacy Sub Task	Difference between mean scores	Sig.*
Oral Language Comprehension	0.03	0.03
Phonological Awareness	0.16	0.05
Decoding Letters	-7.18	-0.31
Decoding Words	-1.88	-0.12
Decoding Non-Words	0.47	0.03
Picture Matching	-0.14	-0.14
Oral Reading Fluency (ORF)	-5.56	-0.29
ORF with Comprehension	0.27	0.17

Table 14: Numeracy Subtask Wise Associations – Example

1. Association Results : Student Profile

The given section details the association results regarding various student related variables
Language spoken by students at home is the same as medium of instructions

Literacy Sub Task	Difference between mean scores	Sig.*
Language spoken by student at home is the same as medium of instruction	-0.09	-0.02
Attended Pre-primary Classes/Anganwadi	0.18	0.03
Ask questions in the class	0.44	0.08
Reads other materials in addition to textbooks	0.26	0.05
Playing Game	0.26	0.05
Story Telling with family members	0.04	0.01
Playing Game with family members	-0.09	-0.02
Time taken to go to school upto 30mins	0.11	0.02
Time taken to go to school upto more than 30 mins	-0.11	-0.02

It is important to note that, associations between student achievement and background variables were computed subtask wise for literacy (Table 13). However, associations between student achievement and background variables were computed basis a composite score in numeracy (Table 14).

Unlike literacy, associations between student achievement and background variables were computed for single composite score on student's performance on numeracy was computed (Table 14).

Profiling of Background Variables

This section presents State and National level data on demographic profiles of students, teachers and schools as captured by FLS 2022. All analysis is carried out and presented in percentages and is presented in State Report Cards.

a. Student Demographic Profile

Under this section, data is presented on the following dimensions:

- Activities that family members do with the children
- Activities children like to do
- Mode of commuting to school

In addition to the above, State level analysis related to students' age group, Below Poverty Line (BPL) status is also presented in the reports.

b. Teacher Demographic and Professional Profile

Under this section, data is presented on the following dimensions:

- Infrastructure and resource used by the teacher
- Assessment techniques use by the teachers
- Educational Qualification
- Teaching Experience at the foundational stage
- Teaching learning material used in the classroom at the foundational stage

In addition to the above, State level analysis related to teacher trainings attended; ventilation in classrooms; awareness about NIPUN Bharat and LOs and strategies of student assessment is also presented.

c. School Demographic Profile

Under this section, data is presented on the following dimensions:

- Resources used in the classrooms at the Foundational Stage
- Source of drinking water for school
- School Managing Committee and Parent-Teacher Meeting (PTM)
- Community support to the school

In addition to the above, State level analysis related to basic hand washing facilities in schools; presence of primary school/Anganwadis in schools; prevalence of health checkups in school; availability of infrastructure for students with special needs and availability of a readily available medical room in schools.

This analysis is shared with the readers in the FLS 2022 State Report Cards under the section bearing the same titles as mentioned in points (a), (b) and (c).

Benchmarking

In FLS 2022 benchmarks for foundational literacy and numeracy were set through the in-person workshops. Workshop participants comprised of State nominated teachers (including master/expert), language specialists, pedagogy experts and State NAS and FLS study coordinators.

a. Workshop to Set Foundational Literacy Benchmarks

Five regional level workshops (June – July 2022; agenda is included in Appendix 2) were carried out in different locations of India to develop the language specific benchmarks for 20 languages. In each workshop, benchmarks were developed for ~3-4 languages. Benchmarks were developed for the following 20 languages (same as those in which the foundational literacy assessments were adapted into):

- | | |
|---------------|--------------|
| 1. Gujarati | 11. Tamil |
| 2. Hindi | 12. Telugu |
| 3. Punjabi | 13. Assamese |
| 4. Urdu | 14. Bodo |
| 5. English | 15. Garo |
| 6. Konkani | 16. Khasi |
| 7. Marathi | 17. Manipuri |
| 8. Odia | 18. Mizo |
| 9. Kannada | 19. Bengali |
| 10. Malayalam | 20. Nepali |

b. Workshop to Set Foundational Numeracy Benchmarks

In August 2022, a single National workshop was carried in Delhi out to develop benchmarks for foundational numeracy. This workshop was conducted to develop numeracy benchmarks which could be applied to all 20 languages. The numeracy benchmarks were developed based on a composite score computed by aggregating the scores obtained on each numeracy subtask.

In keeping with international best practices, policy linking method was used for setting foundational literacy and numeracy benchmarks in FLS 2022.

Policy Linking: Concept and Methodology

Policy linking is a method for setting global benchmarks (cut-points or cut-scores) on student assessments. It is applicable to sub-National, National, and international assessments in reading/language/literacy and Mathematics/numeracy at grades 1-9.

Donor agencies, including the World Bank, United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children’s Fund (UNICEF), The United States Agency for International Development (USAID), Foreign, Commonwealth & Development Office (FCDO), and Gates Foundation, have been supporting the development, piloting, finalization, and implementation of the policy linking method for global reporting on student learning outcomes. Policy linking is accepted by the global community for reporting on SDG Indicator 4.1.1: “Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving a minimum proficiency level in (i) reading and (ii) mathematics, by sex.”

SDG 4.1.1 requires student assessment data that can be 1) compared across countries, 2) aggregated on a global basis, and 3) tracked over time. To accomplish this, assessments need global benchmarks linked to a common reporting scale for determining whether a student’s score on their assessment meets Global Minimum Proficiency (GMP).

Global Benchmarks: Concept and Usage

Figure 4 given below illustrates the procedure of linking a national large-scale assessment to a common global reporting scale through global benchmarks. The Global Proficiency Framework (GPF) has a common scale with four Global Proficiency Levels (GPLs) – below partially meets, partially meets, meets, and exceeds.

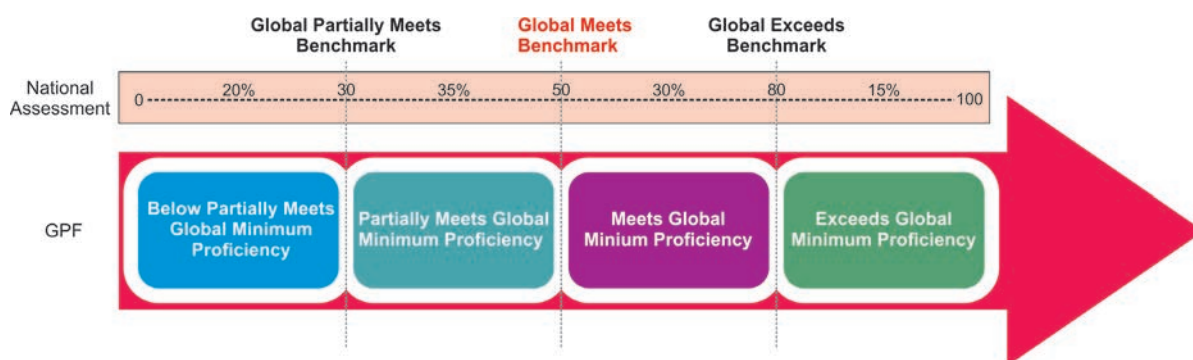


Figure 2: Benchmarks and Associated GPLs

In the following example, results of a policy linking exercise are presented: benchmarks have been created – i.e., partially meets = 30, meets = 50, and exceeds = 80 on a scale of 0 to 100. The above benchmarks when applied to a hypothetical assessment dataset help to compute the percentages of students falling within each the four GPLs– below partially meets = 20%, partially meets = 35%, meets = 30%, and exceeds = 15%.

The above policy linking method is frequently applied to reading/language/literacy and mathematics/numeracy assessments at different grade levels. Results of this application are usually reported to the UNESCO Institute for Statistics (UIS).

Workshop Design and Process

A 4-day policy linking workshop was designed by AIR in partnership with NCERT and UNICEF to develop benchmarks for 20 languages. These benchmarking workshops followed a standardized process with provision

of background information to participants on three key tasks:

Checking the alignment of the assessments and the GPF using the Frisbie method

Matching the items with the GPLs and Global Proficiency Descriptors (GPDs) in the GPF

Setting the benchmarks using the Angoff method.

Brief description of the activities which were carried out within the above stated tasks is given below:

Task 1: Checking the alignment of the assessments and the GPF (Days 1-2)

Workshop participants (also referred to as panelists) received an orientation to the policy linking method and subsequent training on checking the alignment of the items with the GPF. Thereafter, the panelists proceeded with checking of the alignment between their foundational literacy and numeracy assessments (items) and the GPF. Panelists made individual and independent ratings of the fit between the items and GPF content standards. The AIR facilitators compiled and analyzed the ratings provided by the panelists to determine the degree to which the language specific FLS assessments aligned with the GPF. Ratings were recorded in a rating form (e.g., included in AppendixC).

Task 2: Matching the assessment items with the GPLs and GPDs (Day 2)

Post receipt of training on matching assessment items with the GPF content standards (day 1), the panelists were divided into groups by language/States. Within each of the groups, panelists, build on their knowledge gained in the alignment activity of day 1, by revisiting their day 1 ratings and reaching a group consensus on their alignment ratings of the match between each of the assessment items with the GPF content and performance standards. Each language/State group was expected to provide consensus-based ratings on alignment checks made between each of their language specific assessment item and content and performance standards presented in the GPF. Ratings were recorded in a rating form (Appendix C).

Task 3: Setting the benchmarks (Days 2-4)

Panelists were oriented to the process of benchmarking and trained to develop and assign benchmarks for the ORF passage and reading comprehension questions. Panelists were provided 2 opportunities to assign benchmarks - post the first round of benchmark assignment, AIR facilitators analysed the benchmarks and provided statistics on the same to the panelists. In the second round of benchmarking, panelists used the statistics given to them (post round 1) to modify and update the benchmarks set by them during round 1. Benchmarks for both the rounds were recorded in the ORF Angoff Rating Forms and the Reading Comprehension Rating form (Appendix D).

FLS 2022 Reporting

Reporting has been done at three levels in FLS 2022 – District, State and National. District Reports have been produced for 10 LPDs **only** – these being, Adilabad, Alirajpur, Changlang, Dhamtari, Diu, Muktsar, Sambalpur, Shamli (Prabudh Nagar), Tiruchirappalli, Yavatmal.

State Level report cards and 10 LPDs' report cards include National level analysis too. In addition, a separate report on, National level on Benchmarking for Oral Reading Fluency with reading comprehension and Numeracy was also developed.

All the above reports are available on https://dse.education.gov.in/fls_2022.

State Report cards present State and National level results and findings on foundational literacy and numeracy subtasks; benchmarks, and distribution of students within each proficiency level; associations

between background variables and student achievement and data on demographic profiles of teachers, students, and schools. 10 LPD district reports also follow the content and format of the State report cards. However, district report cards in addition to State and National Level analysis, also include district level findings incorporated in them.

Report on National level on Benchmarking for Oral Reading Fluency with Reading Comprehension and Numeracy includes data on language specific benchmarks and associated distribution of students within each proficiency level for literacy and a composite set of benchmarks for numeracy and associated distribution of students within each proficiency level. In addition, student performance on the literacy related subtask of ORF with reading comprehension is also highlighted in this report.

Results

Results in this report are presented in terms of **sections (I – V)**.

Section I provides information/data/ statistics on State and National level benchmarking results

Section II presents language specific findings/data/statistics on students' performance on the following subtasks of FLS 2022 – Foundational Literacy.

1. Oral Language Comprehension
2. Phonological Awareness
3. Decoding Letters
4. Decoding Letters
5. Decoding Non-Words
6. Picture Matching

Section III presents findings/data/statistics on students' performance on the following subtasks of FLS 2022 – Foundational Numeracy.

1. Number Identification
2. Number Discrimination
3. Number Operation (Addition and Subtraction)
4. Number Operation (Word problems)
5. Number Operation (Multiplication)
6. Number Operation (Division)
7. Measurement (Calendar Reading)
8. Measurement (Volume)
9. Measurement (Time on Clock)
10. Measurement (Length)
11. Fractions
12. Patterns
13. Data Handling

Section IV presents the associations between learning achievement of students and variables related to student's home backgrounds and schools

Section V provides data on demographic and professional profiles of students, teachers and schools as assessed in FLS 2022

Section

I



Benchmarking Results: FLS 2022

In keeping with the benchmarking process described in the Methodology section, benchmarks were developed for literacy and numeracy in FLS 2022.

The current section of the report presents National level results for literacy and numeracy. Results of literacy precede that of numeracy. All results are sourced from the **National Report on Benchmarking for Oral Reading Fluency with Reading Comprehension and Numeracy**. https://dse.education.gov.in/fls_2022.

Foundational Literacy Benchmarks – FLS 2022

Language specific benchmarks were developed for literacy – same are presented below. Languages have been organized alphabetically.

Assamese

For Assamese language, the States/UTs in which the FLS 2022 was conducted were Assam and Meghalaya.

The current section presents FLS 2022 data for Assamese on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- a. 1501 students sampled from 130 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation

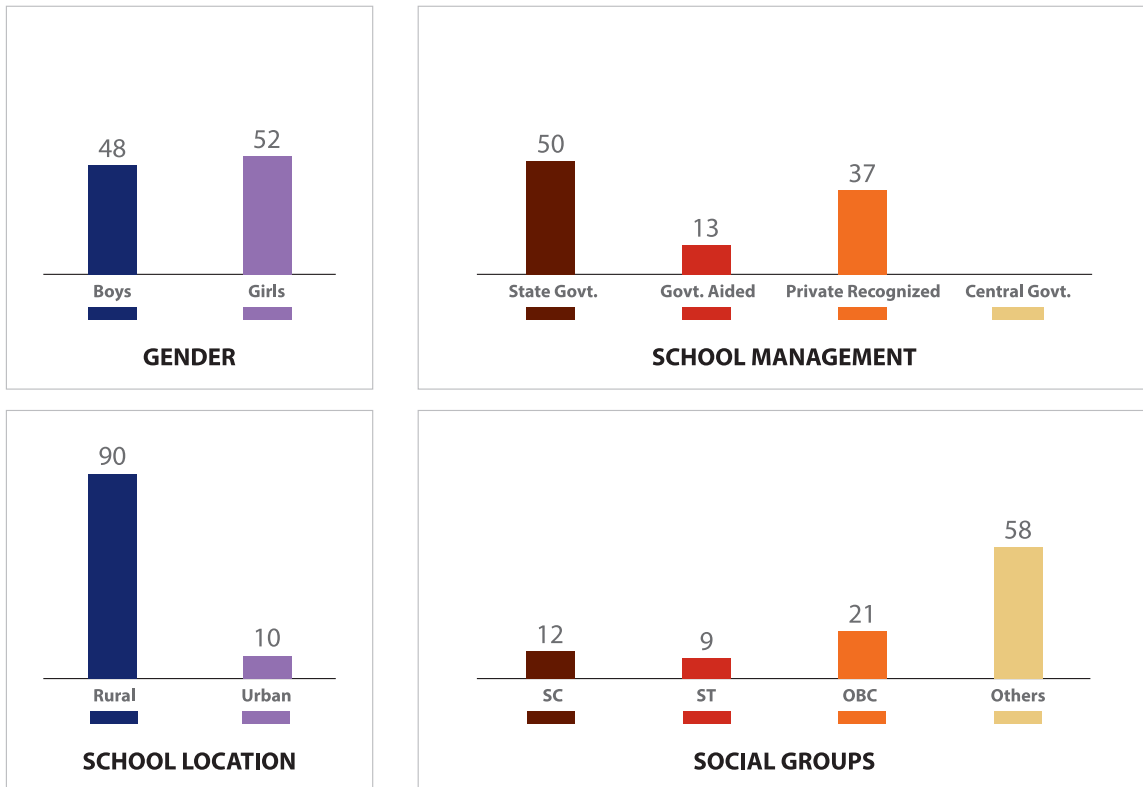


Figure 1.1: Participation of Students in Assamese (in Percentage)

- 52% of girls were participated in the FLS 2022. This number was 48% of boys
 - 90% of students were from rural locations. 10% of students belonged to urban locales.
 - Participation of school management in the study is given below: State Government (50%), Government Aided Schools (13%), Private Recognized schools (37%) and Central Government schools (0%).
 - Participation of social groups in the study is given below: SC (12%), ST (9%), OBC (21%) and others (58%).
3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

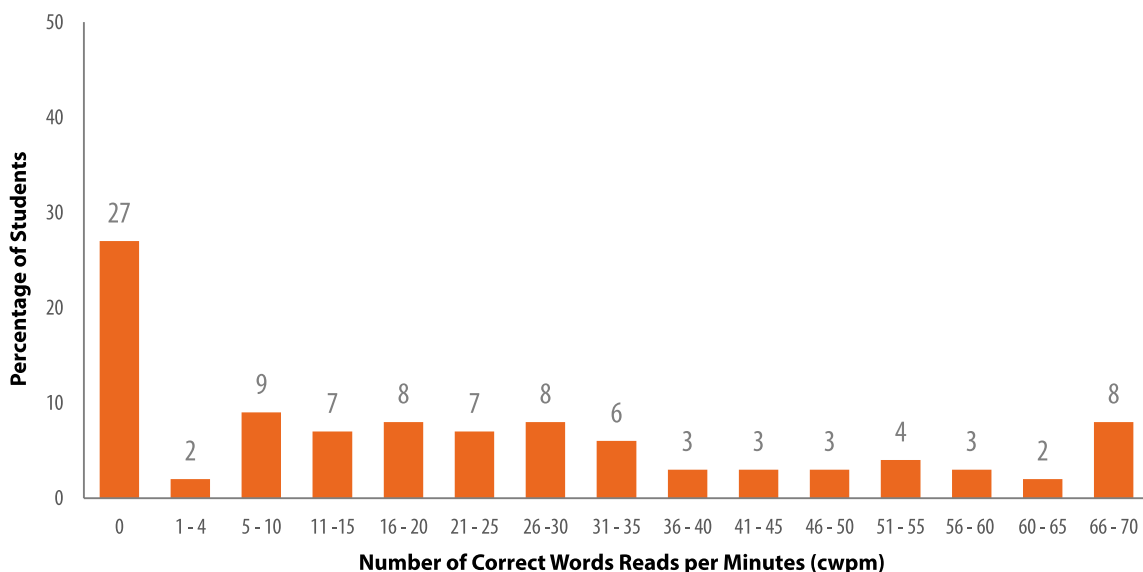


Figure 1.2: Distribution of Students by Range of Number of Correct Words Read Per Minute in Assamese

- a. 27% of students could not read even one word correctly in a minute
- b. 2% of students correctly read 1-4 words in a minute
- c. 8% of students correctly read 16-20 words in a minute
- d. 3% of students correctly read 41- 45 words in a minute
- e. 2% of students correctly read 61 - 65 words in a minute

Table 1.1: Average Number of correct words reads per minute (cwpm) in Assamese

Average Number of cwpm	
Boys	24
Girls	23
Total	24

- f. Average number of words correctly read by students in a minute was 24
 - On an average, boys correctly read 24 words in a minute
 - On an average, girls correctly read 23 words in a minute

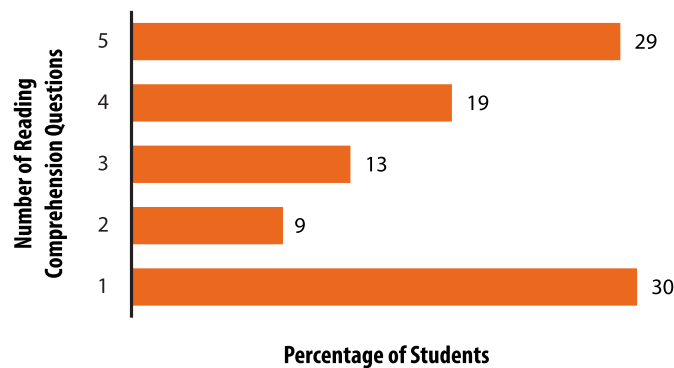


Figure 1.3: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Assamese

- g. 30% of students correctly answered 1 reading comprehension question
- h. 9% of students correctly answered 2 reading comprehension questions
- i. 13% of students correctly answered 3 reading comprehension questions
- j. 19% of students correctly answered 4 reading comprehension questions
- k. 29% of students correctly answered 5 reading comprehension questions

Table 1.2: Average Correct Answers of Reading Comprehension Questions in Percentage in Assamese

Average Correct Answer of RCQ (%)	
Boys	60
Girls	60
Total	60

On an average, overall, students correctly answered 60% (3 out of 5 questions) of reading comprehension questions.

- Boys and girls answered 60% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Assamese language are given in Table below.

Table 1.3: GPLs and Associated Benchmarks for Assamese Language

GPLs	Benchmarks
Below Partially Meets Global Minimum Proficiency	0 - 8 correctly read words with comprehension in one minute.
Partially Meets Global Minimum Proficiency	9 - 29 correctly read words with comprehension in one minute.
Meets Global Minimum Proficiency	30 - 50 correctly read words with comprehension in one minute
Exceeds Global Minimum Proficiency	51 and above correctly read words with comprehension in one minute.

Table 1.4: Benchmark of ORF with Comprehension and Student Performance in Assamese

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 8 correctly read words with comprehension in one minute.	9 - 29 correctly read words with comprehension in one minute.	30 - 50 correctly read words with comprehension in one minute.	51 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	33	33	17	17
Performance of Girls (%)	35	32	16	17
Performance of Boys (%)	31	35	17	17

Results revealed that, the highest concentration of students (33%) in all the 4 GPLs was in Partially Meets Global Minimum Proficiency and in the GPLs of Below Partially Meets Global Minimum Proficiency (33%). This was followed by concentration of students in the GPLs of Meets Global Minimum Proficiency (17%) and Exceeds Global Minimum Proficiency (17%).

The above trend also held true in the case of boys.

Distribution of girls across the GPLs of below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 35%, 32%, 16% and 17% respectively. Distribution of boys across the above mentioned 4 GPLs was 31%, 35%, 17% and 17%.

Bengali

For Bengali language, the States/UTs in which the FLS 2022 was conducted were Tripura, Meghalaya, Assam, West Bengal, Jharkhand, and Maharashtra.

The current section presents FLS 2022 data for Bengali on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

a. 3735 students sampled from 380 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.4: Participation of Students in Bengali (in Percentage)

- a. 52% of girls were participated in the FLS 2022. This number was 48% of boys
- b. 79% of students were from rural locations. 21% of students belonged to urban locales.
- c. Participation of school management in the study is given below: State Government (44%), Government Aided Schools (26%), Private Recognized schools (29%) and Central Government schools (1%).
- d. Participation of social groups in the study is given below: SC (18%), ST (12%), OBC (21%) and others (49%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

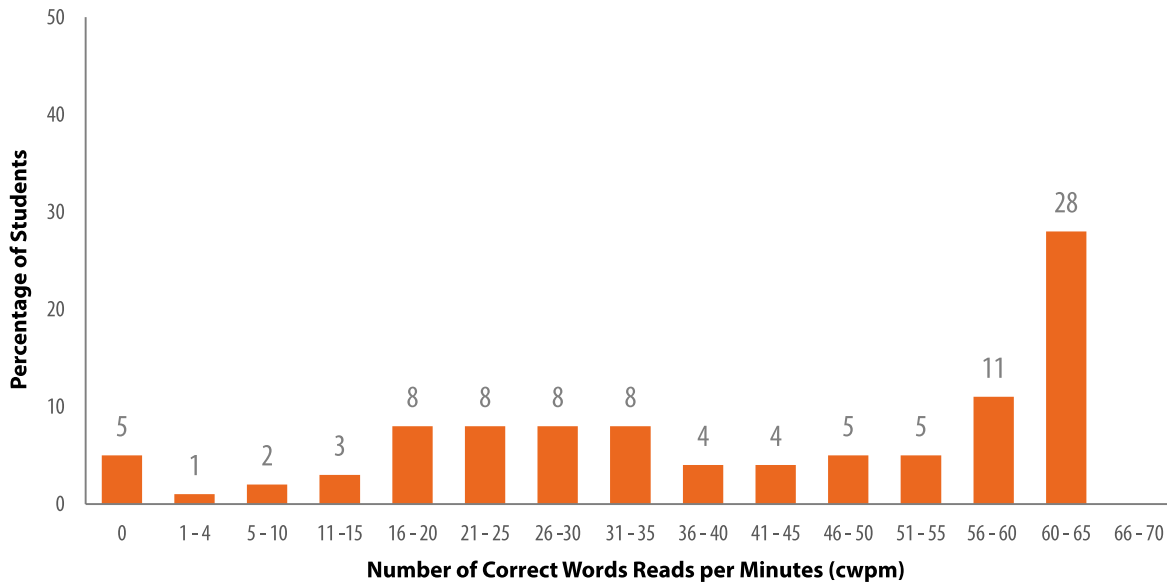


Figure 1.5: *Distribution of Students by Range of Number of Correct Words Read Per Minute in Bengali*

- 5% of students could not read even one word correctly in a minute
- 1% of students correctly read 1-4 words in a minute
- 8% of students correctly read 16-20 words in a minute
- 28% of students correctly read 61-65 words in a minute

Table 1.5: *Average Number of correct words reads per minute (cwpm) in Bengali*

Average Number of cwpm	
Boys	41
Girls	42
Total	41

- Average number of words correctly read by students in a minute was 41
- On an average, boys correctly read 41 words in a minute
 - On an average, girls correctly read 42 words in a minute

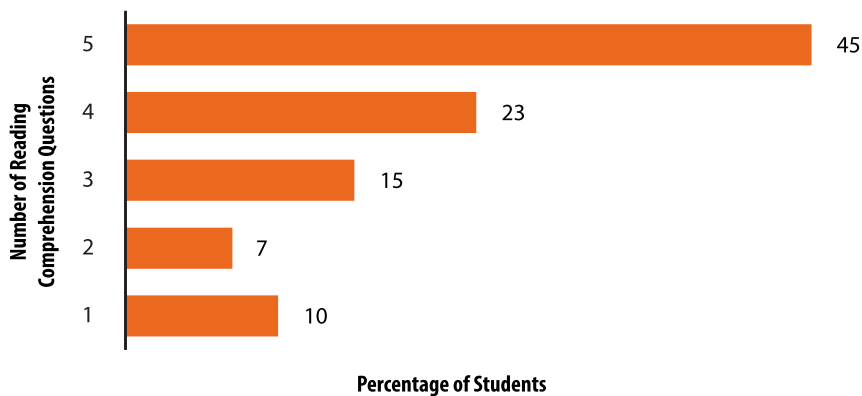


Figure 1.6: *Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Bengali*

- 10% of students correctly answered 1 reading comprehension question
- 7% of students correctly answered 2 reading comprehension questions

- h. 15% of students correctly answered 3 reading comprehension questions
- i. 23% of students correctly answered 4 reading comprehension questions
- j. 45% of students correctly answered 5 reading comprehension questions

Table 1.6: Average Correct Answers of Reading Comprehension Questions in Percentage in Bengali

Average Correct Answer of RCQ (%)	
Boys	80
Girls	80
Total	80

On an average, overall, students correctly answered 80% (4 out of 5 questions) of reading comprehension questions.

- Boys and girls answered 80% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Bengali language are given in the table below.

Table 1.7: GPLs and Associated Benchmarks for Bengali Language

GPLs	Benchmarks
Below Partially Meets Global Minimum Proficiency	0 - 14 correctly read words with comprehension in one minute.
Partially Meets Global Minimum Proficiency	15-38 correctly read words with comprehension in one minute.
Meets Global Minimum Proficiency	39 - 55 correctly read words with comprehension in one minute
Exceeds Global Minimum Proficiency	56 and above correctly read words with comprehension in one minute.

Table 1.8: Benchmark of ORF with Comprehension and Student Performance in Bengali

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 14 correctly read words with comprehension in one minute.	15 - 38 correctly read words with comprehension in one minute.	39 - 55 correctly read words with comprehension in one minute.	56 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	10	35	16	39
Performance of Girls (%)	10	33	17	40
Performance of Boys (%)	10	36	15	39

Results revealed that, the highest concentration of students (39%) in all the 4 GPLs was in Exceeds Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Partially Meets Global Minimum Proficiency (35%), Meets Global Minimum Proficiency (16%) and Below Partially Meets Global Minimum Proficiency (10%).

The above trend also held true in the case of boys and girls.

- Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 10%, 33%, 17% and 40% respectively. Distribution of boys across the above mentioned 4 GPLs was 10%, 36%, 15% and 39%.

Bodo

For Bodo language, the State in which the FLS 2022 was conducted was Assam.

The current section presents FLS 2022 data for Bodo on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- 805 students sampled from 87 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.7: Participation of Students in Bodo (in Percentage)

- 46% of girls were participated in the FLS 2022. This number was 54% of boys
 - 89% of students were from rural locations. 11% of students belonged to urban locales.
 - Participation of school management in the study is given below: State Government (32%), Government Aided Schools (6%), Private Recognized schools (59%) and Central Government schools (3%).
 - Participation of social groups in the study is given below: ST (97%), OBC (2%) and others (1%).
- ### 3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

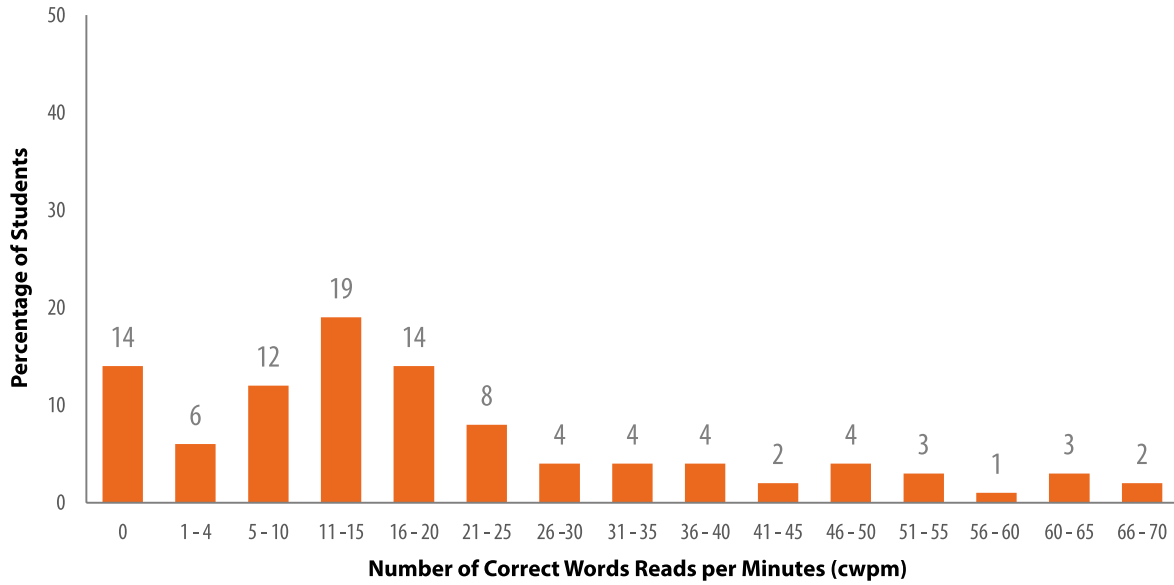


Figure 1.8: *Distribution of Students by Range of Number of Correct Words Read Per Minute in Bodo*

- a. 14% of students could not read even one word correctly in a minute
- b. 12% of students correctly read 5-10 words in a minute
- c. 19% of students correctly read 11-15 words in a minute
- d. 14% of students correctly read 16-20 words in a minute
- e. 1% of students correctly read 56-60 words in a minute
- f. 3% of students correctly read 61-65 words in a minute

Table 1.9: *Average Number of correct words reads per minute (cwpm) in Bodo*

Average Number of cwpm	
Boys	19
Girls	21
Total	20

Average number of words correctly read by students in a minute was 20

- On an average, boys correctly read 19 words in a minute
- On an average, girls correctly read 21 words in a minute

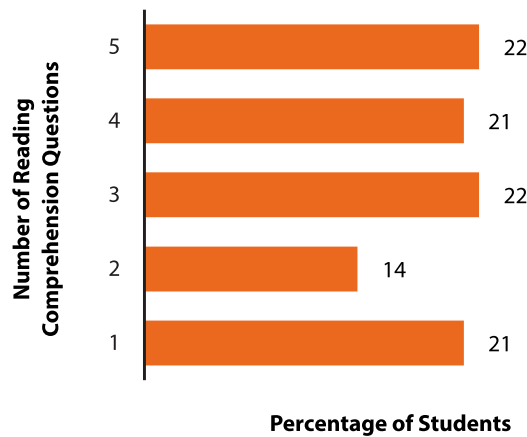


Figure 1.9: *Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Bodo*

- a. 21% of students correctly answered 1 reading comprehension question

- b. 14% of students correctly answered 2 reading comprehension questions
- c. 22% of students correctly answered 3 reading comprehension questions
- d. 21% of students correctly answered 4 reading comprehension questions
- e. 22% of students correctly answered 5 reading comprehension questions

Table 1.10: Average Correct Answers of Reading Comprehension Questions in Percentage in Bodo

Average Correct Answer of RCQ	
Boys	60
Girls	60
Total	60

On an average, overall, students correctly answered 60% of reading comprehension questions (3 out of 5 questions).

- Boys and girls answered 60% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Bodo language are given in the table below.

Table 1.11: GPLs and Associated Benchmarks for Bodo Language

GPLs	Benchmarks
Below Partially Meets Global Minimum Proficiency	0 - 10 correctly read words with comprehension in one minute.
Partially Meets Global Minimum Proficiency	11 -26 correctly read words with comprehension in one minute.
Meets Global Minimum Proficiency	27 - 44 correctly read words with comprehension in one minute
Exceeds Global Minimum Proficiency	45 and above correctly read words with comprehension in one minute.

Table 1.12: Benchmark of ORF with Comprehension and Student Performance in Bodo

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 10 correctly read words with comprehension in one minute.	11 - 26 correctly read words with comprehension in one minute.	27 - 44 correctly read words with comprehension in one minute.	45 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	33	39	14	14
Performance of Girls (%)	31	37	16	16
Performance of Boys (%)	34	41	14	11

Results revealed that, the highest concentration of students (39%) in all the 4 GPLs was in Partially Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Below Partially Meets Global Minimum Proficiency (33%), Meets Global Minimum Proficiency (14%) and Exceeds Global Minimum Proficiency (14%),

Similar trend also held true in the case of boys and girls.

- Distribution of girls across the GPLs of below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 31%, 37%, 16% and 16% respectively. Distribution of boys across the above mentioned 4 GPLs was 34%, 41%, 14% and 11%.

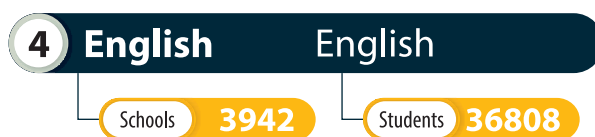
English

For English language, the States/UTs in which the FLS 2022 was conducted was Jammu & Kashmir, Himachal Pradesh, Punjab, Chandigarh, Uttarakhand, Haryana, Delhi, Rajasthan, Uttar Pradesh, Bihar, Sikkim, Arunachal Pradesh, Nagaland, Manipur, Mizoram, Tripura, Meghalaya, Assam, West Bengal, Jharkhand, Odisha, Chhattisgarh, Madhya Pradesh, Gujarat, Maharashtra, Andhra Pradesh, Karnataka, Goa, Lakshadweep, Kerala, Tamil Nādu, Puducherry, Andaman & Nicobar Islands, Telangana, Ladakh, Daman-Diu and Dadra Nagar Haveli.

The current section presents FLS 2022 data for English on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- 36808 students sampled from 3942 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation

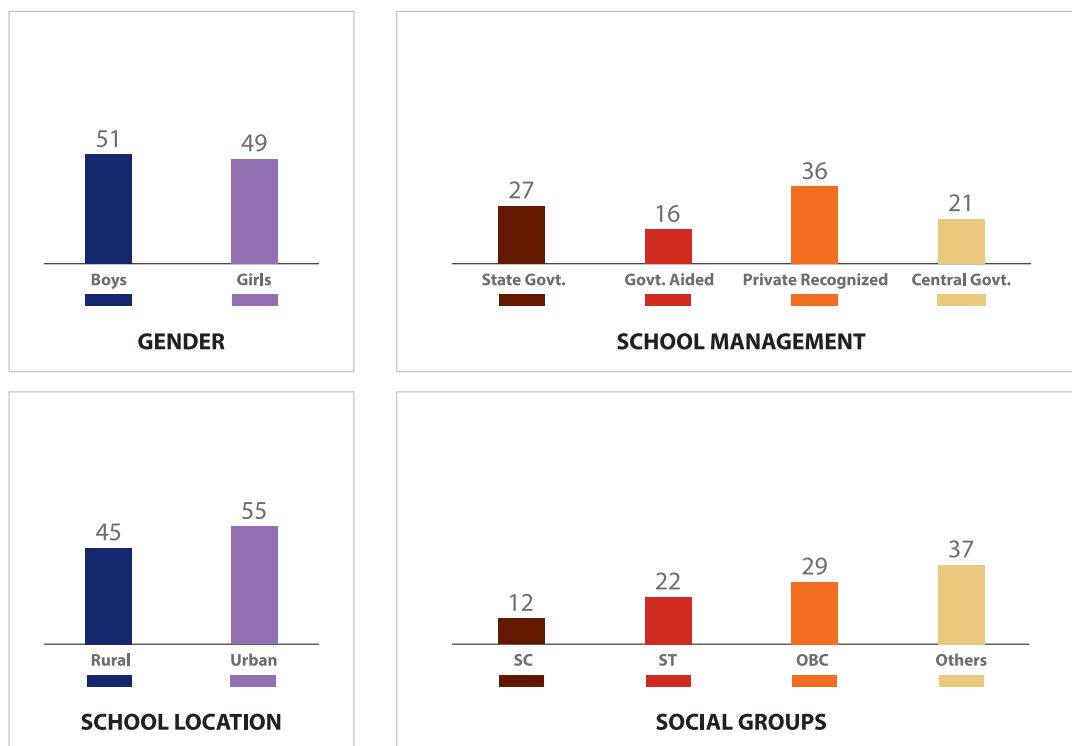


Figure 1.10: Participation of Students in English (in Percentage)

- 49% of girls were participated in the FLS 2022. This number was 51% of boys
- 45% of students were from rural locations. 55% of students belonged to urban locales.
- Participation of school management in the study is given below: State Government (27%), Government Aided Schools (16%), Private Recognized schools (36%) and Central Government schools (21%).
- Participation of social groups in the study is given below: SC (12%), ST (22%), OBC (29%) and Others (37%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

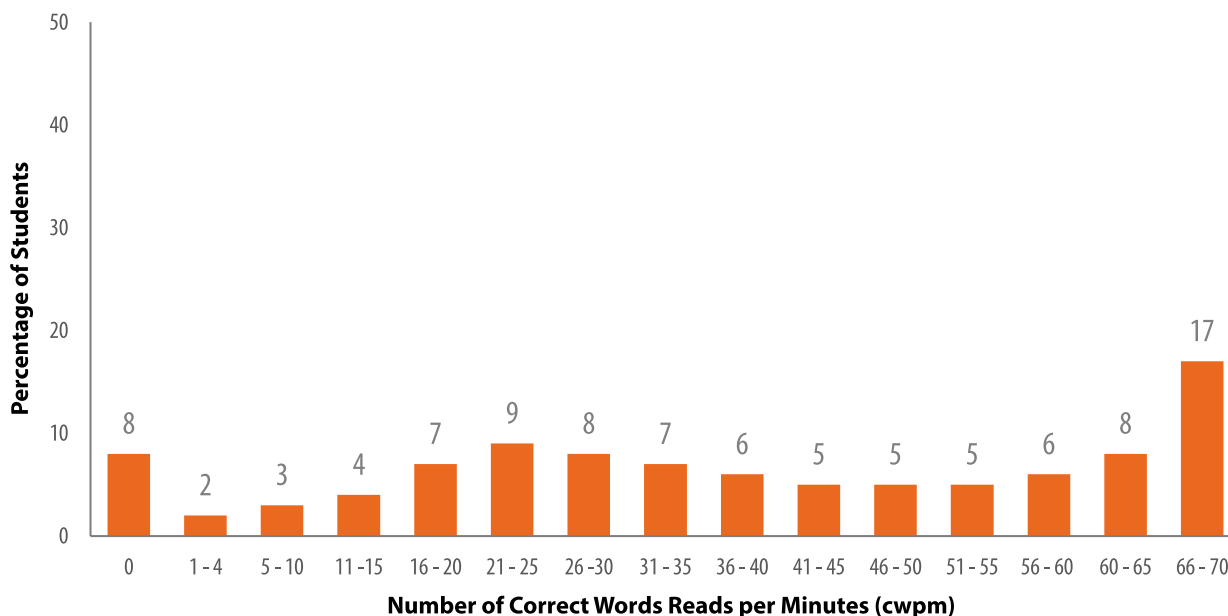


Figure 1.11: *Distribution of Students by Range of Number of Correct Words Read Per Minute in English*

- 8% of students could not read even one word correctly in a minute
- 2% of students correctly read 1-4 words in a minute
- 7% of students correctly read 16-20 words in a minute
- 9% of students correctly read 21 - 25 words in a minute
- 8% of students correctly read 26 – 30 words in a minute
- 8% of students correctly read 61 – 65 words in a minute
- 17% of students correctly read 66 -70 words in a minute

Table 1.13: *Average Number of correct words reads per minute (cwpm) in English*

Average Number of cwpm	
Boys	39
Girls	38
Total	39

- Average number of words correctly read by students in a minute was 39
 - On an average, boys correctly read 39 words in a minute
 - On an average, girls correctly read 38 words in a minute

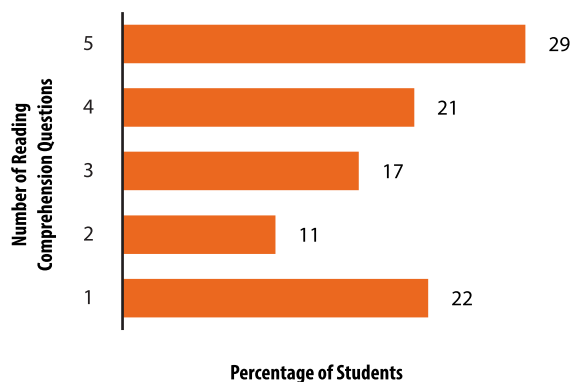


Figure 1.12: *Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in English*

- a. 22% of students correctly answered 1 reading comprehension question
- b. 11% of students correctly answered 2 reading comprehension questions
- c. 17% of students correctly answered 3 reading comprehension questions
- d. 21% of students correctly answered 4 reading comprehension questions
- e. 29% of students correctly answered 5 reading comprehension questions

Table 1.14: *Average Correct Answers of Reading Comprehension Questions in Percentage in English*

Average Correct Answer of RCQ	
Boys	60
Girls	60
Total	60

On an average, overall, students correctly answered 60% of reading comprehension questions (3 out of 5 questions).

- Boys and girls answered 60% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for English language are given in the table below.

Table 1.15: *GPLs and Associated Benchmarks for English Language*

GPLs	Benchmarks
• Below Partially Meets Global Minimum Proficiency	• 0 - 14 correctly read words with comprehension in one minute
• Partially Meets Global Minimum Proficiency	• 15 - 34 correctly read words with comprehension in one minute.
• Meets Global Minimum Proficiency	• 35-53 correctly read words with comprehension in one minute
• Exceeds Global Minimum Proficiency	• 54 and above correctly read words with comprehension in one minute.

Table 1.16: Benchmark of ORF with Comprehension and Student Performance in English

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
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.
Aggregate Performance (%)	17	29	21	33
Performance of Girls (%)	17	29	21	33
Performance of Boys (%)	16	30	21	33

Results revealed that, the highest concentration of students (33%) in all the 4 GPLs was in Exceeds Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Partially Meets Global Minimum Proficiency (29%), Meets Global Minimum Proficiency (21%) and Below Partially Meets Global Minimum Proficiency (17%).

The same trend also held true in the case of boys and girls.

- Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 17%, 29%, 21% and 33% respectively. Distribution of boys across the above mentioned 4 GPLs was 16%, 30%, 21% and 33%.

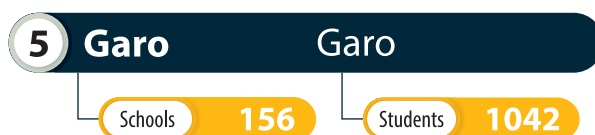
Garro

For Garro language, the States/UTs in which the FLS 2022 was conducted was Assam and Meghalaya.

The current section presents FLS 2022 data and results for Garro on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

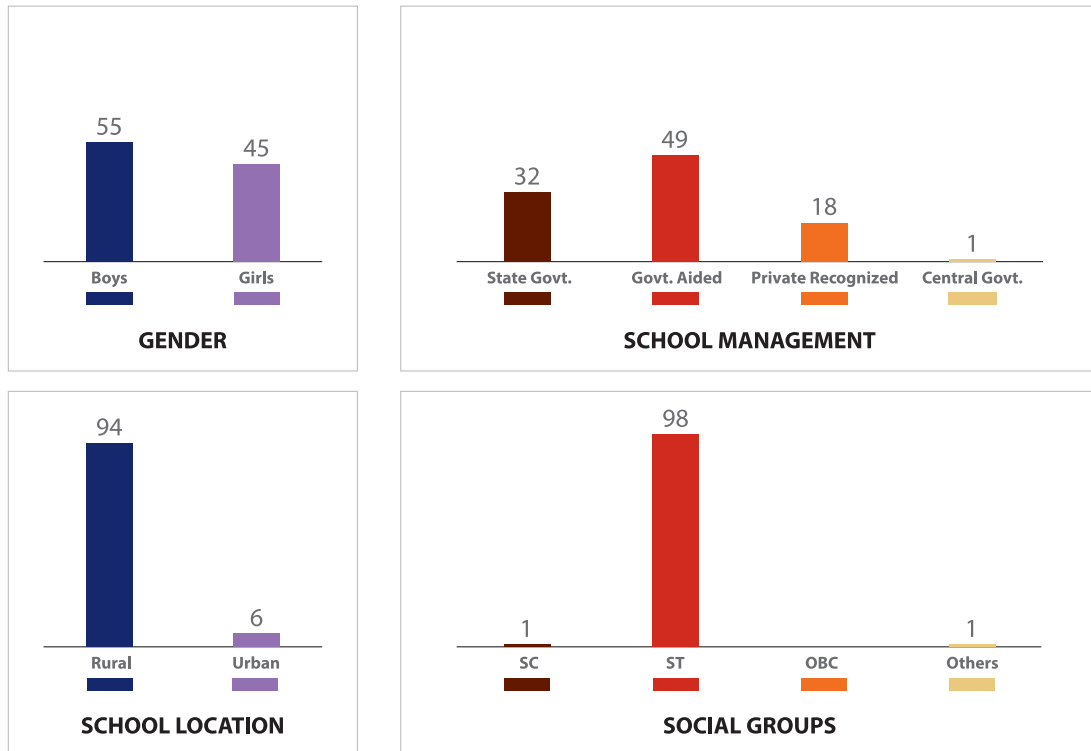
1. Student and School Sample/Participation

- 1042 students sampled from 156 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation

- 45% of girls were participated in the FLS 2022. This number was 55% of boys
- 94% of students were from rural locations. 6% of students belonged to urban locales.
- Participation of school management in the study is given below: State Government (32%), Government Aided Schools (49%), Private Recognized schools (18%) and Central Government schools (1%).
- Participation of social groups in the study is given below: SC (1%), ST (98%), OBC (0%) and Others (1%).



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.13: Participation of Students in Garo (in Percentage)

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

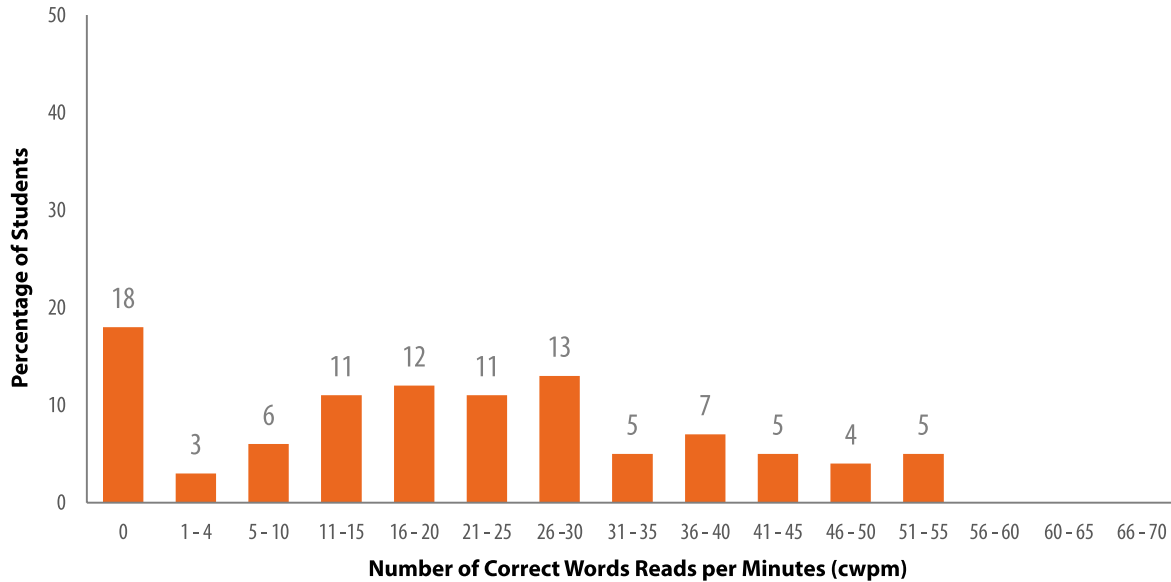


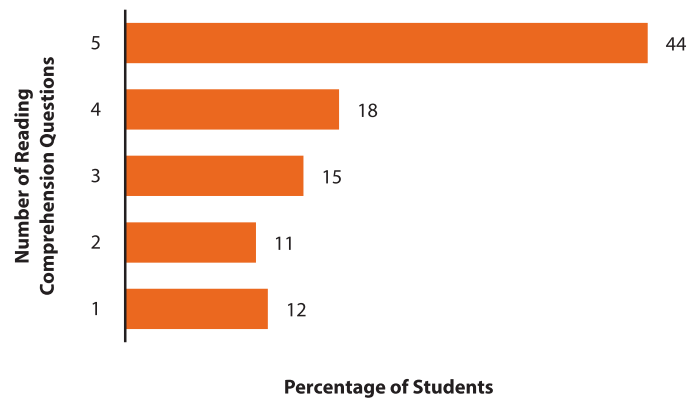
Figure 1.14: Distribution of Students by Range of Number of Correct Words Read Per Minute in Garo

- a. 18% of students could not read even one word correctly in a minute
- b. 3% of students correctly read 1 - 4 words in a minute
- c. 12% of students correctly read 16 - 20 words in a minute
- d. 11% of students correctly read 21 - 25 words in a minute
- e. 13% of students correctly read 26 – 30 words in a minute
- f. 5% of students correctly read 41 – 45 words in a minute
- g. 5% of students correctly read 51 – 55 words in a minute

Table 1.17: Average Number of correct words reads per minute (cwpm) in Garo

Average Number of cwpm	
Boys	21
Girls	22
Total	22

- a. Average number of words correctly read by students in a minute was 22
- On an average, boys correctly read 21 words in a minute
 - On an average, girls correctly read 22 words in a minute

**Figure 1.15: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Garo**

- a. 12% of students correctly answered 1 reading comprehension question
- b. 11% of students correctly answered 2 reading comprehension questions
- c. 15% of students correctly answered 3 reading comprehension questions
- d. 18% of students correctly answered 4 reading comprehension questions
- e. 44% of students correctly answered 5 reading comprehension questions

Table 1.18: Average Correct Answers of Reading Comprehension Questions in Percentage in Garo

Average Correct Answer of RCQ	
Boys	60
Girls	80
Total	80

On an average, overall, students correctly answered 80% of reading comprehension questions (3 out of 5 questions).

- Boys answered 60% of reading comprehension questions correctly.
- Girls answered 80% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Garo language are given in the table below.

Table 1.19: GPLs and Associated Benchmarks for Garo Language

GPLs	Benchmarks
• Below Partially Meets Global Minimum Proficiency	• 0-10 correctly read words with comprehension in one minute
• Partially Meets Global Minimum Proficiency	• 11-24 correctly read words with comprehension in one minute.
• Meets Global Minimum Proficiency	• 25-39 correctly read words with comprehension in one minute
• Exceeds Global Minimum Proficiency	• 40 and above correctly read words with comprehension in one minute.

Table 1.20: Benchmark of ORF with Comprehension and Student Performance in Garo

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 10 correctly read words with comprehension in one minute.	11 - 24 correctly read words with comprehension in one minute.	25 - 39 correctly read words with comprehension in one minute.	40 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	26	34	24	16
Performance of Girls (%)	27	31	25	17
Performance of Boys (%)	26	36	23	15

Results revealed that, the highest concentration of students (34%) from amongst the 4 GPLs were in the levels of Partially Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Below Partially Meets Global Minimum Proficiency (26%), Meets Global Minimum Proficiency (24%) and Exceeds Global Minimum Proficiency (16%).

The same trend also held true in the case of boys and girls.

- However, distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 27%, 31%, 25% and 17% respectively. Distribution of boys across the above mentioned 4 GPLs was 26%, 36%, 23% and 15%.

Gujarati

For Gujarati language, the States/UTs in which the FLS 2022 was conducted was Gujarat, Maharashtra, Daman-Diu, and Dadra Nagar Haveli.

The current section presents FLS 2022 data and results for Gujarati on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

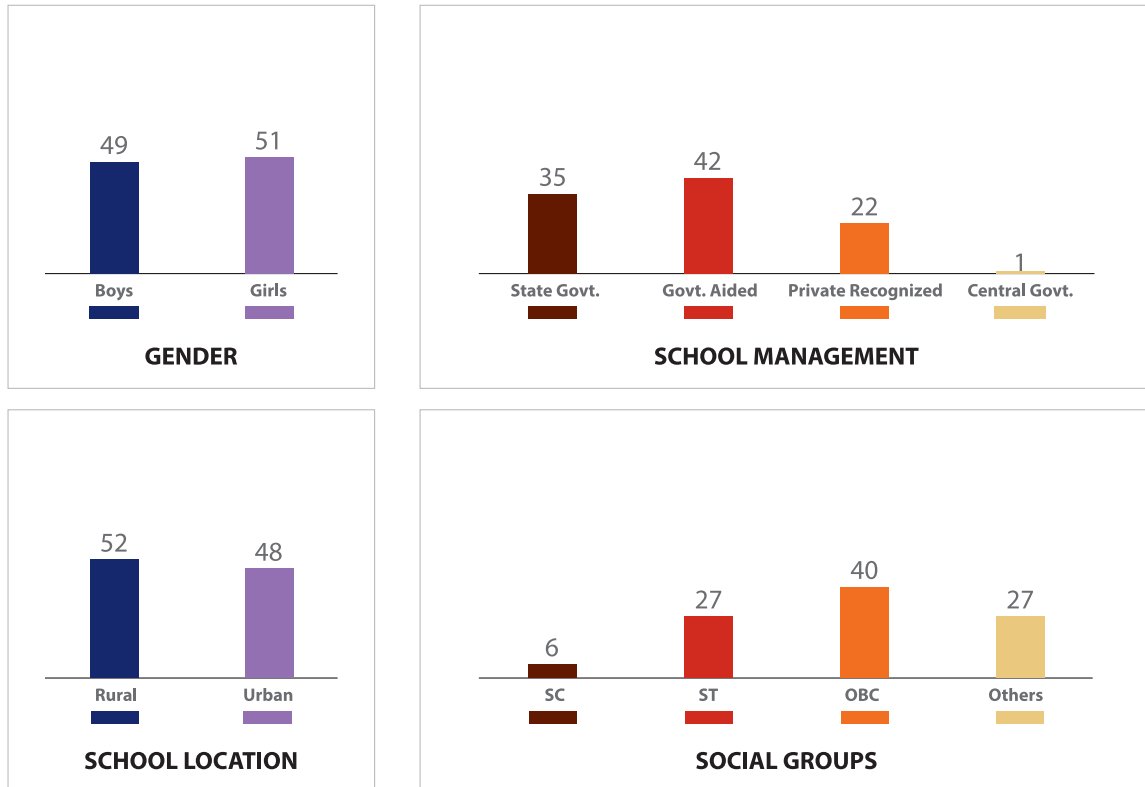
- 1776 students sampled from 187 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation

- 51% of girls were participated in the FLS 2022. This number was 49% of boys
- 52% of students were from rural locations. 48% of students belonged to urban locales.
- Participation of school management in the study is given below: State Government (35%), Government Aided Schools (42%), Private Recognized schools (22%) and Central Government schools (1%).

- d. Participation of social groups in the study is given below: SC (6%), ST (27%), OBC (40%) and Others (27%).



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.16: Participation of Students in Gujarati (in Percentage)

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

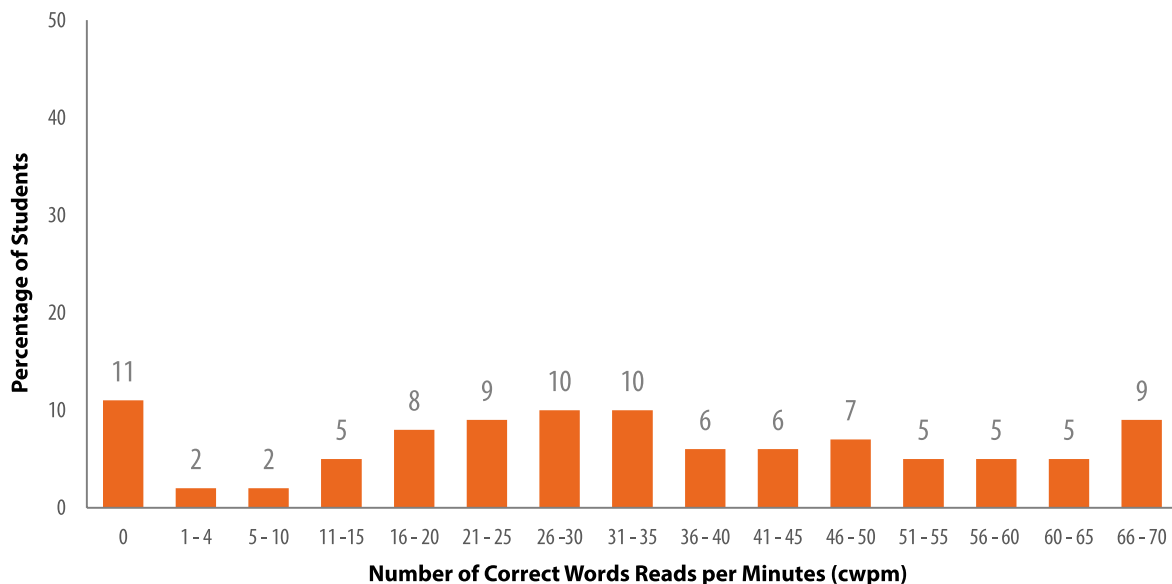


Figure 1.17: Distribution of Students by Range of Number of Correct Words Read Per Minute in Gujarati

- 11% of students could not read even one word correctly in a minute
- 2% of students correctly read 1 - 4 words in a minute
- 2% of students correctly read 5-10 words in a minute

- d. 9% of students correctly read 21 - 25 words in a minute
- e. 10% of students correctly read 26 – 30 words in a minute
- f. 10% of students correctly read 31 – 35 words in a minute
- g. 9% of students correctly read 66-70 words in a minute

Table 1.21: Average Number of correct words reads per minute (cwpm) in Gujarati

Average Number of cwpm	
Boys	32
Girls	35
Total	33

- a. Average number of words correctly read by students in a minute was 33
 - On an average, boys correctly read 32 words in a minute
 - On an average, girls correctly read 35 words in a minute

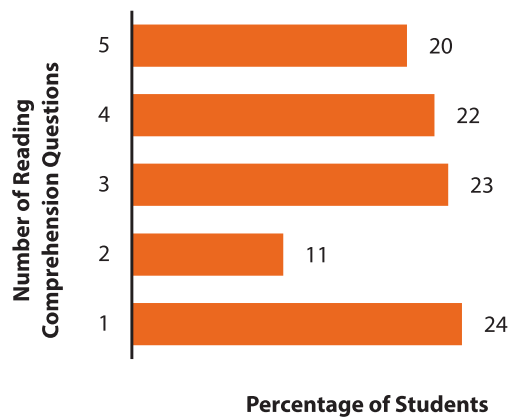


Figure 1.18: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Gujarati

- a. 24% of students correctly answered 1 reading comprehension question
- b. 11% of students correctly answered 2 reading comprehension questions
- c. 23% of students correctly answered 3 reading comprehension questions
- d. 22% of students correctly answered 4 reading comprehension questions
- e. 20% of students correctly answered 5 reading comprehension questions

Table 1.22: Average Correct Answers of Reading Comprehension Questions in Percentage in Gujarati

Average Correct Answer of RCQ	
Boys	60
Girls	60
Total	60

On an average, overall, students correctly answered 60% of reading comprehension questions (3 out of 5 questions).

- Boys and girls answered 60% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Gujarati language are given in the table below.

Table 1.23: Table 18: GPLs and Associated Benchmarks for Gujarati Language

GPLs	Benchmarks
• Below Partially Meets Global Minimum Proficiency	• 0-11 correctly read words with comprehension in one minute
• Partially Meets Global Minimum Proficiency	• 12-32 correctly read words with comprehension in one minute.
• Meets Global Minimum Proficiency	• 33-52 correctly read words with comprehension in one minute
• Exceeds Global Minimum Proficiency	• 53 and above correctly read words with comprehension in one minute.

Table 1.24: Benchmark of ORF with Comprehension and Student Performance in Gujarati

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 11 correctly read words with comprehension in one minute.	12 - 32 correctly read words with comprehension in one minute.	33 - 52 correctly read words with comprehension in one minute.	53 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	16	34	28	22
Performance of Girls (%)	15	33	27	25
Performance of Boys (%)	18	36	27	19

Results revealed that, the highest concentration of students (34%) in all the 4 GPLs was in Partially Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Meets Global Minimum Proficiency (28%), Exceeds Global Minimum Proficiency (22%) and Below Partially Meets Global Minimum Proficiency (16%).

- Same trend held true in the case of Boys and Girls too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 15%, 33%, 27% and 25% respectively. Distribution of boys across the above mentioned 4 GPLs was 18%, 36%, 27% and 19%.

Hindi

For Hindi language, the States/UTs in which the FLS 2022 was conducted was Himachal Pradesh, Punjab, Chandigarh, Uttarakhand, Haryana, Delhi, Rajasthan, Uttar Pradesh, Bihar, Assam, West Bengal, Jharkhand, Odisha, Chhattisgarh, Madhya Pradesh, Gujarat, Maharashtra, and Andaman & Nicobar Islands

The current section presents FLS 2022 data and results for Hindi on, student and school sample/ participation; gender, location, school management and social group wise participation, results on Oral

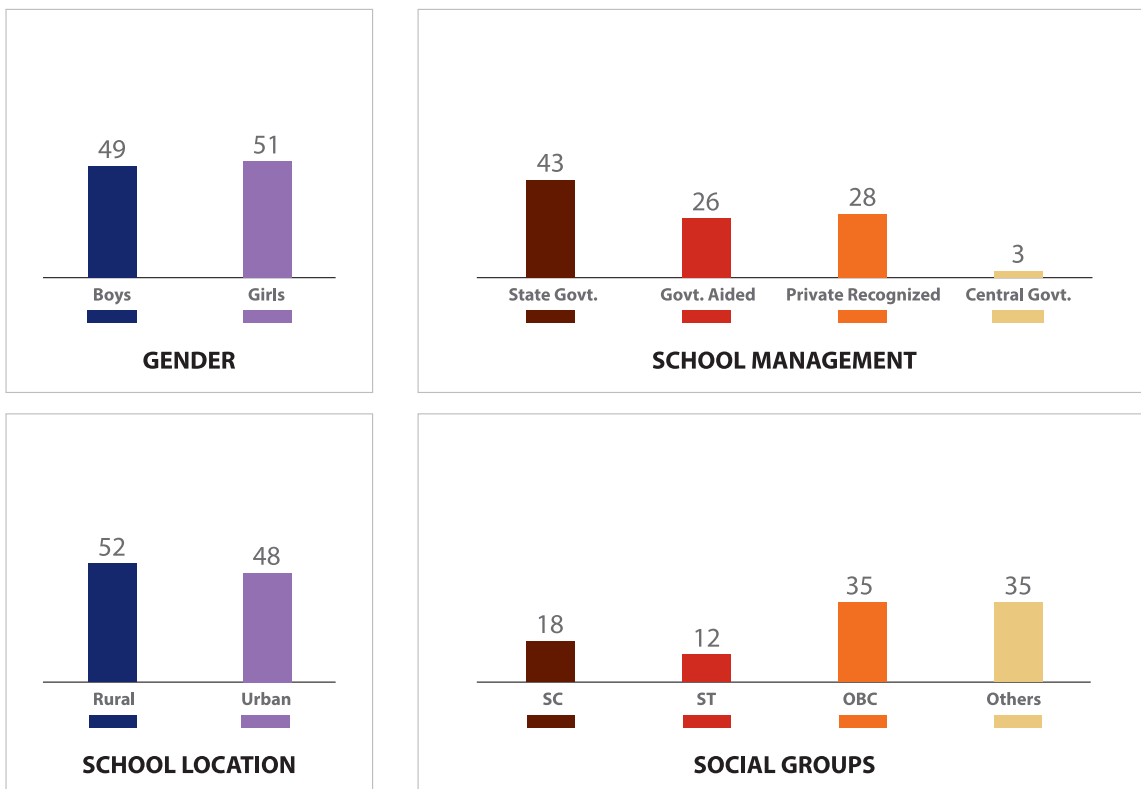
Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

a. 15102 students sampled from 1588 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.19: Participation of Students in Hindi (in Percentage)

- a. 51% of girls were participated in the FLS 2022. This number was 49% of boys
- b. 52% of students were from rural locations. 48% of students belonged to urban locales.
- c. Participation of school management in the study is given below: State Government (43%), Government Aided Schools (26%), Private Recognized schools (28%) and Central Government schools (3%).
- d. Participation of social groups in the study is given below: SC (18%), ST (12%), OBC (35%) and Others (35%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

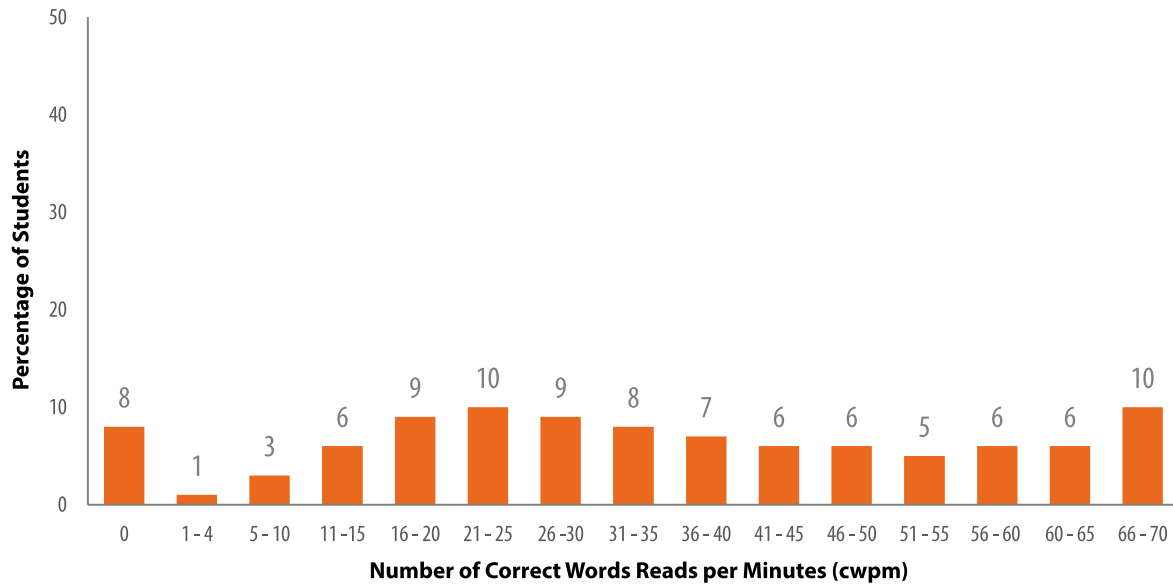


Figure 1.20: *Distribution of Students by Range of Number of Correct Words Read Per Minute in Bengali*

- 8% of students could not read even one word correctly in a minute
- 1% of students correctly read 1 - 4 words in a minute
- 3% of students correctly read 5-10 words in a minute
- 9% of students correctly read 16-20 words in a minute
- 10% of students correctly read 21 - 25 words in a minute
- 9% of students correctly read 26 – 30 words in a minute
- 10% of students correctly read 66-70 words in a minute

Table 1.25: *Average Number of correct words reads per minute (cwpm) in Hindi*

Average Number of cwpm	
Boys	35
Girls	35
Total	35

- Average number of words correctly read by students in a minute was 35
 - On an average, boys correctly read 35 words in a minute
 - On an average, girls correctly read 35 words in a minute

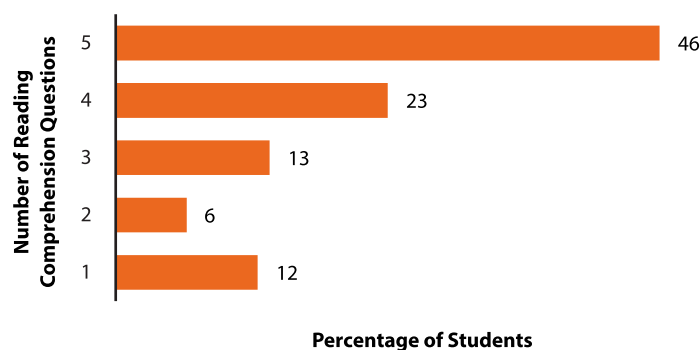


Figure 1.21: *Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Hindi*

- 12% of students correctly answered 1 reading comprehension question
- 6% of students correctly answered 2 reading comprehension questions
- 13% of students correctly answered 3 reading comprehension questions
- 23% of students correctly answered 4 reading comprehension questions
- 46% of students correctly answered 5 reading comprehension questions

Table 1.26: Average Correct Answers of Reading Comprehension Questions in Percentage in Hindi

Average Correct Answer of RCQ	
Boys	80
Girls	80
Total	80

On an average, overall, students correctly answered 60% of reading comprehension questions (4 out of 5 questions).

- Boys and girls answered 80% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Hindi language are given in Table 19.

Table 1.27: Table 19: GPLs and Associated Benchmarks for Hindi Language

GPLs	Benchmarks
• Below Partially Meets Global Minimum Proficiency	• 0-16 correctly read words with comprehension in one minute
• Partially Meets Global Minimum Proficiency	• 17-34 correctly read words with comprehension in one minute.
• Meets Global Minimum Proficiency	• 35-54 correctly read words with comprehension in one minute
• Exceeds Global Minimum Proficiency	• 55 and above correctly read words with comprehension in one minute.

Table 1.28: Benchmark of ORF with Comprehension and Student Performance in Hindi

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 16 correctly read words with comprehension in one minute.	17 - 34 correctly read words with comprehension in one minute.	35 - 54 correctly read words with comprehension in one minute.	55 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	19	35	23	23
Performance of Girls (%)	19	33	25	23
Performance of Boys (%)	19	36	23	22

Results revealed that, the highest concentration of students (35%) in all the 4 GPLs was in Partially Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Meets Global Minimum Proficiency (23%), Exceeds Global Minimum Proficiency (23%), and Below Partially Meets Global Minimum Proficiency (19%).

- Same trend held true in the case of Boys and Girls too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 19%, 33%, 25% and 23% respectively. Distribution of boys across the above mentioned 4 GPLs was 19%, 36%, 23% and 22%.

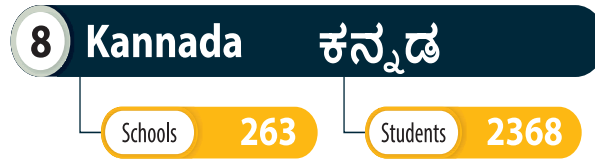
Kannada

For Kannada language, the States/UTs in which the FLS 2022 was conducted were Maharashtra, Andhra Pradesh, Karnataka, and Kerala.

The current section presents FLS 2022 data and results for Kannada on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- 2368 students sampled from 263 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.22: Participation of Students in Kannada (in Percentage)

- 47% of girls were participated in the FLS 2022. This number was 53% of boys
- 76% of students were from rural locations. 24% of students belonged to urban locales.

- c. Participation of school management in the study is given below: State Government (51%), Government Aided Schools (34%), Private Recognized schools (14%) and Central Government schools (1%).
- d. Participation of social groups in the study is given below: SC (17%), ST (8%), OBC (63%) and Others (12%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

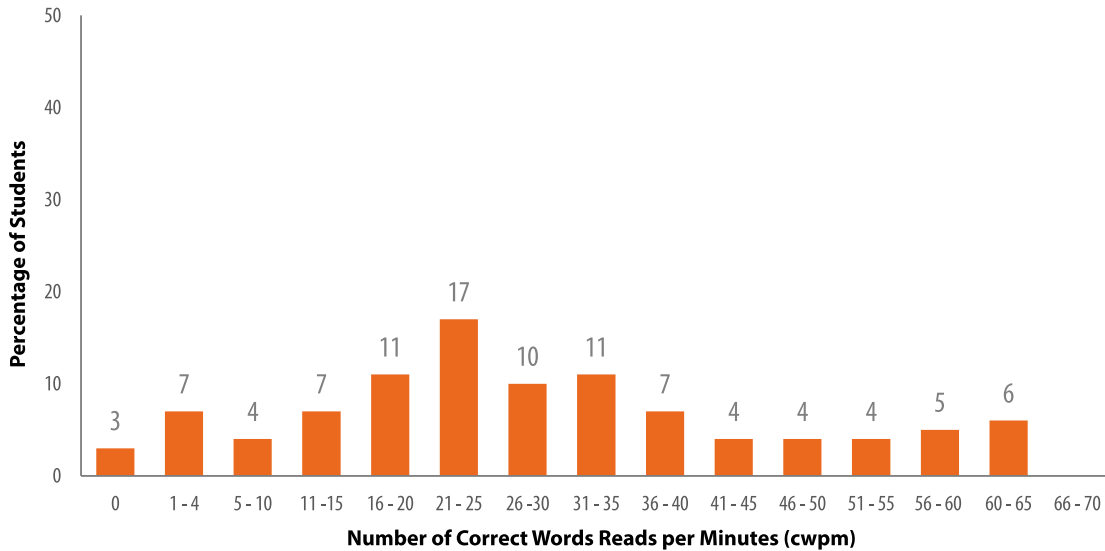


Figure 1.23: Distribution of Students by Range of Number of Correct Words Read Per Minute in Kannada

- a. 3% of students could not read even one word correctly in a minute
- b. 7% of students correctly read 1 - 4 words in a minute
- c. 11% of students correctly read 16 - 20 words in a minute
- d. 17% of students correctly read 21 – 25 words in a minute
- e. 6% of students correctly read 61-65 words in a minute

Table 1.29: Average Number of correct words reads per minute (cwpm) in Kannada

Average Number of cwpm	
Boys	29
Girls	29
Total	29

- f. Average number of words correctly read by students in a minute was 29
 - On an average, boys correctly read 29 words in a minute
 - On an average, girls correctly read 29 words in a minute

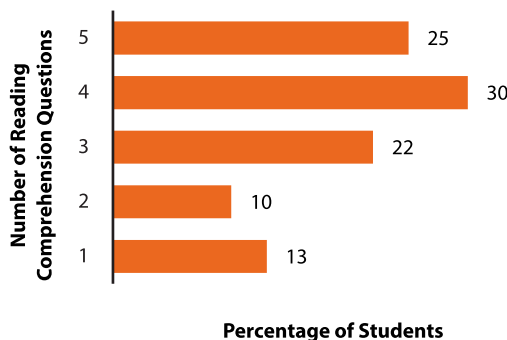


Figure 1.24: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Kannada

- g. 13% of students correctly answered 1 reading comprehension question
- h. 10% of students correctly answered 2 reading comprehension questions
- i. 22% of students correctly answered 3 reading comprehension questions
- j. 30% of students correctly answered 4 reading comprehension questions
- k. 25% of students correctly answered 5 reading comprehension questions

Table 1.30: Average Correct Answers of Reading Comprehension Questions in Percentage in Kannada

Average Correct Answer of RCQ	
Boys	60
Girls	60
Total	60

On an average, overall, students correctly answered 60% of reading comprehension questions (3 out of 5 questions).

- Boys and girls answered 60% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Kannada language are given in Table 20.

Table 1.31: Table 20: GPLs and Associated Benchmarks for Kannada Language

GPLs	Benchmarks
Below Partially Meets Global Minimum Proficiency	0-13 correctly read words with comprehension in one minute
Partially Meets Global Minimum Proficiency	14 - 29 correctly read words with comprehension in one minute.
Meets Global Minimum Proficiency	30 - 48 correctly read words with comprehension in one minute
Exceeds Global Minimum Proficiency	49 and above correctly read words with comprehension in one minute.

Table 1.32: Benchmark of ORF with Comprehension and Student Performance in Kannada

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 13 correctly read words with comprehension in one minute.	14 - 29 correctly read words with comprehension in one minute.	30 - 48 correctly read words with comprehension in one minute.	49 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	18	38	28	16
Performance of Girls (%)	17	40	28	15
Performance of Boys (%)	19	37	27	17

Results revealed that, the highest concentration of students (38%) in all the 4 GPLs was in Partially Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Meets Global Minimum Proficiency (28%), Below Partially Meets Global Minimum Proficiency (18%) and Exceeds Global Minimum Proficiency (16%).

- Same trend held true in the case of girls and boys too.

Distribution of girls across the GPLs of below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency

was 17%, 40%, 28% and 15% respectively. Distribution of boys across the above mentioned 4 GPLs was 19%, 37%, 27% and 17%.

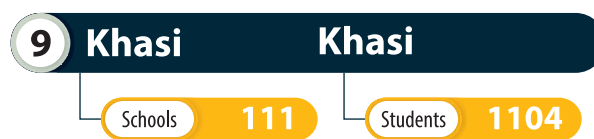
Khasi

For Khasi language, the States/UTs in which the FLS 2022 was conducted was Meghalaya.

The current section presents FLS 2022 data and results for Khasi on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- a. 1104 students sampled from 111 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.25: Participation of Students in Khasi (in Percentage)

- a. 50% of girls were participated in the FLS 2022. This number was 50% of boys
- b. 94% of students were from rural locations. 6% of students belonged to urban locales.
- c. Participation of school management in the study is given below: State Government (22%), Government Aided Schools (50%), Private Recognized schools (28%) and Central Government schools (0%).
- d. Participation of social groups in the study is given below: SC (2%), ST (98%), OBC (0%) and Others (0%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

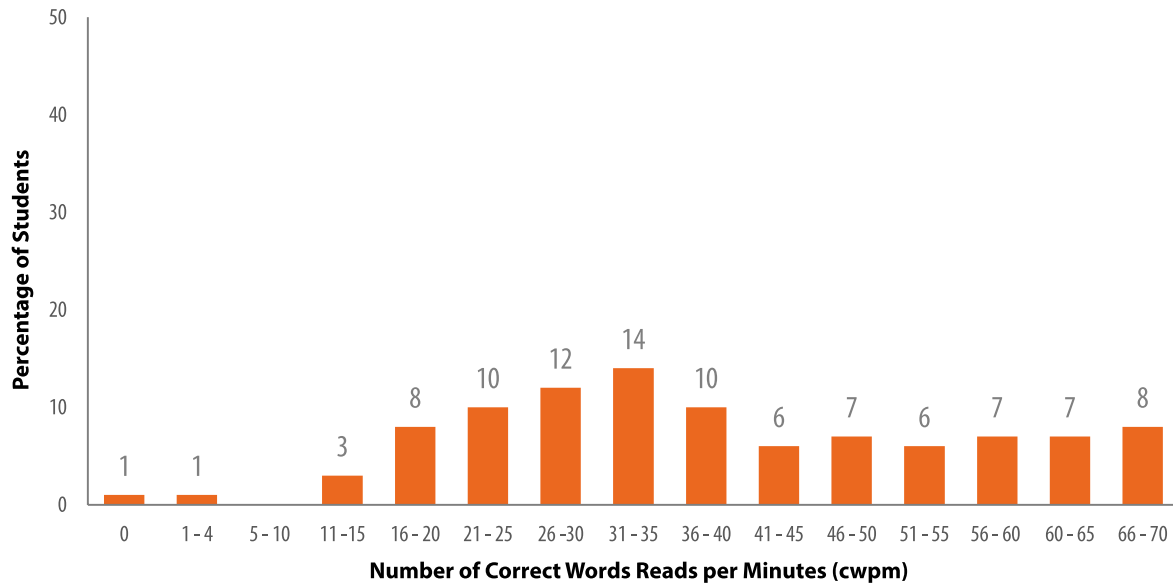


Figure 1.26: *Distribution of Students by Range of Number of Correct Words Read Per Minute in Khasi*

- 1% of students could not read even one word correctly in a minute
- 1% of students correctly read 1 - 4 words in a minute
- 0% of students correctly read 5 - 10 words in a minute
- 10% of students correctly read 21 - 25 words in a minute
- 12% of students correctly read 26 - 30 words in a minute
- 14% of students correctly read 31- 35 words in a minute
- 7% of students correctly read 61 - 65 words in a minute
- 8% of students correctly read 66 - 70 words in a minute

Table 1.33: *Average Number of correct words reads per minute (cwpm) in Khasi*

Average Number of cwpm	
Boys	39
Girls	39
Total	39

- Average number of words correctly read by students in a minute was 39
 - On an average, boys correctly read 39 words in a minute
 - On an average, girls correctly read 39 words in a minute

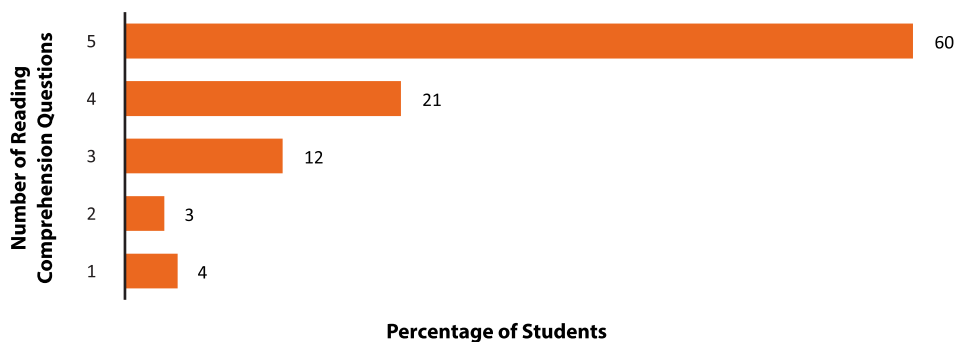


Figure 1.27: *Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Khasi*

- j. 4% of students correctly answered 1 reading comprehension question
- k. 3% of students correctly answered 2 reading comprehension questions
- l. 12% of students correctly answered 3 reading comprehension questions
- m. 21% of students correctly answered 4 reading comprehension questions
- n. 60% of students correctly answered 5 reading comprehension questions

Table 1.34: Average Correct Answers of Reading Comprehension Questions in Percentage in Khasi

Average Correct Answer of RCQ	
Boys	80
Girls	80
Total	80

On an average, overall, students correctly answered 80% of reading comprehension questions (4 out of 5 questions).

- Boys and girls answered 80% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Khasi language are given in Table 21.

Table 1.35: Table 21: GPLs and Associated Benchmarks for Khasi Language

GPLs	Benchmarks
Below Partially Meets Global Minimum Proficiency	0 - 24 correctly read words with comprehension in one minute
Partially Meets Global Minimum Proficiency	25 - 44 correctly read words with comprehension in one minute.
Meets Global Minimum Proficiency	45 - 62 correctly read words with comprehension in one minute
Exceeds Global Minimum Proficiency	63 and above correctly read words with comprehension in one minute.

Table 1.36: Benchmark of ORF with Comprehension and Student Performance in Khasi

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 24 correctly read words with comprehension in one minute.	25 - 44 correctly read words with comprehension in one minute.	45 - 62 correctly read words with comprehension in one minute.	63 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	21	43	24	12
Performance of Girls (%)	22	41	23	14
Performance of Boys (%)	20	44	26	10

Results revealed that, the highest concentration of students (43%) in all the 4 GPLs was in Partially Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Meets Global Minimum Proficiency (24%), Below Partially Meets Global Minimum Proficiency (21%) and Exceeds Global Minimum Proficiency (12%).

- Same trend held true in the case of girls and boys too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 22%, 41%, 23% and 14% respectively. Distribution of boys across the above mentioned 4 GPLs was 20%, 44%, 26% and 10%.

Konkani

For Konkani language, the States/UTs in which the FLS 2022 was conducted was Goa.

The current section presents FLS 2022 data and results for Konkani on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- a. 632 students sampled from 37 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.28: Participation of Students in Konkani (in Percentage)

- a. 50% of girls were participated in the FLS 2022. This number was 50% of boys
- b. 74% of students were from rural locations. 26% of students belonged to urban locales.
- c. Participation of school management in the study is given below: State Government (2%), Government Aided Schools (96%), Private Recognized schools (0%) and Central Government schools (2%).
- d. Participation of social groups in the study is given below: SC (1%), ST (10%), OBC (7%) and Others (82%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

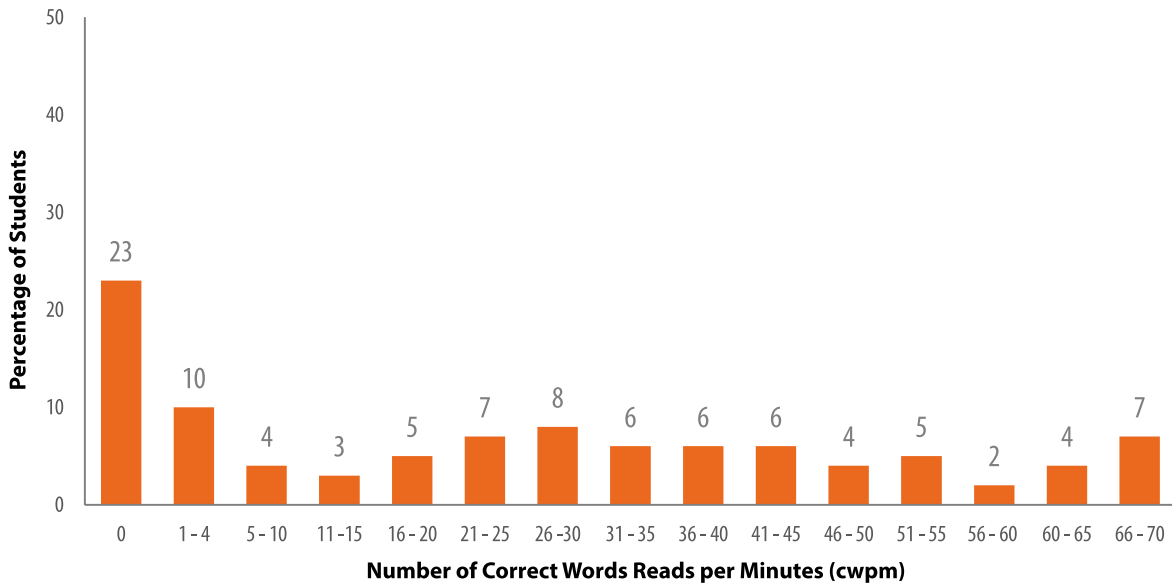


Figure 1.29: Distribution of Students by Range of Number of Correct Words Read Per Minute in Konkani

- a. 23% of students could not read even one word correctly in a minute
- b. 10% of students correctly read 1 - 4 words in a minute
- c. 4% of students correctly read 5 - 10 words in a minute
- d. 7% of students correctly read 21 - 25 words in a minute
- e. 8% of students correctly read 26 - 30 words in a minute
- f. 4% of students correctly read 61 - 65 words in a minute
- g. 7% of students correctly read 66 - 70 words in a minute

Table 1.37: Average Number of correct words reads per minute (cwpm) in Konkani

Average Number of cwpm	
Boys	23
Girls	28
Total	26

- h. Average number of words correctly read by students in a minute was 26
 - On an average, boys correctly read 23 words in a minute
 - On an average, girls correctly read 28 words in a minute

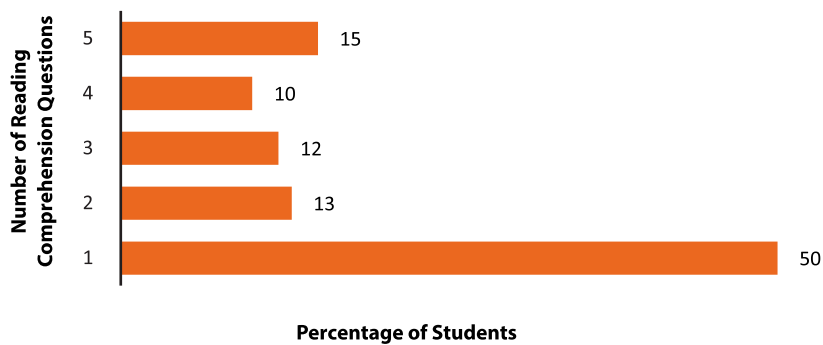


Figure 1.30: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Konkani

- i. 15% of students correctly answered 1 reading comprehension question
- j. 10% of students correctly answered 2 reading comprehension questions
- k. 12% of students correctly answered 3 reading comprehension questions
- l. 13% of students correctly answered 4 reading comprehension questions
- m. 50% of students correctly answered 5 reading comprehension questions

Table 1.38: Average Correct Answers of Reading Comprehension Questions in Percentage in Konkani

Average Correct Answer of RCQ	
Boys	40
Girls	40
Total	40

On an average, overall, students correctly answered 40% of reading comprehension questions (2 out of 5 questions)).

- Boys and girls answered 40% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Konkani language are given in Table 22.

Table 1.39: GPLs and Associated Benchmarks for Konkani Language

GPLs	Benchmarks
• Below Partially Meets Global Minimum Proficiency	• 0 - 12 correctly read words with comprehension in one minute
• Partially Meets Global Minimum Proficiency	• 13-29 correctly read words with comprehension in one minute.
• Meets Global Minimum Proficiency	• 30-49 correctly read words with comprehension in one minute
• Exceeds Global Minimum Proficiency	• 50 and above correctly read words with comprehension in one minute.

Table 1.40: Benchmark of ORF with Comprehension and Student Performance in Konkani

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 12 correctly read words with comprehension in one minute.	13 - 29 correctly read words with comprehension in one minute.	30 - 49 correctly read words with comprehension in one minute.	50 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	37	22	22	19
Performance of Girls (%)	32	25	20	23
Performance of Boys (%)	42	19	24	15

Results revealed that, the highest concentration of students (37%) in all the 4 GPLs was in Below Partially Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Partially Meets Global Minimum Proficiency (22%), Meets Global Minimum Proficiency (22%) and Exceeds Global Minimum Proficiency (19%).

- Same trend held true in the case of boys too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 32%, 25%, 20% and 23% respectively. Distribution of boys across the above mentioned 4 GPLs was 42% , 19%, 24% and 15%.

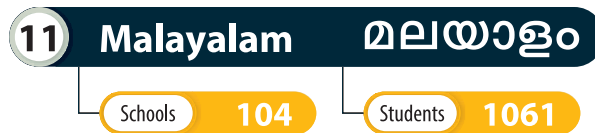
Malayalam

For Malayalam language, the States/UTs in which the FLS 2022 was conducted was Kerala.

The current section presents FLS 2022 data and results for Malayalam on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- a. 1061 students sampled from 104 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.31: Participation of Students in Malayalam (in Percentage)

- a. 47% of girls were participated in the FLS 2022. This number was 53% of boys
- b. 77% of students were from rural locations. 23% of students belonged to urban locales.
- c. Participation of school management in the study is given below: State Government (37%), Government Aided Schools (51%), Private Recognized schools (11%) and Central Government schools (1%).
- d. Participation of social groups in the study is given below: SC (14%), ST (6%), OBC (64%) and Others (16%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

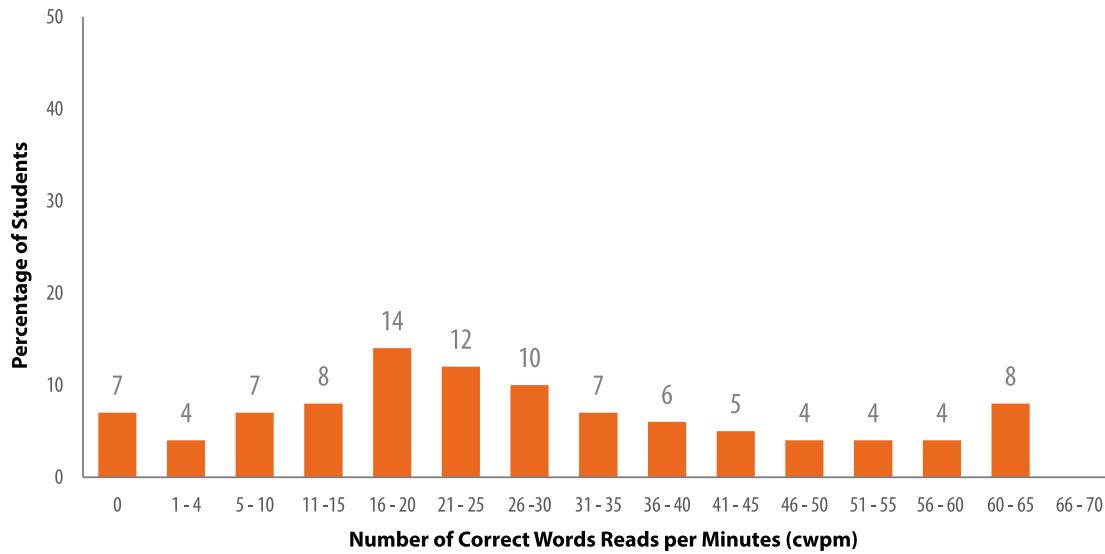


Figure 1.32: *Distribution of Students by Range of Number of Correct Words Read Per Minute in Malayalam*

- 7% of students could not read even one word correctly in a minute
- 4% of students correctly read 1 - 4 words in a minute
- 7% of students correctly read 5 - 10 words in a minute
- 14% of students correctly read 16 - 20 words in a minute
- 12% of students correctly read 21 - 25 words in a minute
- 4% of students correctly read 56 - 60 words in a minute
- 8% of students correctly read 61 - 65 words in a minute

Table 1.41: Average Number of correct words reads per minute (cwpm) in Malayalam

Average Number of cwpm	
Boys	27
Girls	29
Total	28

- Average number of words correctly read by students in a minute was 28
- On an average, boys correctly read 27 words in a minute
 - On an average, girls correctly read 29 words in a minute

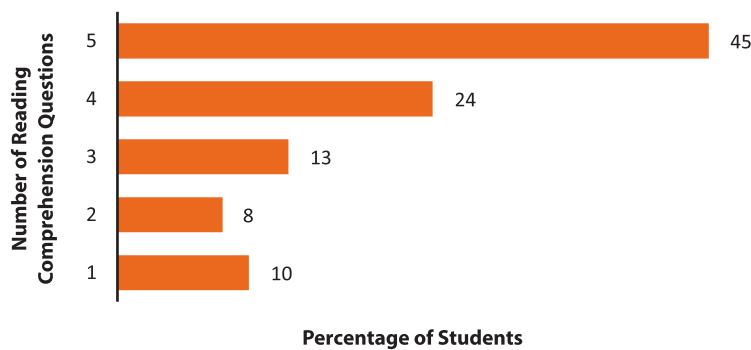


Figure 1.33: *Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Malayalam*

- (a) 10% of students correctly answered 1 reading comprehension question
- (b) 8% of students correctly answered 2 reading comprehension questions
- (c) 13% of students correctly answered 3 reading comprehension questions
- (d) 24% of students correctly answered 4 reading comprehension questions
- (e) 45% of students correctly answered 5 reading comprehension questions

Table 1.42: Average Correct Answers of Reading Comprehension Questions in Percentage in Malayalam

Average Correct Answer of RCQ	
Boys	60
Girls	80
Total	80

On an average, overall, students correctly answered 80% of reading comprehension questions (4 out of 5 questions).

- Boys answered 60% of reading comprehension questions correctly.
- Girls answered 80% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Malayalam language are given in Table 23.

Table 1.43: Table 23: GPLs and Associated Benchmarks for Malayalam Language

GPLs	Benchmarks
Below Partially Meets Global Minimum Proficiency	0 - 9 correctly read words with comprehension in one minute
Partially Meets Global Minimum Proficiency	10-27 correctly read words with comprehension in one minute.
Meets Global Minimum Proficiency	28-50 correctly read words with comprehension in one minute
Exceeds Global Minimum Proficiency	51 and above correctly read words with comprehension in one minute.

Table 1.44: Benchmark of ORF with Comprehension and Student Performance in Malayalam

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 9 correctly read words with comprehension in one minute.	10 - 27 correctly read words with comprehension in one minute.	28 - 50 correctly read words with comprehension in one minute.	51 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	17	39	28	16
Performance of Girls (%)	15	37	32	16
Performance of Boys (%)	19	40	25	16

Results revealed that, the highest concentration of students (39%) in all the 4 GPLs was in Partially Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Meets Global Minimum Proficiency (28%), Below Partially Meets Global Minimum Proficiency (17%) and Exceeds Global Minimum Proficiency (16%).

- Same trend held true in the case of boys too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 15%, 37%, 32% and 16% respectively. Distribution of boys across the above mentioned 4 GPLs was 19%, 40%, 25% and 16%.

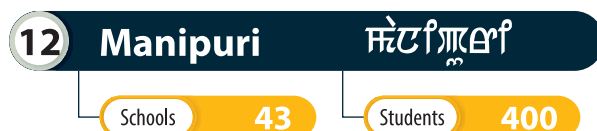
Manipuri

For Manipuri language, the States/UTs in which the FLS 2022 was conducted was Manipur.

The current section presents FLS 2022 data and results for Manipuri on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- 400 students sampled from 43 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.34: Participation of Students in Manipuri (in Percentage)

- 53% of girls were participated in the FLS 2022. This number was 47% of boys
- 80% of students were from rural locations. 20% of students belonged to urban locales.
- Participation of school management in the study is given below: State Government (86%), Government Aided Schools (9%), Private Recognized schools (5%) and Central Government schools (0%).
- Participation of social groups in the study is given below: SC (6%), ST (3%), OBC (82%) and Others (9%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

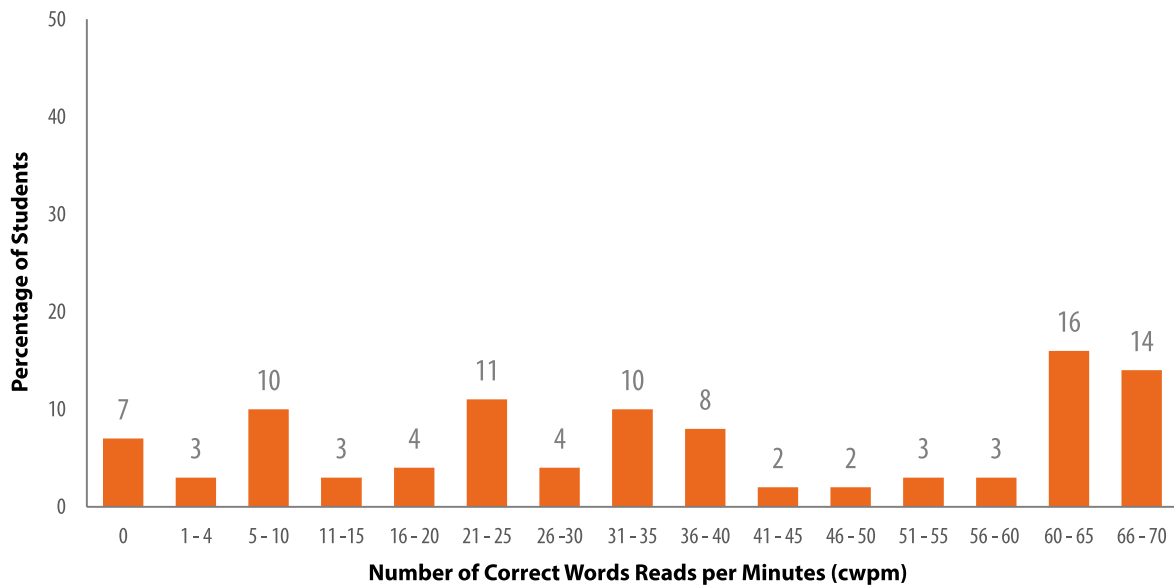


Figure 1.35: Distribution of Students by Range of Number of Correct Words Read Per Minute in Manipuri

- a. 7% of students could not read even one word correctly in a minute
- b. 3% of students correctly read 1 - 4 words in a minute
- c. 10% of students correctly read 5 - 10 words in a minute
- d. 11% of students correctly read 21 - 25 words in a minute
- e. 8% of students correctly read 36 - 40 words in a minute
- f. 3% of students correctly read 56 - 60 words in a minute
- g. 16% of students correctly read 61 - 65 words in a minute
- h. 14% of students correctly read 66 - 70 words in a minute

Table 1.45: Average Number of correct words reads per minute (cwpm) in Manipuri

Average Number of cwpm	
Boys	37
Girls	35
Total	36

- a. Average number of words correctly read by students in a minute was 36
 - On an average, boys correctly read 37 words in a minute
 - On an average, girls correctly read 35 words in a minute

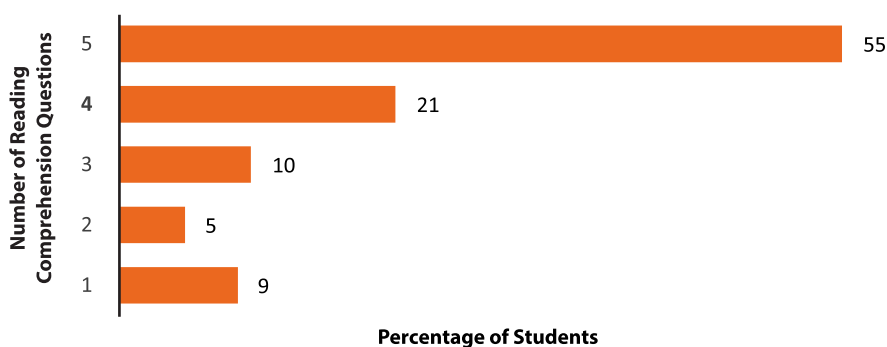


Figure 1.36: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Manipuri

- 9% of students correctly answered 1 reading comprehension question
- 5% of students correctly answered 2 reading comprehension questions
- 10% of students correctly answered 3 reading comprehension questions
- 21% of students correctly answered 4 reading comprehension questions
- 55% of students correctly answered 5 reading comprehension questions

Table 1.46: Average Correct Answers of Reading Comprehension Questions in Percentage in Manipuri

Average Correct Answer of RCQ	
Boys	80
Girls	80
Total	80

On an average, overall, students correctly answered 80% of reading comprehension questions (4 out of 5 questions).

- Boys and girls answered 80% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Manipuri language are given in Table 25.

Table 1.47: Table 25: GPLs and Associated Benchmarks for Manipuri Language

GPLs	Benchmarks
• Below Partially Meets Global Minimum Proficiency	• 0 - 10 correctly read words with comprehension in one minute
• Partially Meets Global Minimum Proficiency	• 11 - 34 correctly read words with comprehension in one minute.
• Meets Global Minimum Proficiency	• 35 - 58 correctly read words with comprehension in one minute
• Exceeds Global Minimum Proficiency	• 59 and above correctly read words with comprehension in one minute.

Figure 1.37: Benchmark of ORF with Comprehension and Student Performance in Manipuri

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 10 correctly read words with comprehension in one minute.	11 - 34 correctly read words with comprehension in one minute.	35 - 58 correctly read words with comprehension in one minute.	59 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	21	29	18	32
Performance of Girls (%)	23	27	21	29
Performance of Boys (%)	18	30	18	34

Results revealed that, the highest concentration of students (32%) in all the 4 GPLs was in Exceed Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Partially meets Global Minimum Proficiency (29%), Below Partially Meets Global Minimum Proficiency (21%) and Meets Global Minimum Proficiency (18%).

- Same trend held true in the case of boys and girls too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 23%, 27%, 21% and 29% respectively. Distribution of boys across the above mentioned 4 GPLs was 18%, 30%, 18% and 34%.

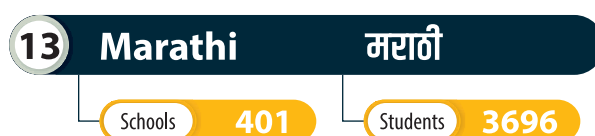
Marathi

For Marathi language, the States/UTs in which the FLS 2022 was conducted was Maharashtra, Gujarat, Madhya Pradesh, Karnataka, Goa, Daman-Diu, and Dadra Nagar Haveli.

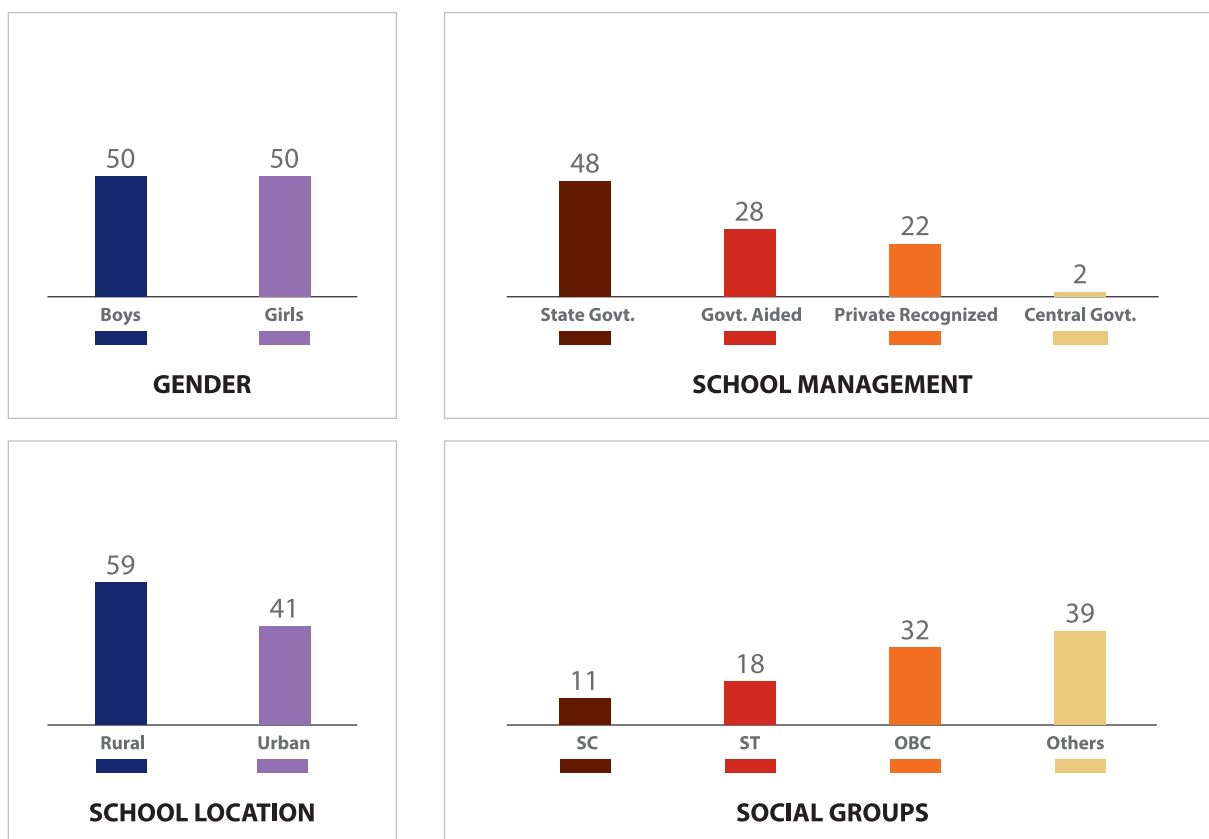
The current section presents FLS 2022 data and results for Marathi on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- a. 3696 students sampled from 401 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.38: Participation of Students in Marathi (in Percentage)

- a. 50% of girls were participated in the FLS 2022. This number was 50% of boys
- b. 59% of students were from rural locations. 41% of students belonged to urban locales.
- c. Participation of school management in the study is given below: State Government (48%), Government Aided Schools (28%), Private Recognized schools (22%) and Central Government schools (2%).
- d. Participation of social groups in the study is given below: SC (11%), ST (18%), OBC (32%) and Others (39%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

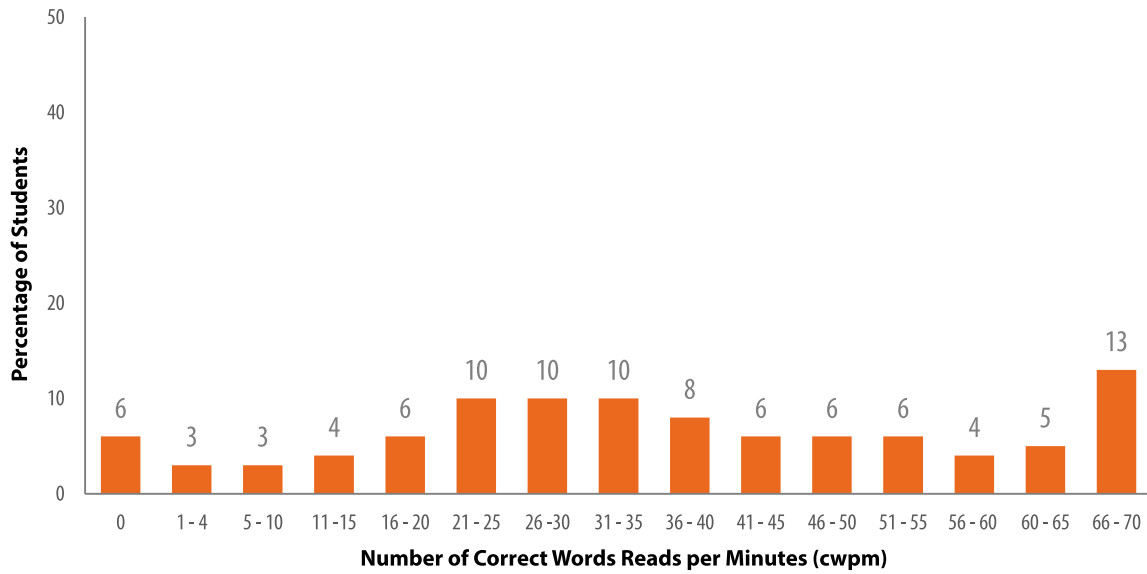


Figure 1.39: *Distribution of Students by Range of Number of Correct Words Read Per Minute in Marathi*

- 6% of students could not read even one word correctly in a minute
- 3% of students correctly read 1 - 4 words in a minute
- 3% of students correctly read 5 - 10 words in a minute
- 10% of students correctly read 21 - 25 words in a minute
- 10% of students correctly read 26 - 30 words in a minute
- 4% of students correctly read 56 - 60 words in a minute
- 5% of students correctly read 61 - 65 words in a minute
- 13% of students correctly read 66 - 70 words in a minute

Table 1.48: *Average Number of correct words reads per minute (cwpm) in Marathi*

Average Number of cwpm	
Boys	34
Girls	39
Total	37

- Average number of words correctly read by students in a minute was 37
 - On an average, boys correctly read 34 words in a minute
 - On an average, girls correctly read 39 words in a minute

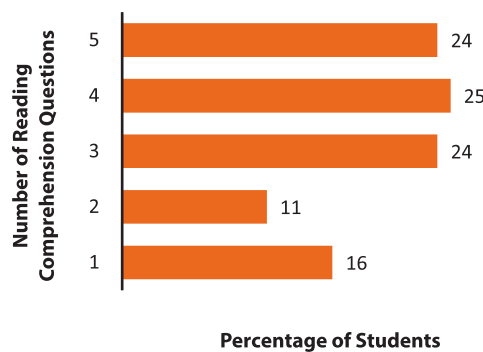


Figure 1.40: *Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Marathi*

- j. 16% of students correctly answered 1 reading comprehension question
- k. 11% of students correctly answered 2 reading comprehension questions
- l. 24% of students correctly answered 3 reading comprehension questions
- m. 25% of students correctly answered 4 reading comprehension questions
- n. 24% of students correctly answered 5 reading comprehension questions

Table 1.49: Average Correct Answers of Reading Comprehension Questions in Percentage in Marathi

Average Correct Answer of RCQ	
Boys	60
Girls	60
Total	60

On an average, overall, students correctly answered 60% of reading comprehension questions (3 out of 5 questions).

- Boys and girls answered 60% of reading comprehension questions correctly.

1. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Marathi language are given in Table 24.

Table 1.50: Table 24: GPLs and Associated Benchmarks for Marathi Language

GPLs		Benchmarks	
• Below Partially Meets Global Minimum Proficiency	• 0 - 11 correctly read words with comprehension in one minute		
• Partially Meets Global Minimum Proficiency	• 12- 31 correctly read words with comprehension in one minute.		
• Meets Global Minimum Proficiency	• 32-50 correctly read words with comprehension in one minute		
• Exceeds Global Minimum Proficiency	• 51 and above correctly read words with comprehension in one minute.		

Table 1.51: Benchmark of ORF with Comprehension and Student Performance in Marathi

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 11 correctly read words with comprehension in one minute.	12 - 31 correctly read words with comprehension in one minute.	32 - 50 correctly read words with comprehension in one minute.	51 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	13	31	28	28
Performance of Girls (%)	9	29	30	32
Performance of Boys (%)	16	33	25	26

Results revealed that, the highest concentration of students (31%) in all the 4 GPLs was in Partially Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Meets Global Minimum Proficiency (28%), Exceeds Global Minimum Proficiency (28%) and Below Partially Meets Global Minimum Proficiency (13%).

- Same trend held true in the case of boys too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 9%, 29%, 30% and 32% respectively. Distribution of boys across the above mentioned 4 GPLs was 16%, 33%, 25% and 26%.

Mizo

For Mizo language, the States/UTs in which the FLS 2022 was conducted was Mizoram.

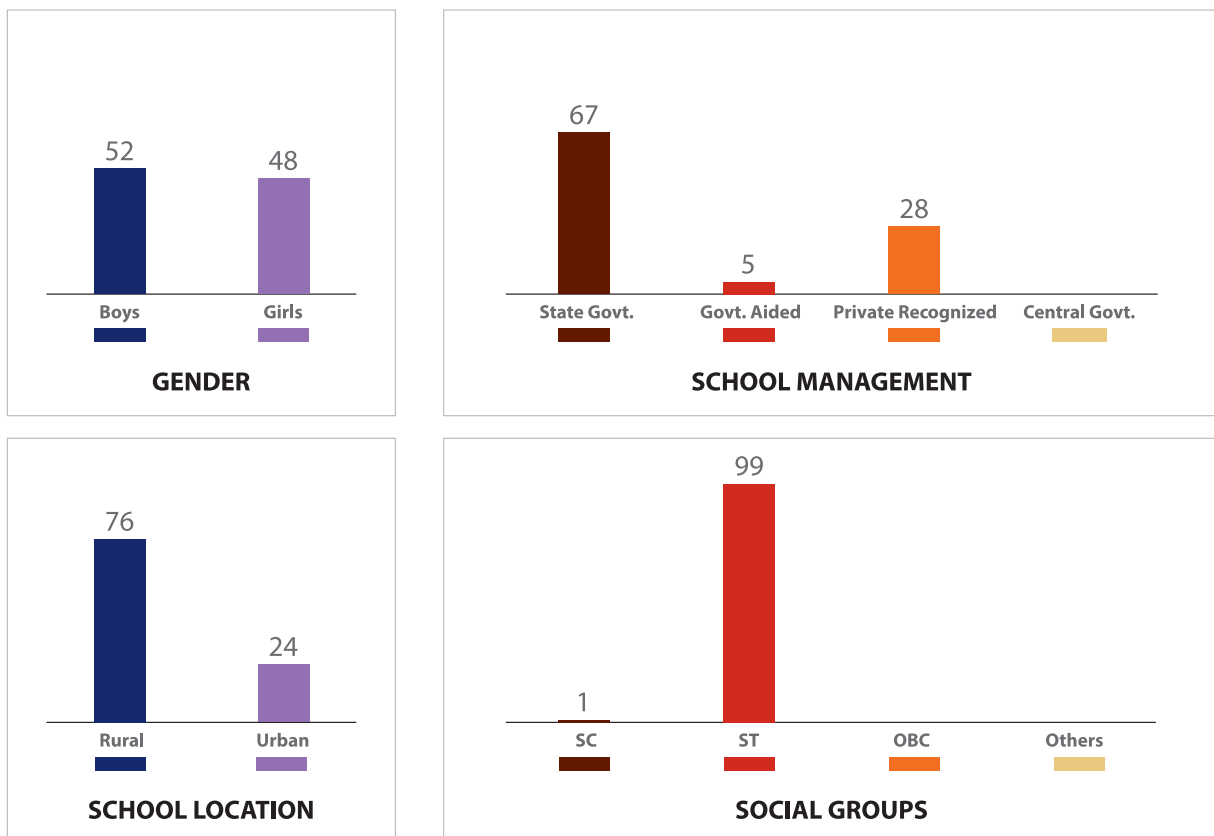
The current section presents FLS 2022 data and results for Mizo on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- a. 818 students sampled from 81 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.41: Participation of Students in Mizo (in Percentage)

- a. 48% of girls were participated in the FLS 2022. This number was 52% of boys
- b. 76% of students were from rural locations. 24% of students belonged to urban locales.
- c. Participation of school management in the study is given below: State Government (67%), Government Aided Schools (5%), Private Recognized schools (28%) and Central Government schools (0%).
- d. Participation of social groups in the study is given below: SC (1%), ST (99%), OBC (0%) and Others (0%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

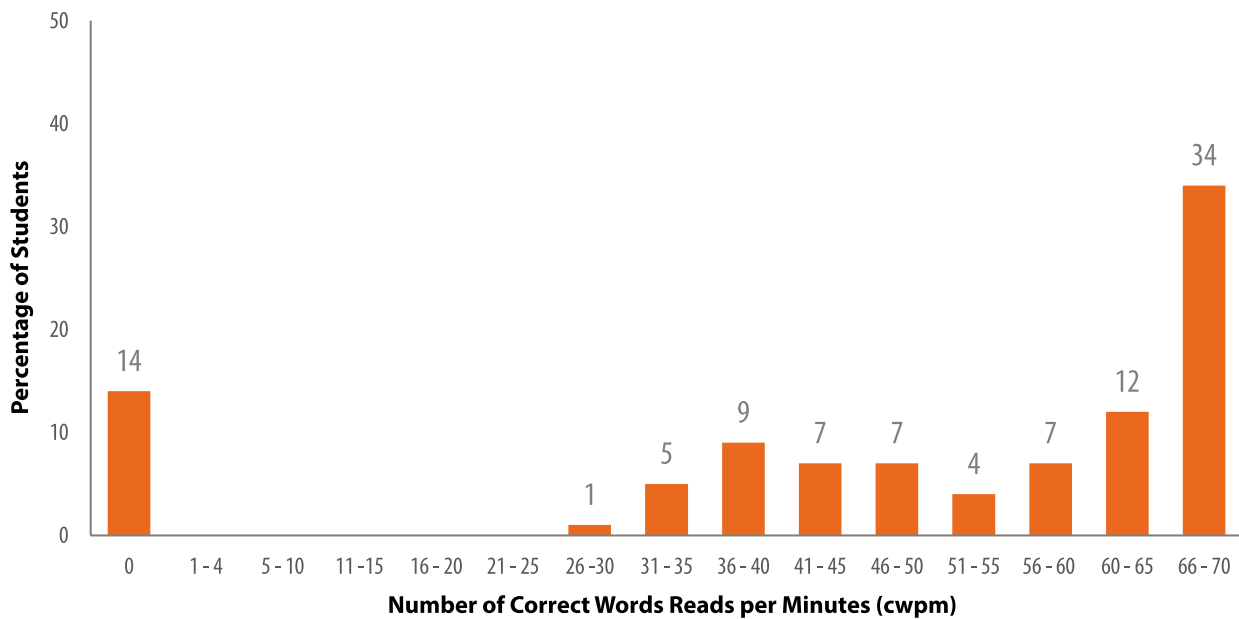


Figure 1.42: *Distribution of Students by Range of Number of Correct Words Read Per Minute in Mizo*

- a. 14% of students could not read even one word correctly in a minute
- b. 0% of students correctly read 1 - 4 words in a minute
- c. 0% of students correctly read 5 - 10 words in a minute
- d. 0% of students correctly read 11 - 15 words in a minute
- e. 0% of students correctly read 16 - 20 words in a minute
- f. 0% of students correctly read 21 - 25 words in a minute
- g. 1% of students correctly read 26 - 30 words in a minute
- h. 7% of students correctly read 41 - 45 words in a minute
- i. 7% of students correctly read 56 - 60 words in a minute
- j. 12% of students correctly read 61 - 65 words in a minute
- k. 34% of students correctly read 66 - 70 words in a minute

Table 1.52: *Average Number of correct words reads per minute (cwpm) in Mizo*

Average Number of cwpm	
Boys	48
Girls	49
Total	49

- a. Average number of words correctly read by students in a minute was 49
 - On an average, boys correctly read 48 words in a minute
 - On an average, girls correctly read 49 words in a minute

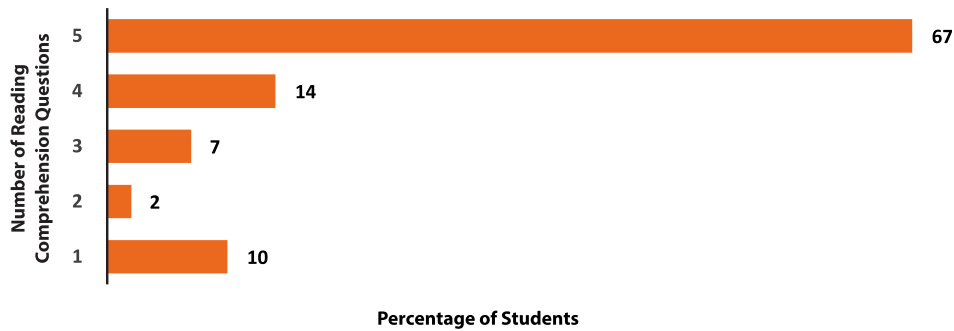


Figure 1.43: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Mizo

- 10% of students correctly answered 1 reading comprehension question
- 2% of students correctly answered 2 reading comprehension questions
- 7% of students correctly answered 3 reading comprehension questions
- 14% of students correctly answered 4 reading comprehension questions
- 67% of students correctly answered 5 reading comprehension questions

Table 1.53: Average Correct Answers of Reading Comprehension Questions in Percentage in Mizo

Average Correct Answer of RCQ	
Boys	80
Girls	80
Total	80

On an average, overall, students correctly answered 80% of reading comprehension questions (4 out of 5 questions).

- Boys and girls answered 80% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Mizo language are given in Table 26.

Table 1.54: Table 26: GPLs and Associated Benchmarks for Mizo Language

GPLs	Benchmarks
Below Partially Meets Global Minimum Proficiency	0 - 24 correctly read words with comprehension in one minute
Partially Meets Global Minimum Proficiency	25 - 42 correctly read words with comprehension in one minute.
Meets Global Minimum Proficiency	43 - 65 correctly read words with comprehension in one minute
Exceeds Global Minimum Proficiency	66 and above correctly read words with comprehension in one minute.

Table 1.55: Benchmark of ORF with Comprehension and Student Performance in Mizo

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 24 correctly read words with comprehension in one minute.	25 - 42 correctly read words with comprehension in one minute.	43 - 65 correctly read words with comprehension in one minute.	66 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	14	19	32	35
Performance of Girls (%)	16	15	32	37
Performance of Boys (%)	13	22	32	33

Results revealed that, the highest concentration of students (35%) in all the 4 GPLs was in Exceed Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Meets Global Minimum Proficiency (32%), Partially Meets Global Minimum Proficiency (19%) and Below Partially Meets Global Minimum Proficiency (14%).

- Same trend held true in the case of boys too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 16%, 15%, 32% and 37% respectively. Distribution of boys across the above mentioned 4 GPLs was 13%, 22%, 32% and 33%

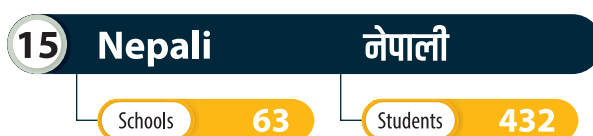
Nepali

For Nepali language, the States/UTs in which the FLS 2022 was conducted was West Bengal.

The current section presents FLS 2022 data and results for Nepali on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

(a) 432 students sampled from 63 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.44: Participation of Students in Nepali (in Percentage)

- 51% of girls were participated in the FLS 2022. This number was 49% of boys
- 69% of students were from rural locations. 31% of students belonged to urban locales.
- Participation of school management in the study is given below: State Government (38%), Government Aided Schools (51%), Private Recognized schools (4%) and Central Government schools (7%).
- Participation of social groups in the study is given below: SC (14%), ST (32%), OBC (36%) and Others (18%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

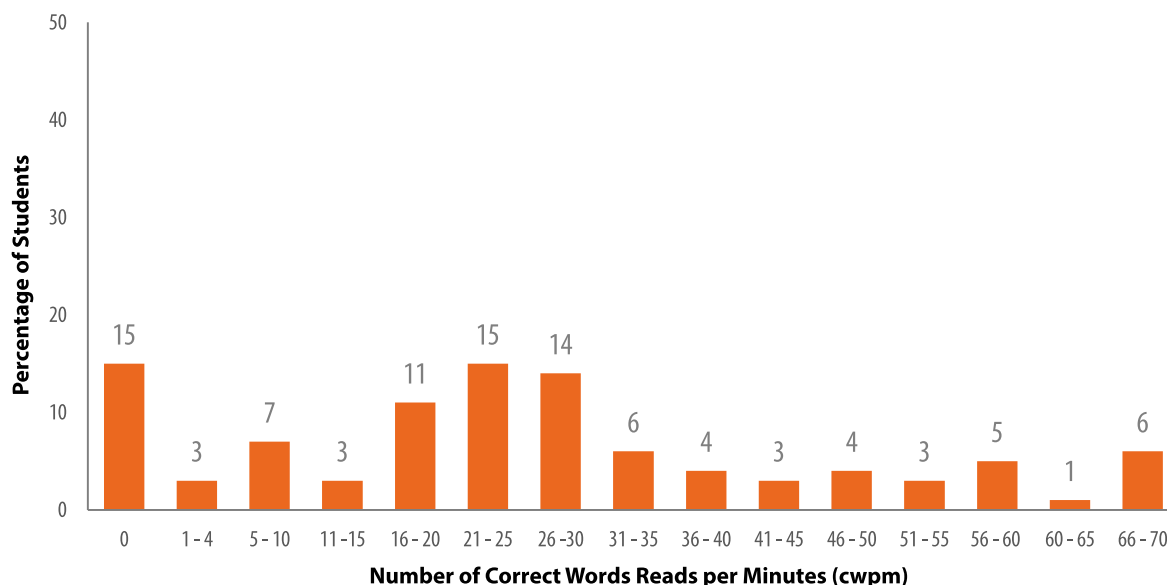


Figure 1.45: *Distribution of Students by Range of Number of Correct Words Read Per Minute in Nepali*

- 15% of students could not read even one word correctly in a minute
- 3% of students correctly read 1 - 4 words in a minute
- 7% of students correctly read 5 - 10 words in a minute
- 15% of students correctly read 21 - 25 words in a minute
- 14% of students correctly read 26 - 30 words in a minute
- 5% of students correctly read 56 - 60 words in a minute
- 1% of students correctly read 61 - 65 words in a minute
- 6% of students correctly read 66 - 70 words in a minute

Table 1.56: *Average Number of correct words reads per minute (cwpm) in Nepali*

Average Number of cwpm	
Boys	25
Girls	29
Total	27

- Average number of words correctly read by students in a minute was 27
 - On an average, boys correctly read 25 words in a minute
 - On an average, girls correctly read 29 words in a minute

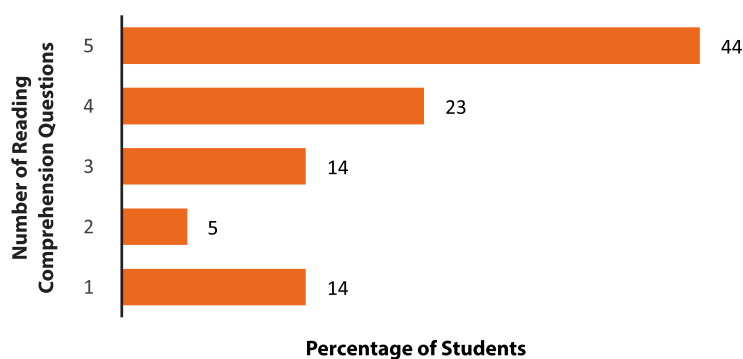


Figure 1.46: *Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Nepali*

- 14% of students correctly answered 1 reading comprehension question
- 5% of students correctly answered 2 reading comprehension questions
- 14% of students correctly answered 3 reading comprehension questions
- 23% of students correctly answered 4 reading comprehension questions
- 44% of students correctly answered 5 reading comprehension questions

Table 1.57: *Average Correct Answers of Reading Comprehension Questions in Percentage in Nepali*

Average Correct Answer of RCQ	
Boys	60
Girls	80
Total	80

On an average, overall, students correctly answered 80% of reading comprehension questions (3 out of 5 questions).

- Boys answered 60% of reading comprehension questions correctly.
- Girls answered 80% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Nepali language are given in Table 27.

Table 1.58: *Table 27: GPLs and Associated Benchmarks for Nepali Language*

GPLs	Benchmarks
Below Partially Meets Global Minimum Proficiency	0 - 11 correctly read words with comprehension in one minute
Partially Meets Global Minimum Proficiency	12 - 29 correctly read words with comprehension in one minute.
Meets Global Minimum Proficiency	30 - 47 correctly read words with comprehension in one minute
Exceeds Global Minimum Proficiency	48 and above correctly read words with comprehension in one minute.

Table 1.59: *Benchmark of ORF with Comprehension and Student Performance in Nepali*

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 11 correctly read words with comprehension in one minute.	12 - 29 correctly read words with comprehension in one minute.	30 - 47 correctly read words with comprehension in one minute.	48 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	25	40	17	18
Performance of Girls (%)	24	37	17	22
Performance of Boys (%)	26	43	16	15

Results revealed that, the highest concentration of students (40%) in all the 4 GPLs was in Partially Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Below Partially Meets Global Minimum Proficiency (25%), Exceeds Global Minimum Proficiency (18%) and Meets Global Minimum Proficiency (17%).

- Same trend held true in the case of girls too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 24%, 37%, 17% and 22% respectively. Distribution of boys across the above mentioned 4 GPLs was 26%, 43%, 16% and 15%.

Odia

For Odia language, the States/UTs in which the FLS 2022 was conducted was Odisha, Andhra Pradesh.

The current section presents FLS 2022 data and results for Odia on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- (a) 1891 students sampled from 205 schools participated in the study.

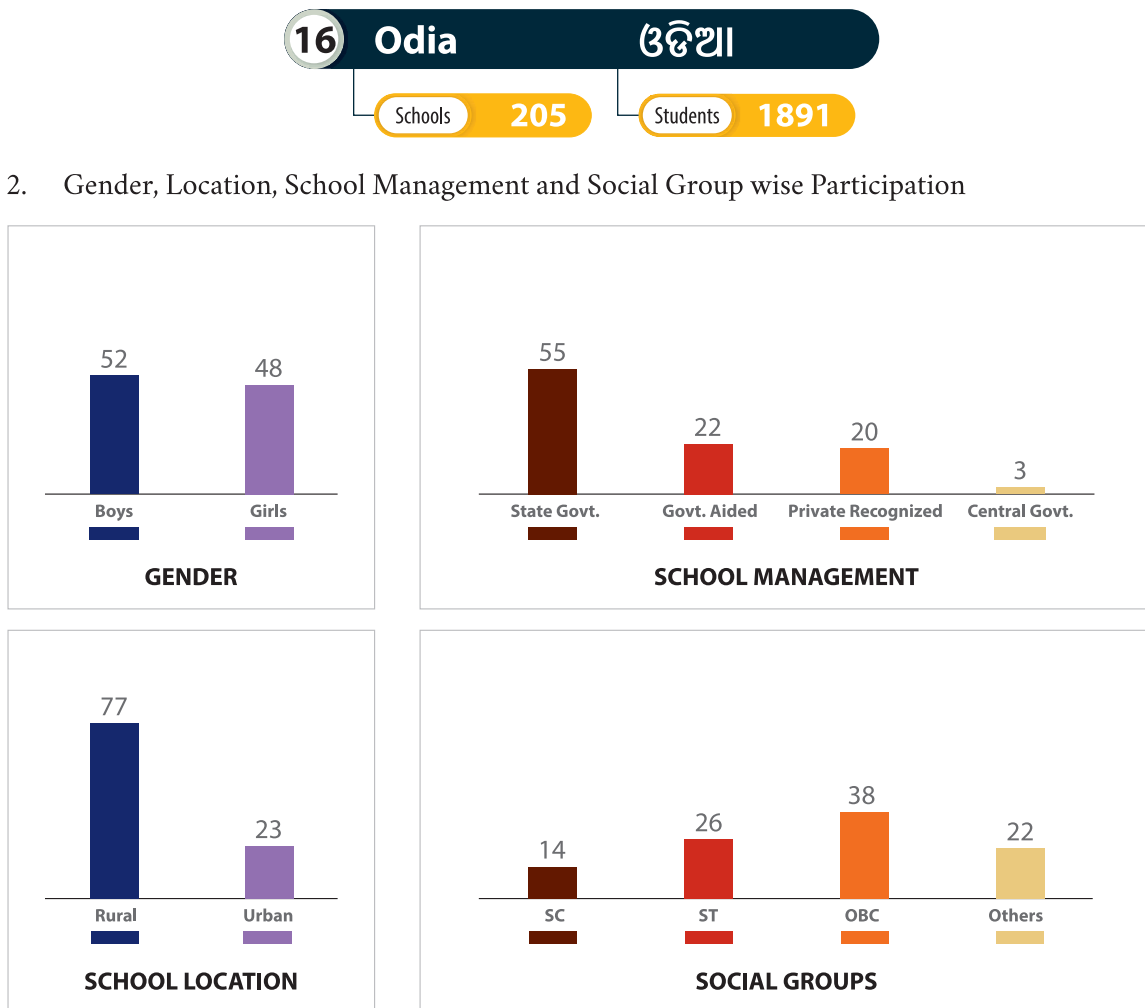


Figure 1.47: Participation of Students in Odia (in Percentage)

- a. 48% of girls were participated in the FLS 2022. This number was 52% of boys
- b. 77% of students were from rural locations. 23% of students belonged to urban locales.
- c. Participation of school management in the study is given below: State Government (55%), Government Aided Schools (22%), Private Recognized schools (20%) and Central Government schools (3%).
- d. Participation of social groups in the study is given below: SC (14%), ST (26%), OBC (38%) and Others (22%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

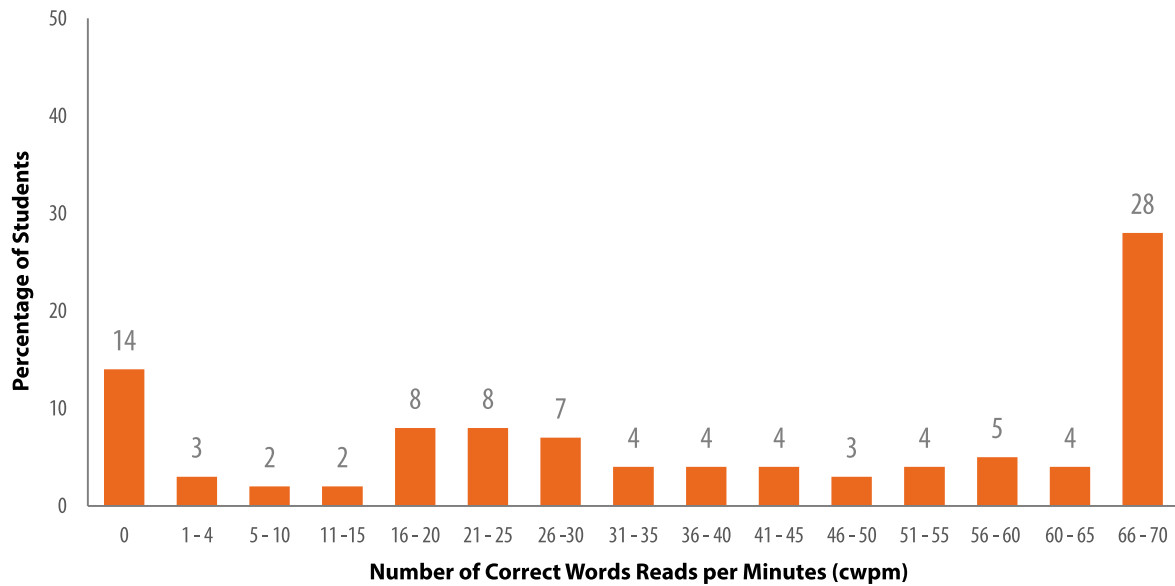


Figure 1.48: *Distribution of Students by Range of Number of Correct Words Read Per Minute in Odia*

- a. 14% of students could not read even one word correctly in a minute
- b. 3% of students correctly read 1 - 4 words in a minute
- c. 2% of students correctly read 5 - 10 words in a minute
- d. 8% of students correctly read 16 - 20 words in a minute
- e. 8% of students correctly read 21 - 25 words in a minute
- f. 5% of students correctly read 56 - 60 words in a minute
- g. 4% of students correctly read 61 - 65 words in a minute
- h. 28% of students correctly read 66 - 70 words in a minute

Table 1.60: *Average Number of correct words reads per minute (cwpm) in Odia*

Average Number of cwpm	
Boys	35
Girls	41
Total	38

- a. Average number of words correctly read by students in a minute was 38
 - On an average, boys correctly read 35 words in a minute
 - On an average, girls correctly read 41 words in a minute

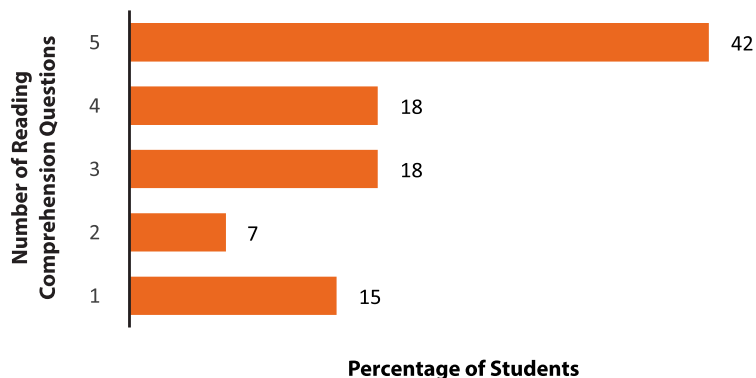


Figure 1.49: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Odia

- 15% of students correctly answered 1 reading comprehension question
- 7% of students correctly answered 2 reading comprehension questions
- 18% of students correctly answered 3 reading comprehension questions
- 18% of students correctly answered 4 reading comprehension questions
- 42% of students correctly answered 5 reading comprehension questions

Table 1.61: Average Correct Answers of Reading Comprehension Questions in Percentage in Odia

Average Correct Answer of RCQ	
Boys	60
Girls	60
Total	60

On an average, overall, students correctly answered 60% of reading comprehension questions (3 out of 5 questions).

- Boys and girls answered 60% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Odia language are given in Table 28.

Table 1.62: Table 28: GPLs and Associated Benchmarks for Odia Language

GPLs	Benchmarks
Below Partially Meets Global Minimum Proficiency	0 - 10 correctly read words with comprehension in one minute
Partially Meets Global Minimum Proficiency	11 - 37 correctly read words with comprehension in one minute.
Meets Global Minimum Proficiency	38 - 57 correctly read words with comprehension in one minute
Exceeds Global Minimum Proficiency	58 and above correctly read words with comprehension in one minute.

Benchmark of ORF with Comprehension and Student Performance in Odia

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 10 correctly read words with comprehension in one minute.	11 - 37 correctly read words with comprehension in one minute.	38 - 57 correctly read words with comprehension in one minute.	58 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	19	32	15	34
Performance of Girls (%)	16	29	16	39
Performance of Boys (%)	21	35	15	29

Results revealed that, the highest concentration of students (34%) in all the 4 GPLs was in Exceeds Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Partially Meets Global Minimum Proficiency (32%), Below Partially Meets Global Minimum Proficiency (19%) and Meets Global Minimum Proficiency (15%).

Same trend held true in the case of girls too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 16%, 29%, 16% and 39% respectively. Distribution of boys across the above mentioned 4 GPLs was 21%, 35%, 15% and 29%.

Punjabi

For Punjabi language, the States/UTs in which the FLS 2022 was conducted was Punjab.

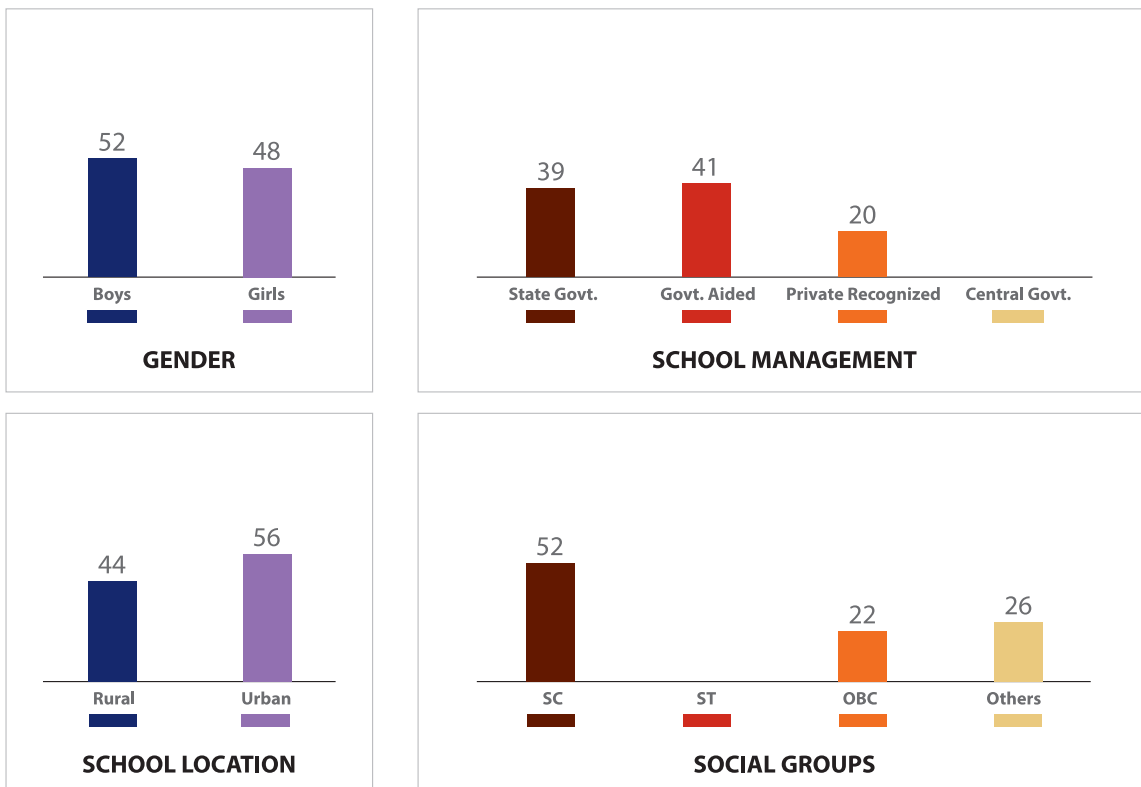
The current section presents FLS 2022 data and results for Punjabi on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- a. 1169 students sampled from 110 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.50: Participation of Students in Punjabi (in Percentage)

- 48% of girls were participated in the FLS 2022. This number was 52% of boys
- 44% of students were from rural locations. 56% of students belonged to urban locales.
- Participation of school management in the study is given below: State Government (39%), Government Aided Schools (41%), Private Recognized schools (20%) and Central Government schools (0%).
- Participation of social groups in the study is given below: SC (52%), ST (0%), OBC (22%) and Others (26%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

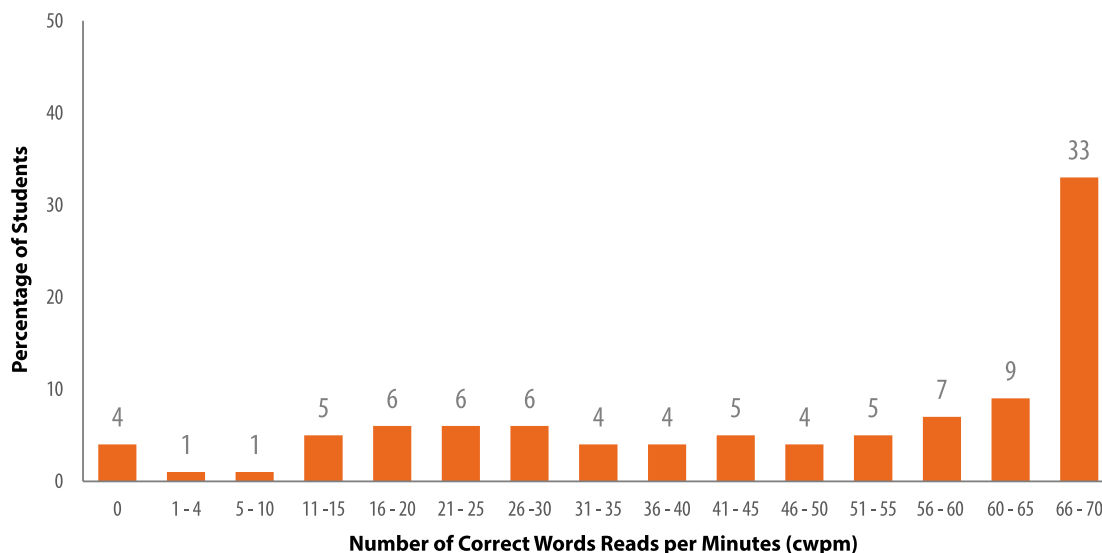


Figure 1.51: Distribution of Students by Range of Number of Correct Words Read Per Minute in Punjabi

- 4% of students could not read even one word correctly in a minute
- 1% of students correctly read 1 - 4 words in a minute
- 1% of students correctly read 5 - 10 words in a minute
- 6% of students correctly read 16 - 20 words in a minute
- 6% of students correctly read 21 - 25 words in a minute
- 6% of students correctly read 26 - 30 words in a minute
- 7% of students correctly read 56 - 60 words in a minute
- 9% of students correctly read 61 - 65 words in a minute
- 33% of students correctly read 66 - 70 words in a minute

Table 1.63: Average Number of correct words reads per minute (cwpm) in Punjabi

Average Number of cwpm	
Boys	47
Girls	49
Total	48

- Average number of words correctly read by students in a minute was 48
 - On an average, boys correctly read 47 words in a minute
 - On an average, girls correctly read 49 words in a minute

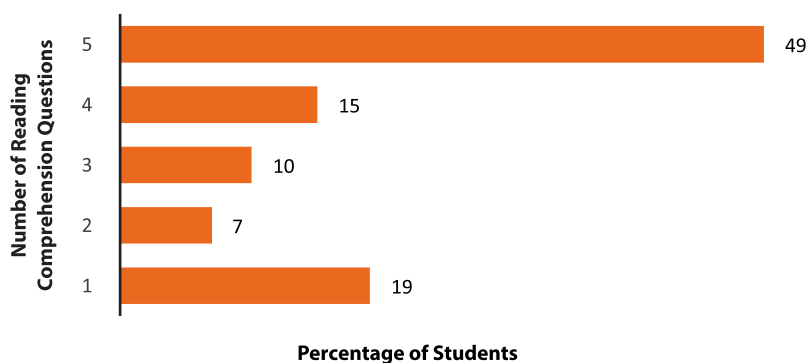


Figure 1.52: *Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Punjabi*

- a. 19% of students correctly answered 1 reading comprehension question
- b. 7% of students correctly answered 2 reading comprehension questions
- c. 10% of students correctly answered 3 reading comprehension questions
- d. 15% of students correctly answered 4 reading comprehension questions
- e. 49% of students correctly answered 5 reading comprehension questions

Table 1.64: *Average Correct Answers of Reading Comprehension Questions in Percentage in Punjabi*

Average Correct Answer of RCQ	
Boys	60
Girls	60
Total	60

On an average, overall, students correctly answered 60% of reading comprehension questions (3 out of 5 questions).

- Boys and girls answered 60% of reading comprehension questions correctly.

5. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Punjabi language are given in Table 29.

Table 1.65: *GPLs and Associated Benchmarks for Punjabi Language*

GPLs	Benchmarks
• Below Partially Meets Global Minimum Proficiency	• 0 - 12 correctly read words with comprehension in one minute
• Partially Meets Global Minimum Proficiency	• 13 - 31 correctly read words with comprehension in one minute.
• Meets Global Minimum Proficiency	• 32 - 55 correctly read words with comprehension in one minute
• Exceeds Global Minimum Proficiency	• 56 and above correctly read words with comprehension in one minute.

Table 1.66: *Benchmark of ORF with Comprehension and Student Performance in Punjabi*

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 12 correctly read words with comprehension in one minute.	13 - 31 correctly read words with comprehension in one minute.	32 - 55 correctly read words with comprehension in one minute.	56 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	6	23	20	51
Performance of Girls (%)	6	19	21	54
Performance of Boys (%)	6	26	21	47

Results revealed that, the highest concentration of students (51%) in all the 4 GPLs was in the level of Exceeds Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Partially Meets Global Minimum Proficiency (23%), Meets Global Minimum Proficiency (20%) and Below Partially Meets Global Minimum Proficiency (6%).

- Same trend held true in the case of Boys too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 6%, 19%, 21% and 54% respectively. Distribution of boys across the above mentioned 4 GPLs was 6%, 26%, 21% and 47%.

Tamil

For Tamil language, the States/UTs in which the FLS 2022 was conducted was Kerala and Tamil Nadu.

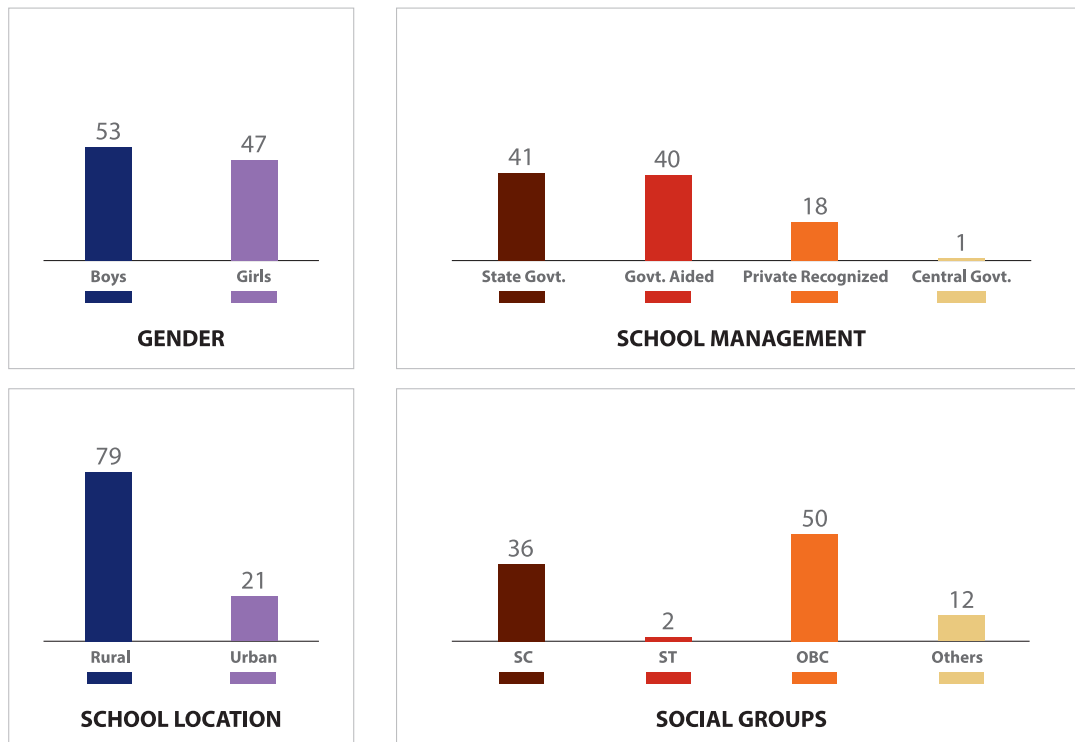
The current section presents FLS 2022 data and results for Tamil on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- 1451 students sampled from 175 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.53: Participation of Students in Tamil (in Percentage)

- 47% of girls were participated in the FLS 2022. This number was 53% of boys

- b. 79% of students were from rural locations. 21% of students belonged to urban locales.
- c. Participation of school management in the study is given below: State Government (41%), Government Aided Schools (40%), Private Recognized schools (18%) and Central Government schools (1%).
- d. Participation of social groups in the study is given below: SC (36%), ST (2%), OBC (50%) and Others (12%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

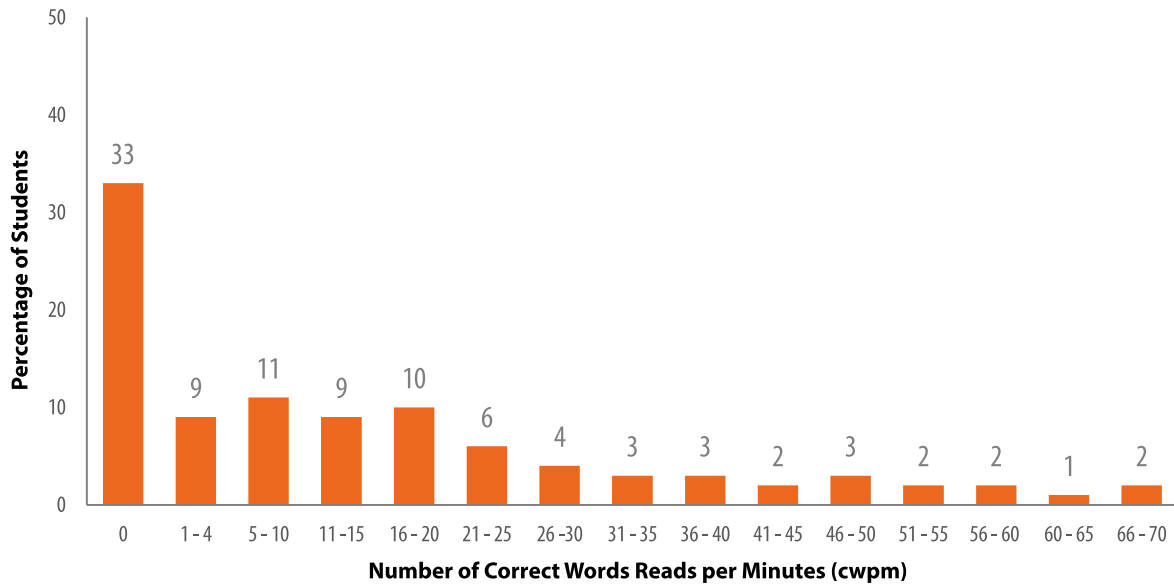


Figure 1.54: *Distribution of Students by Range of Number of Correct Words Read Per Minute in Tamil*

- a. 33% of students could not read even one word correctly in a minute
- b. 9% of students correctly read 1 - 4 words in a minute
- c. 11% of students correctly read 5 - 10 words in a minute
- d. 9% of students correctly read 11 - 15 words in a minute
- e. 2% of students correctly read 56 - 60 words in a minute
- f. 1% of students correctly read 61 - 65 words in a minute
- g. 2% of students correctly read 66 - 70 words in a minute

Table 1.67: *Average Number of correct words reads per minute (cwpm) in Tamil*

Average Number of cwpm	
Boys	14
Girls	16
Total	15

- a. Average number of words correctly read by students in a minute was 15
 - On an average, boys correctly read 14 words in a minute
 - On an average, girls correctly read 16 words in a minute

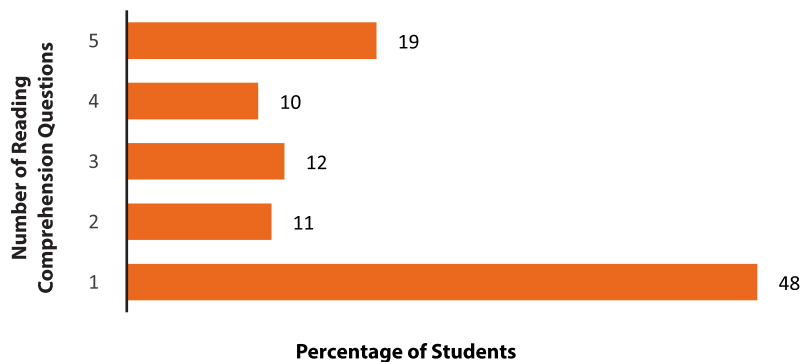


Figure 1.55: *Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Tamil*

- 48% of students correctly answered 1 reading comprehension question
- 11% of students correctly answered 2 reading comprehension questions
- 12% of students correctly answered 3 reading comprehension questions
- 10% of students correctly answered 4 reading comprehension questions
- 19% of students correctly answered 5 reading comprehension questions

Table 1.68: *Average Correct Answers of Reading Comprehension Questions in Percentage in Tamil*

Average Correct Answer of RCQ	
Boys	40
Girls	40
Total	40

On an average, overall, students correctly answered 40% of reading comprehension questions (2 out of 5 questions).

- Boys and girls answered 40% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Tamil language are given in Table 30.

Table 1.69: *Table 30: GPLs and Associated Benchmarks for Tamil Language*

GPLs	Benchmarks
• Below Partially Meets Global Minimum Proficiency	• 0 - 8 correctly read words with comprehension in one minute
• Partially Meets Global Minimum Proficiency	• 9 - 27 correctly read words with comprehension in one minute.
• Meets Global Minimum Proficiency	• 28 - 49 correctly read words with comprehension in one minute
• Exceeds Global Minimum Proficiency	• 50 and above correctly read words with comprehension in one minute.

Table 1.70: *Benchmark of ORF with Comprehension and Student Performance in Tamil*

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 8 correctly read words with comprehension in one minute.	9 - 27 correctly read words with comprehension in one minute.	28 - 49 correctly read words with comprehension in one minute.	50 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	48	32	12	8
Performance of Girls (%)	45	33	13	9
Performance of Boys (%)	52	31	10	7

Results revealed that, the highest concentration of students (48%) in all the 4 GPLs was in the level of Below Partially Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Partially Meets Global Minimum Proficiency(32%),Meets Global Minimum Proficiency (12%) and Exceeds Global Minimum Proficiency (8%).

- Same trend held true in the case of boys and girls too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 45%, 33%, 13% and 9% respectively. Distribution of boys across the above mentioned 4 GPLs was 52%, 31%, 10% and 7%.

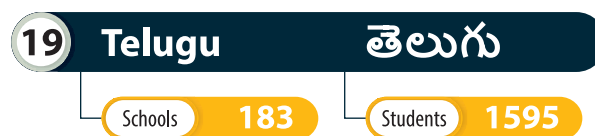
Telugu

For Telugu language, the States/UTs in which the FLS 2022 was conducted was Andhra Pradesh and Telangana.

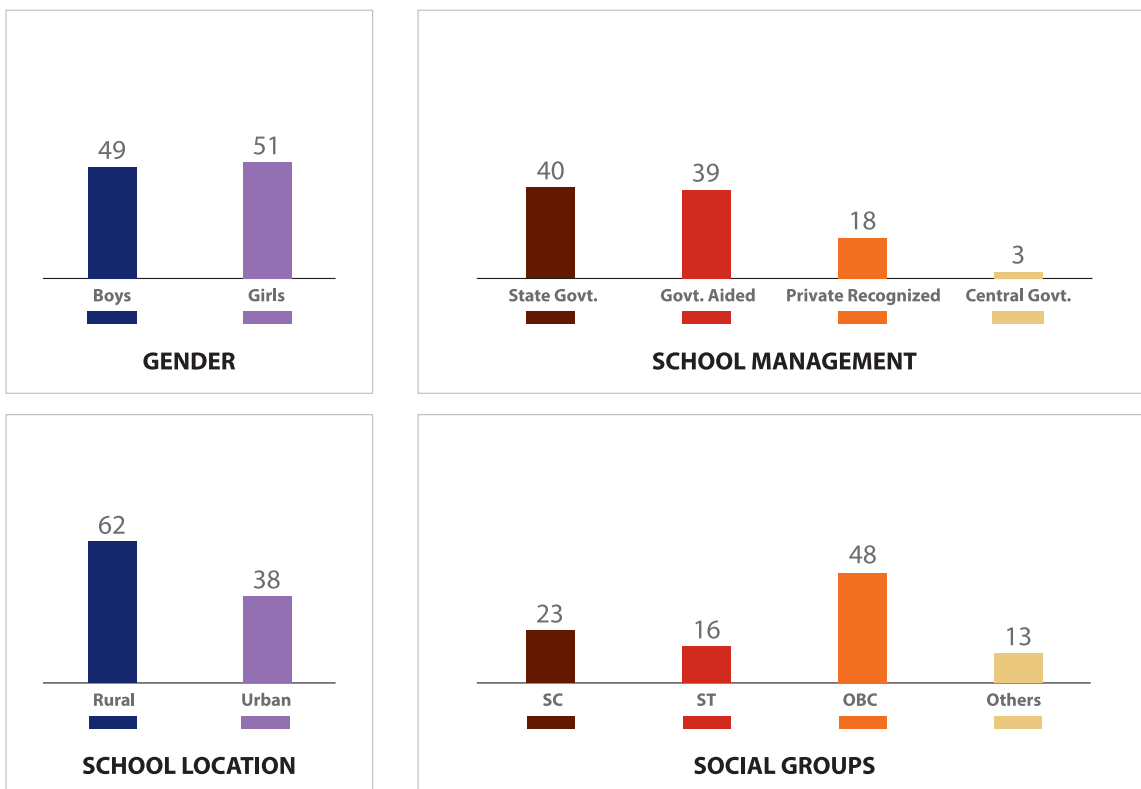
The current section presents FLS 2022 data and results for Telugu on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- 1595 students sampled from 183 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.56: Participation of Students in Telugu (in Percentage)

- 51% of girls were participated in the FLS 2022. This number was 49% of boys
- 62% of students were from rural locations. 38% of students belonged to urban locales.
- Participation of school management in the study is given below: State Government (40%), Government Aided Schools (39%), Private Recognized schools (18%) and Central Government schools (3%).
- Participation of social groups in the study is given below: SC (23%), ST (16%), OBC (48%) and Others (13%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

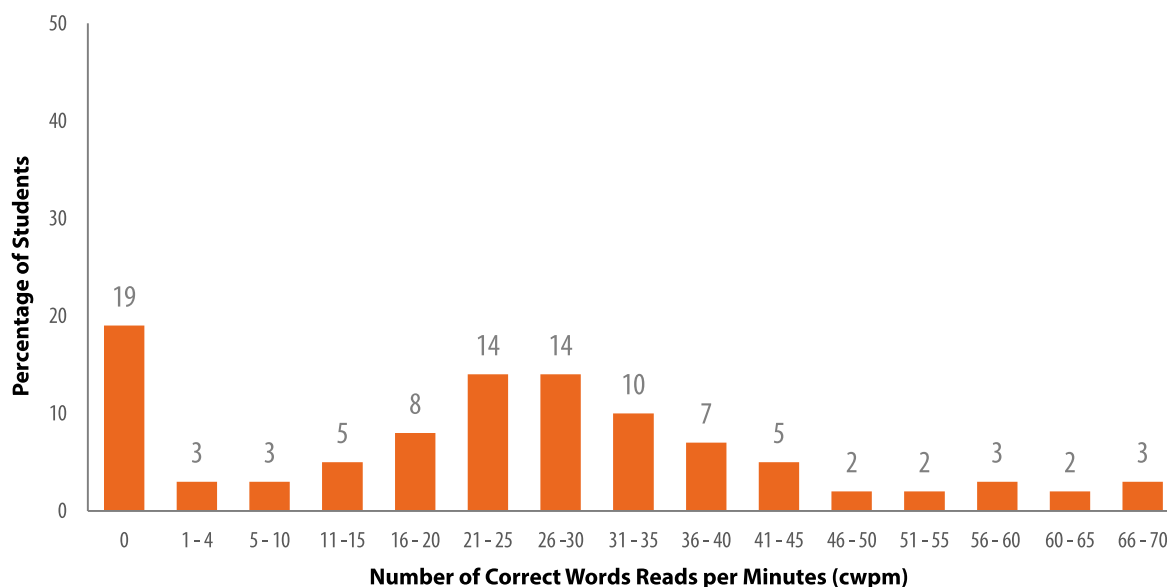


Figure 1.57: *Distribution of Students by Range of Number of Correct Words Read Per Minute in Telugu*

- 19% of students could not read even one word correctly in a minute
- 3% of students correctly read 1 - 4 words in a minute
- 3% of students correctly read 5 - 10 words in a minute
- 5% of students correctly read 11 - 15 words in a minute
- 14% of students correctly read 21 - 25 words in a minute
- 14% of students correctly read 26 - 30 words in a minute
- 3% of students correctly read 56 - 60 words in a minute
- 2% of students correctly read 61 - 65 words in a minute
- 3% of students correctly read 66 - 70 words in a minute

Table 1.71: *Average Number of correct words reads per minute (cwpm) in Telugu*

Average Number of cwpm	
Boys	24
Girls	25
Total	25

- Average number of words correctly read by students in a minute was 25
 - On an average, boys correctly read 24 words in a minute
 - On an average, girls correctly read 25 words in a minute

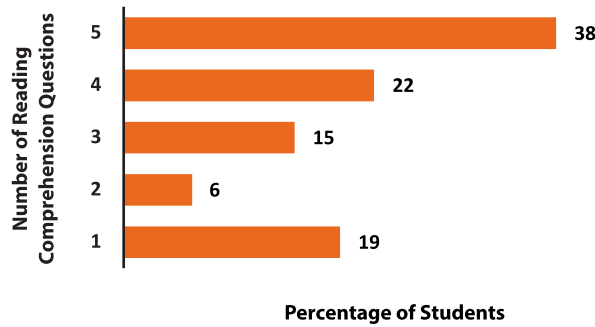


Figure 1.58: Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Telugu

- k. 19% of students correctly answered 1 reading comprehension question
- l. 6% of students correctly answered 2 reading comprehension questions
- m. 15% of students correctly answered 3 reading comprehension questions
- n. 22% of students correctly answered 4 reading comprehension questions
- o. 38% of students correctly answered 5 reading comprehension questions

Table 1.72: Average Correct Answers of Reading Comprehension Questions in Percentage in Telugu

Average Correct Answer of RCQ	
Boys	60
Girls	60
Total	60

On an average, overall, students correctly answered 60% of reading comprehension questions (3 out of 5 questions).

- Boys and girls answered 60% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Telugu language are given in Table 31.

Table 1.73: Table 31: GPLs and Associated Benchmarks for Telugu Language

GPLs	Benchmarks
Below Partially Meets Global Minimum Proficiency	0 - 8 correctly read words with comprehension in one minute
Partially Meets Global Minimum Proficiency	9 - 26 correctly read words with comprehension in one minute.
Meets Global Minimum Proficiency	27 - 50 correctly read words with comprehension in one minute
Exceeds Global Minimum Proficiency	51 and above correctly read words with comprehension in one minute.

Table 1.74: Benchmark of ORF with Comprehension and Student Performance in Telugu

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 8 correctly read words with comprehension in one minute.	9 - 26 correctly read words with comprehension in one minute.	27 - 50 correctly read words with comprehension in one minute.	51 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	24	31	36	9
Performance of Girls (%)	22	32	36	10
Performance of Boys (%)	26	30	35	9

Results revealed that, the highest concentration of students (36%) in all the 4 GPLs was in the level of Meets Global Minimum Proficiency. An equal concentration of students was observed in the GPLs of Partially Meets Global Minimum Proficiency (31%) and Below Partially Meets Global Minimum Proficiency (24%). This was followed by concentration of students in the GPL of Exceeds Global Minimum Proficiency (9%).

- Similar trend was observed in the case of boys and girls too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 22%, 32%, 36% and 10% respectively. Distribution of boys across the above mentioned 4 GPLs was 26%, 30%, 35% and 9%.

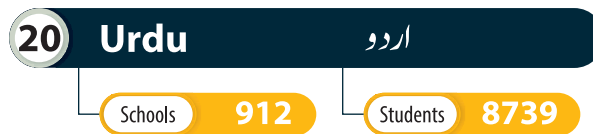
Urdu

For Urdu language, the States/UTs in which the FLS 2022 was conducted were Delhi, Uttar Pradesh, Bihar, West Bengal, Jharkhand, Odisha, Madhya Pradesh, Gujarat, Maharashtra, Andhra Pradesh, Karnataka, Tamil Nadu, and Telangana.

The current section presents FLS 2022 data and results for Urdu on, student and school sample/participation; gender, location, school management and social group wise participation, results on Oral Reading Fluency (ORF) with Reading Comprehension; benchmarks of ORF with Comprehension and Student Performance

1. Student and School Sample/Participation

- 8739 students sampled from 912 schools participated in the study.



2. Gender, Location, School Management and Social Group wise Participation



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Figure 1.59: Participation of Students in Urdu (in Percentage)

- 58% of girls were participated in the FLS 2022. This number was 42% of boys
- 40% of students were from rural locations. 60% of students belonged to urban locales.
- Participation of school management in the study is given below: State Government (49%), Government Aided Schools (34%), Private Recognized schools (16%) and Central Government schools (1%).
- Participation of social groups in the study is given below: SC (1%), ST (0%), OBC (54%) and Others (45%).

3. Results on Oral Reading Fluency (ORF) with Reading Comprehension

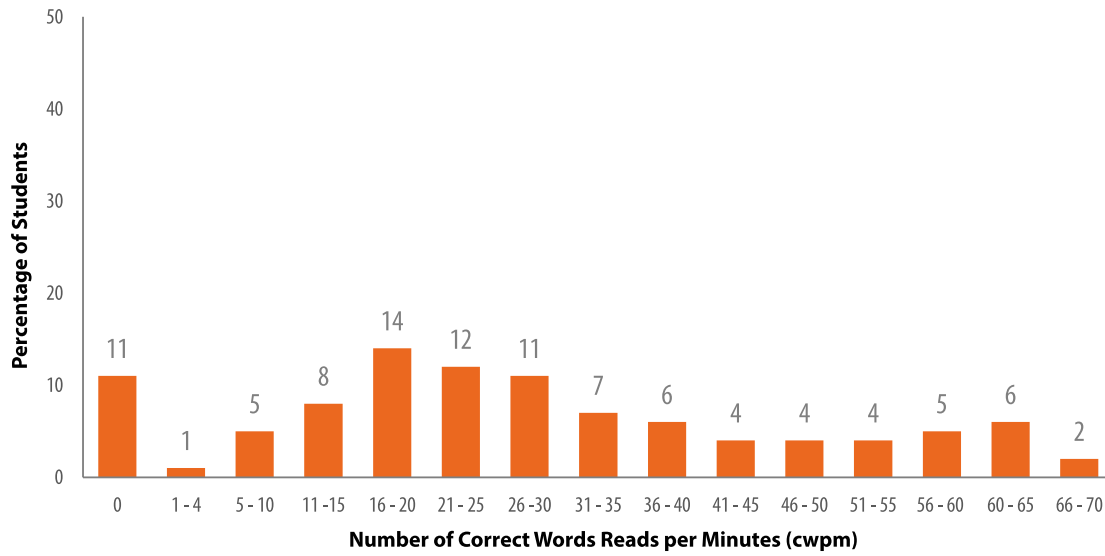


Figure 1.60: Distribution of Students by Range of Number of Correct Words Read Per Minute in Urdu

- 11% of students could not read even one word correctly in a minute
- 1% of students correctly read 1 - 4 words in a minute
- 5% of students correctly read 5 - 10 words in a minute
- 14% of students correctly read 16 - 20 words in a minute
- 12% of students correctly read 21 - 25 words in a minute
- 11% of students correctly read 26 - 30 words in a minute
- 5% of students correctly read 56 - 60 words in a minute
- 6% of students correctly read 61 - 65 words in a minute
- 2% of students correctly read 66 - 70 words in a minute

Table 1.75: Average Number of correct words reads per minute (cwpm) in Urdu

Average Number of cwpm	
Boys	28
Girls	28
Total	28

- Average number of words correctly read by students in a minute was 28
 - On an average, boys correctly read 28 words in a minute
 - On an average, girls correctly read 28 words in a minute

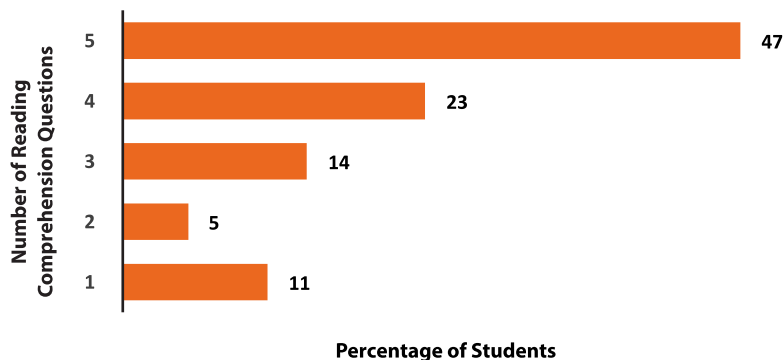


Figure 1.61: *Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions in Urdu*

- 11% of students correctly answered 1 reading comprehension question
- 5% of students correctly answered 2 reading comprehension questions
- 14% of students correctly answered 3 reading comprehension questions
- 23% of students correctly answered 4 reading comprehension questions
- 47% of students correctly answered 5 reading comprehension questions

Figure 1.62: *Average Correct Answers of Reading Comprehension Questions in Percentage in Urdu*

Average Correct Answer of RCQ	
Boys	80
Girls	80
Total	80

On an average, overall, students correctly answered 80% of reading comprehension questions (4 out of 5 questions).

- Boys and girls answered 80% of reading comprehension questions correctly.

4. Results on Benchmark of ORF with Comprehension and Student Performance

Benchmarks associated with the 4 GPLs for Urdu language are given in Table 32.

Table 1.76: Table 32: GPLs and Associated Benchmarks for Urdu Language

GPLs	Benchmarks
Below Partially Meets Global Minimum Proficiency	0 - 13 correctly read words with comprehension in one minute
Partially Meets Global Minimum Proficiency	14 - 31 correctly read words with comprehension in one minute.
Meets Global Minimum Proficiency	32 - 52 correctly read words with comprehension in one minute
Exceeds Global Minimum Proficiency	53 and above correctly read words with comprehension in one minute.

Figure 1.63: *Benchmark of ORF with Comprehension and Student Performance in Urdu*

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 13 correctly read words with comprehension in one minute.	14 - 31 correctly read words with comprehension in one minute.	32 - 52 correctly read words with comprehension in one minute.	53 and above correctly read words with comprehension in one minute.
Aggregate Performance (%)	21	43	21	15
Performance of Girls (%)	20	43	22	15
Performance of Boys (%)	22	43	19	16

Results revealed that, the highest concentration of students (43%) in all the 4 GPLs was in the level of Partially Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Meets Global Minimum Proficiency(21%), Below partially Meets Global Minimum Proficiency (21%) and Exceeds Global Minimum Proficiency (15%).

- Same trend held true in the case of Girls too.

Distribution of girls across the GPLs of Below Partially Meets Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, Meets Global Minimum Proficiency and Exceeds Global Minimum Proficiency was 20%, 43%, 22% and 15% respectively. Distribution of boys across the above mentioned 4 GPLs was 22%, 43%, 19% and 16%.

Foundational Numeracy Benchmarks - FLS 2022

Unlike literacy, language specific benchmarks **were not developed for numeracy**. A composite (single) set of benchmarks, applicable to all languages and States of the country were developed for numeracy. Details of the same are given in the section below:

Numeracy benchmarks are given in Table 33.

Table 1.77: Table 33: GPLs and Associated Benchmarks for Numeracy

GPLs	Benchmarks
Below Partially Meets Global Minimum Proficiency	0 – 42 score points
Partially Meets Global Minimum Proficiency	43 – 69 score points
Meets Global Minimum Proficiency	70 - 83 score points
Exceeds Global Minimum Proficiency	84 and above score points

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Benchmark	0 - 42			
Score Points				
	43-69			
Score Points	70-83			
Score Points	84 and Above			
Aggregate Performance (%)	11	37	42	10
Performance of Girls (%)	11	38	41	10
Performance of Boys (%)	11	6	43	10

1. Results revealed that, the highest concentration of students (42%) in all the 4 GPLs was in the level of Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Partially Meets Global Minimum Proficiency (37%), Below Partially Meets Global Minimum Proficiency (11%) and Exceeds Global Minimum Proficiency (10%).
 - The above trend was found to hold true in the case of boys and girls too.

2. The highest concentration of girls (41%) in all the 4 GPLs was in the level of Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Partially Meets Global Minimum Proficiency (38%), Below Partially Meets Global Minimum Proficiency (11%) and Exceeds Global Minimum Proficiency (10%).
3. The highest concentration of boys (43%) in all the 4 GPLs was in the level of Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Partially Meets Global Minimum Proficiency (36%), Below Partially Meets Global Minimum Proficiency (11%) and Exceeds Global Minimum Proficiency (10%).

Section

2



Results of Foundational Literacy Subtasks: FLS 2022

This section of the report presents language specific results on students' performance on the following subtasks of FLS 2022 – Foundational Literacy. National level results presented in the State Specific Report Cards (https://dse.education.gov.in/fls_2022) are discussed in this section.

1. Oral Language Comprehension
2. Phonological Awareness
3. Decoding Letters
4. Decoding Letters
5. Decoding Non-Words
6. Picture Matching

Within each subtask, language specific results are arranged alphabetically.

Assamese

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	79

1. 79% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4		4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - c. On an average, students studying in three school managements i.e., State government, Government Aided, Private schools were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension.
 - d. On an average, students belonging to all the four subgroups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	93
Correctly identifies at least one final sound in grade level words	87
Not able to identify the initial sound and final sound in any of the given grade level words	7

1. On an average, 93% of students correctly identify at least one initial sound in grade level words
2. On an average, 87% of students correctly identify at least one final sound in grade level words
3. On an average, 7% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	9	9	9	9	10	8	10	11		8	10	9	10

4. On an average, students could correctly identify 9 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 9 out of the 12 initial and final sounds of a word.
 - b. On an average, urban students could correctly identify 10 out of the 12 initial and final sounds of a word. However, rural students could correctly identify 9 out of the 12 initial and final sounds of a word
 - c. On an average, students studying in State Government schools could correctly identify 8 out of the 12 initial and final sounds of a word. Students studying in Government Aided schools could correctly identify all the 10 initial and final sounds of a word. Private school students correctly identify 11 out of the 12 initial and final sounds of a word
 - d. On an average, students belonging to two social groups i.e., ST and Others were able to correctly identify 10 out of 12 initial and final sounds of a word. This number reduced by 1 i.e., 9 for students belonging to the social group of OBC. Students belonging to the social group of SC were able to correctly identify 8 out of 12 initial and final sounds of a word

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	72
Reads 50-79 letters correctly/reads some letters with self correction	10
Reads 10-49 letters correctly/hesitantly with self correction	8
Reads less than 10 letters correctly/hesitantly with self correction	10

1. On an average, 72% of students were able to read 80-100 letters correctly and fluently
2. On an average, 10% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 8% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 10% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	79	80	77	77	89	67	84	92		75	80	76	81

5. On an average, students were able to correctly identify symbol sound correspondence for 79 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 80 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 77 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 77 out of 100 letters. However, urban students could identify symbol sound correspondence for 89 out of 100 letters.
 - c. On an average, from among all school managements - students studying in private schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 92 out of 100 letters. This was followed by students studying in Government Aided schools (84 letters) and State Government schools (67 letters).
 - d. On an average, from among all the 4 social groups - students belonging to the social group of Others were able correctly identify symbol sound correspondence for the highest number of letters i.e., 81 out of 100 letters. This was followed by students belonging to the social groups of ST (80 letters), OBC (76 letters) and SC (75 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	63
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	10
Reads 10%- less than 50% words correctly (with self correction wherever needed)	10
Reads less than 10% words correctly (with self correction wherever needed)	17

1. On an average, 63% of students were able to read 80% and more words correctly and fluently
2. On an average, 10% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 10% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 17% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	35	36	34	34	41	27	39	44		31	36	34	36

5. On an average, students were able to correctly decode 35 out of the given 50 common isolated words
 - a. On an average, boys were able to correctly decode 36 out of the given 50 common isolated words. This number stood at 34 for girls.
 - b. On an average, out of 50, urban students were able to correctly decode 41 of the common isolated words. This number stood at 34 for rural students.
 - c. On an average, out of 50, students studying in Private schools were able correctly decode the highest number of common isolated words i.e., 44 out of 50 words. This was followed by students studying in Government Aided schools (39 words) and State Government schools (27 words).
 - d. On an average, students belonging to the social group of ST and Others able to correctly decode the highest number of common isolated words i.e., 36 out of the given 50 words. This was followed by that of OBC (34 words) and SC (31 words).

Decoding Non-Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	58
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	12
Reads 10%- less than 50% words correctly (with self correction wherever needed)	10
Reads less than 10% words correctly (with self correction wherever needed)	19

1. On an average, 58% of students were able to read 80% and more words correctly and fluently
2. On an average, 12% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 10% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 19% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	33	34	33	32	40	26	38	42		29	33	33	35

5. On an average, students were able to correctly decode 33 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 34 out of the given 50 non-words/non-sense words. This number stood at 33 non-words/non-sense words for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 32 out of the given 50 non-words/non-sense words. This number was 40 for urban students.
 - c. On an average, students studying in Private schools were able correctly decode the highest number of non-words/non-sense words i.e., 42 out of 50 words. This was followed by students studying in Government Aided schools (38 non-words/non-sense words), and State Government schools (26 non-words/non-sense words).
 - d. On an average, 35 non-words/non-sense words were decoded by students belonging to the social group of Others. An equivalent number of non-words/non-sense words were correctly decoded by student belonging to the social groups of ST and OBC i.e., 33 words. This was followed by students belonging to the social group of SC (i.e., 29 non-words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	85

1. On an average, 85% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	5	4	4	5		4	5	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension

- b. On an average, rural students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension. Urban students could correctly answer all the 5 items related to the subtask of picture reading comprehension
- c. On an average, students studying in two school managements i.e., State Government and Government Aided were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension. Private school students were able to correctly answer all the 5 items related to the subtask of picture reading comprehension.
- d. On an average, students belonging to three social groups i.e., SC, OBC and Others were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension. Students belonging to the social group of ST were able to correctly answer all the 5 items related to the subtask of picture reading comprehension.

Bengali

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	92

1. 92% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	5	5	5	5	5	5	5	5	5	5	5	5	5

2. On an average, students could correctly answer all the 5 items related to the subtask of Oral language Comprehension
 - a. On an average, boys and girls could correctly answer all the 5 items related to the subtask of Oral language Comprehension
 - b. On an average, urban and rural students could correctly answer all the 5 items related to the subtask of Oral language Comprehension
 - c. On an average, students studying in three school managements i.e., State government, Government Aided, Private schools were able to correctly answer all the 5 items related to the subtask of Oral language Comprehension.
 - d. On an average, students belonging to all the four subgroups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others were able to correctly answer all the 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	98
Correctly identifies at least one final sound in grade level words	96
Not able to identify the initial sound and final sound in any of the given grade level words	2

1. On an average, 98% of students correctly identify at least one initial sound in grade level words
2. On an average, 96% of students correctly identify at least one final sound in grade level words
3. On an average, 2% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	11	11	11	11	11	10	11	11	10	11	10	11	11

4. On an average, students could correctly identify 11 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 11 out of the 12 initial and final sounds of a word.
 - b. On an average, urban and rural students could correctly identify 11 out of the 12 initial and final sounds of a word.
 - c. On an average, students studying in Private, and Government aided schools could correctly identify 11 out of the 12 initial and final sounds of a word. Central government and State government school students could correctly identify 10 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to three social groups i.e., Others, Scheduled Caste (SC) and Other Backward Classes (OBC) were able to correctly identify 11 out of 12 initial and final sounds of a word. This number reduced by 1 i.e., 10 for students belonging to the social group of Schedule Tribe (ST).

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	95
Reads 50-79 letters correctly/reads some letters with self correction	3
Reads 10-49 letters correctly/hesitantly with self correction	1
Reads less than 10 letters correctly/hesitantly with self correction	2

1. On an average, 95% of students were able to read 80-100 letters correctly and fluently
2. On an average, 3% of students were able to read 50-79 letters correctly/reads some letters with self-correction

3. On an average, 1% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 2% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	94	95	93	93	96	91	94	96	87	92	91	94	95

5. On an average, students were able to correctly identify symbol sound correspondence for 94 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 95 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 93 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 93 out of 100 letters. However, urban students could identify symbol sound correspondence for 96 out of 100 letters.
 - c. On an average, from among all school managements - students studying in private schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 96 out of 100 letters. This was followed by students studying in Government Aided schools (94 letters), State Government schools (91 letters), and Central Government schools (87 letters).
 - d. On an average, from among all the 4 social groups - students belonging to the social group of Others were able correctly identify symbol sound correspondence for the highest number of letters i.e., 95 out of 100 letters. This was followed by students belonging to the social groups of OBC (94 letters), SC (92 letters) and ST (91 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	89
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	6
Reads 10%- less than 50% words correctly (with self correction wherever needed)	2
Reads less than 10% words correctly (with self correction wherever needed)	3

1. On an average, 89% of students were able to read 80% and more words correctly and fluently
2. On an average, 6% of students were able to read 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 2% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 3% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	45	45	45	44	46	42	45	47	41	44	42	44	46

5. On an average, students were able to correctly decode 45 out of the given 50 common isolated words
 - a. On an average, boys and girls were able to correctly decode 45 out of the given 50 common isolated words.
 - b. On an average, out of 50, urban students were able to correctly decode 46 of the common isolated words. This number stood at 44 for rural students.
 - c. On an average, out of 50, students studying in Private schools were able correctly decode the highest number of common isolated words i.e., 47 out of 50 words. This was followed by students studying in Government Aided schools (45 words), State Government schools (42 words) and Central Government schools (41 words).
 - d. On an average, students belonging to the social group of Others were able to correctly decode the highest number of common isolated words i.e., 46 out of the given 50 words an equivalent number of common isolated words were decoded successfully by students belonging to the social groups of SC (44 words) and OBC (44 words). Students belonging to the social group of ST were able to correctly decode 42 of the common isolated words.

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	81
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	12
Reads 10%- less than 50% words correctly (with self correction wherever needed)	4
Reads less than 10% words correctly (with self correction wherever needed)	4

1. On an average, 81% of students were able to read 80% and more words correctly and fluently
2. On an average, 12% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 4% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 4% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	43	43	43	42	45	40	43	44	37	42	41	42	44

5. On an average, students were able to correctly decode 43 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys and girls were able to correctly decode 43 out of the given 50 non-words/non-sense words.
 - b. On an average, out of 50, rural students were able to correctly decode 42 out of the given 50 non-words/non-sense words. This number was 45 for urban students.
 - c. On an average, students studying in Private schools were able correctly decode the highest number of non-words/non-sense words i.e., 44 out of 50 words. This was followed by students studying in Government Aided schools (43 non-words/non-sense words), State government schools (40 non-words/non-sense words) and Central Government schools (37 non-words/non-sense words).
 - d. On an average, the highest number of non-words/non-sense words was decoded by students belonging to the social groups of others i.e., 44 out of 50 words. An equivalent number of non-words/non-sense words were correctly decoded by student belonging to the social groups of SC and OBC i.e., 42 words. This was followed by students belonging to the social group of ST (i.e., 41 non-words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	91

1. On an average, 91% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	5	5	5	5	5	4	5	5	5	5	4	5	5

2. On an average, students could correctly answer all the 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer all the 5 items related to the subtask of picture reading comprehension
 - b. On an average, urban and rural students could correctly answer all the 5 items related to the subtask of picture reading comprehension
 - c. On an average, students studying in three school managements i.e., Government Aided, Private schools and Central Government were able to correctly answer all the 5 items related to the subtask of picture reading comprehension. For students studying in State government schools this number stood at 4.
 - d. On an average, students belonging to three social groups i.e., SC, Others and OBC were able to correctly answer all the 5 items related to the subtask of picture reading comprehension. For students studying in State government schools this number stood at 4.

Bodo

Oral language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	76

1. 76% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	4	4	4	4	5

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - c. On an average, students studying in all the four school managements i.e., State government, Government Aided, Private schools and Central Government were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - d. On an average, students belonging to three social groups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. This number increased by 1 for the social group of Others i.e., 5 out of 5 items.

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	94
Correctly identifies at least one final sound in grade level words	92
Not able to identify the initial sound and final sound in any of the given grade level words	6

1. On an average, 94% of students correctly identify at least one initial sound in grade level words
2. On an average, 92% of students correctly identify at least one final sound in grade level words
3. On an average, 6% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	10	10	10	10	10	9	10	11	10	11	10	11	9

4. On an average, students could correctly identify 10 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 10 out of the 12 initial and final sounds of a word.
 - b. On an average, urban and rural students could correctly identify 10 out of the 12 initial and final sounds of a word.
 - c. On an average, students studying in Central Government and Government aided schools could correctly identify 10 out of the 12 initial and final sounds of a word. Private school students could correctly identify 11 out of the 12 initial and final sounds of a word. State government school students could correctly identify 9 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to two social groups i.e., SC and OBC were able to correctly identify 11 out of 12 initial and final sounds of a word. This number reduced by 1 i.e., 10 for students belonging to the social group of ST. Students belonging to the social group of Others were able to correctly identify all the 9 initial and final sounds of a word.

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	82
Reads 50-79 letters correctly/reads some letters with self correction	8
Reads 10-49 letters correctly/hesitantly with self correction	6
Reads less than 10 letters correctly/hesitantly with self correction	5

1. On an average, 82% of students were able to read 80-100 letters correctly and fluently
2. On an average, 8% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 6% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 5% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	84	86	82	83	88	77	73	90	90	88	84	93	94

5. On an average, students were able to correctly identify symbol sound correspondence for 84 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 86 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 82 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 83 out of 100 letters. However, urban students could identify symbol sound correspondence for 88 out of 100 letters.
 - c. On an average, from among all school managements - students studying in Private and Central Government schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 90 out of 100 letters. This was followed by students studying in State Government schools (77 letters) and Government Aided schools (73 letters).
 - d. On an average, from among all the 4 social groups - students belonging to the social group of Others were able correctly identify symbol sound correspondence for the highest number of letters i.e., 94 of the 100 letters. This was followed by students belonging to the social groups of OBC (93 letters), SC (88 letters) and ST (84 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	76
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	7
Reads 10%- less than 50% words correctly (with self correction wherever needed)	6
Reads less than 10% words correctly (with self correction wherever needed)	11

1. On an average, 76% of students were able to read 80% and more words correctly and fluently
2. On an average, 7% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 6% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 11% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	40	40	39	39	44	34	31	45	44	40	40	43	34

5. On an average, students were able to correctly decode 40 out of the given 50 common isolated words
 - a. On an average, boys were able to correctly decode 40 out of the given 50 common isolated words. This number stood at 39 for girls.

- b. On an average, out of 50, urban students were able to correctly decode 44 of the common isolated words. This number stood at 39 for rural students.
- c. On an average, out of 50, students studying in Private schools were able correctly decode the highest number of common isolated words i.e., 45 out of 50 words. This was followed by students studying in Central Government schools (44 words), State Government (34 words) and Government Aided schools (31 words).
- d. On an average, students belonging to the social group of OBC were able to correctly decode the highest number of common isolated words i.e., 43 of the given 50 words. Students belonging to the social groups of SC and ST were able to correctly decode 40 common isolated words. This was followed by the students belonging to the social group of Others (34 words).

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	72
Reads 50%-Less than 80% words correctly (with self correction wherever needed)	11
Reads 10%- less than 50% words correctly (with self correction wherever needed)	4
Reads less than 10% words correctly (with self correction wherever needed)	12

1. On an average, 72% of students were able to read 80% and more words correctly and fluently
2. On an average, 11% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 4% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 12% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	39	39	38	38	43	32	32	44	44	35	39	39	26

5. On an average, students were able to correctly decode 39 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 39 out of the given 50 non-words/non-sense words. This number stood at 38 non-words/non-sense words for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 38 out of the given 50 non-words/non-sense words. This number was 43 for urban students.
 - c. Students studying in Private and Central Government schools were able to correctly decode an equivalent number of non-words/non-sense words i.e., 44. Similarly, students studying in State Government and Government Aided schools were able to correctly decode an equivalent number of non-words/non-sense words i.e., 32.
 - d. On an average, an equivalent number of non-words/non-sense words were decoded by students belonging to the social groups of OBC and ST i.e., 39 out of 50 words. This was followed by that of students belonging to the social groups of SC (35 non words/non-sense words) and Others (26 non words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	76

1. On an average, 76% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	3	4	4	4	4	3	3

2. On an average, students could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension
 - c. On an average, students studying in three school managements i.e., State government, Central Government and Private schools were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension. Students studying in Government Aided schools were able to correctly answer 3 out of the 5 items related to the subtask of picture reading comprehension
 - d. On an average, students belonging to two social groups i.e., SC and ST were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension. Students belonging to the social group of Others and OBC were able to correctly answer 3 out of the 5 items related to the subtask of picture reading comprehension.

English

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	85

1. 85% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	4	4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - c. On an average, students studying in all the four school managements i.e., State government, Government Aided, Private schools and Central Government were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - d. On an average, students belonging to all the four subgroups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	95
Correctly identifies at least one final sound in grade level words	93
Not able to identify the initial sound and final sound in any of the given grade level words	4

1. On an average, 95% of students correctly identify at least one initial sound in grade level words
2. On an average, 93% of students correctly identify at least one final sound in grade level words
3. On an average, 4% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	10	10	10	9	10	9	10	10	11	10	9	10	10

4. On an average, students could correctly identify 10 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 10 out of the 12 initial and final sounds of a word
 - b. On an average, rural students could correctly identify 9 out of the 12 initial and final sounds of a word. However, urban students could identify one more word than their rural counterparts i.e., 10 words.
 - c. On an average, students studying in government aided and private schools correctly identify 10 out of the 12 initial and final sounds of a word. Students studying in central government schools could correctly identify 11 out of 12 initial and final sounds of a word. Students studying in State government schools could correctly identify 9 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to three subgroups i.e., Schedule Caste (SC), Other Backward Classes (OBC) and Others were able to correctly identify 10 out of 12 initial and final sounds of a word. This number reduced by 1 i.e., 9 for students belonging to the subgroup of Schedule Tribe (ST).

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	95
Reads 50-79 letters correctly/reads some letters with self-correction	3
Reads 10-49 letters correctly/hesitantly with self-correction	2
Reads less than 10 letters correctly/hesitantly with self-correction	1

1. On an average, 95% of students were able to read 80-100 letters correctly and fluently
2. On an average, 3% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 2% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 1% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	94	94	94	92	95	90	93	96	97	93	92	93	95

5. On an average, students were able to correctly identify symbol sound correspondence for 94 out of 100 letters
 - a. On an average, boys and girls were able to correctly identify symbol sound correspondence for 94 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 92 out of 100 letters. However, urban students could identify symbol sound correspondence for 95 out of 100 letters
 - c. On an average, from among all school managements - students studying in central government schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 97 out of 100 letters. This was followed by students studying in private schools (96 letters), government aided schools (93 letters) and State government schools (90 letters).
 - d. On an average, students belonging to three social groups i.e., Schedule Caste (SC) and Other Backward Classes (OBC) were able correctly identify symbol sound correspondence for the highest number of letters i.e., 93 out of 100 letters. Students belonging to others category were able correctly identify symbol sound correspondence for the highest number of letters i.e., 95 out of 100 letters. This number reduced by 92 for students belonging to the social group of Schedule Tribe (ST).

Decoding Words

At the National level,

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

1. On an average, 73% of students were able to read 80% and more words correctly and fluently
2. On an average, 13% of students were able to read 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 8% of students were able to read 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 7% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	40	40	40	38	42	33	38	43	45	38	38	39	42

5. On an average, students were able to correctly decode 40 out of the given 50 common isolated words
 - a. On an average, boys and girls were able to correctly decode 40 out of the given 50 common isolated words
 - b. On an average, out of 50, urban students were able to correctly decode higher number of common isolated words (42) than rural students (38).
 - c. On an average, out of 50, students studying in central government schools were able to correctly decode the highest number of common isolated words i.e., 45 out of 50 words. This was followed by students studying in private schools (43), government aided schools (38) and State government schools (33).
 - d. On an average, students belonging to the social groups of SC and ST were able to correctly decode 38 out of the given 50 common isolated words. A higher number of common isolated words were decoded by students belonging to the social groups of OBC (39). The highest number of common isolated words was decoded by students belonging to the social groups of Others (42).

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	62
Reads 50% -Less than 80% words correctly (with self-correction wherever needed)	18
Reads 10%- less than 50% words correctly (with self-correction wherever needed)	9
Reads less than 10% words correctly (with self-correction wherever needed)	11

1. On an average, 62% of students were able to read 80% and more words correctly and fluently
2. On an average, 18% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 9% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 11% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	36	37	36	34	38	30	34	39	42	34	32	35	39

5. On an average, students were able to correctly decode 36 out of the given 50 non-words/non-sense words
 - a. On an average, boys were able to correctly decode 37 out of the given 50 non-words/non-sense words. This number was 36 for girls.
 - b. On an average, out of 50, urban students were able to correctly decode more non-words/non-sense words (38) than rural students (34).
 - c. On an average, out of 50, students studying in central government schools were able correctly decode the highest number of non-words/non-sense words i.e., 42 out of 50 words. This was followed by students studying in private schools (39), government aided schools (34) and State government schools (30).
 - d. On an average, the highest number of non-words/non-sense words were decoded by students belonging to the social groups of Others (39). This was followed by that of students belonging to the social groups of OBC (35), SC (34) and ST (32).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	87

1. On an average, 87% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	5	5	4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension

- c. On an average, students studying in Central Government and Private Schools were able correctly answer all the 5 items related to the subtask of picture reading comprehension. This number reduced by 1 for government aided and State government schools i.e., 4 out of 5 items.
- d. On an average, students belonging to all the four social groups i.e., SC, ST, OBC and Others were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension.

Garó

Oral language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	85

1. 85% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	5	4	4	4		3

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - c. On an average, students studying in three school managements i.e., State government, Government Aided, Central Government were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. However, students studying in private schools were able to correctly answer all the 5 items related to the subtask of Oral language Comprehension.
 - d. On an average, students belonging to the social groups of SC and ST were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. However, this number fell by 1 for the subgroup of Others i.e., 3 out of 5 items. related to the subtask of Oral language Comprehension were correctly answered by them.

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	95
Correctly identifies at least one final sound in grade level words	89
Not able to identify the initial sound and final sound in any of the given grade level words	3

1. On an average, 95% of students correctly identify at least one initial sound in grade level words
2. On an average, 89% of students correctly identify at least one final sound in grade level words
3. On an average, 3% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	9	10	9	9	11	9	9	10	10	12	9		9

4. On an average, students could correctly identify 9 out of the 12 initial and final sounds of a word
 - a. On an average, boys could correctly identify 10 out of the 12 initial and final sounds of a word. This number reduced by 1 for girls i.e., they could correctly identify 9 out of the 12 initial and final sounds of a word
 - b. On an average, urban students could correctly identify 11 out of the 12 initial and final sounds of a word. This number reduced by 2 for rural students i.e., they could correctly identify 9 out of the 12 initial and final sounds of a word
 - c. On an average, students studying in government and government aided schools could correctly identify 9 out of the 12 initial and final sounds of a word. Central government and private school students could correctly identify 10 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to two social groups i.e., Schedule Tribe (ST) and Others were able to correctly identify 9 out of 12 initial and final sounds of a word. Students belonging to the social group of Schedule Caste (SC) could correctly identify all the 12 initial and final sounds of a word.

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	91
Reads 50-79 letters correctly/reads some letters with self correction	5
Reads 10-49 letters correctly/hesitantly with self correction	2
Reads less than 10 letters correctly/hesitantly with self correction	2

1. On an average, 91% of students were able to read 80-100 letters correctly and fluently
2. On an average, 5% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 2% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 2% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	89	88	91	89	94	88	90	92	95	91	90		60

5. On an average, students were able to correctly identify symbol sound correspondence for 89 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 88 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 91 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 89 out of 100 letters. However, urban students could identify symbol sound correspondence for 94 out of 100 letters.
 - c. On an average, from among all school managements - students studying in central government schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 95 out of 100 letters. This was followed by students studying in Private schools (92 letters), Government aided schools (90 letters) and State Government schools (88 letters)
 - d. On an average, from among all the 4 social groups - students belonging to the social group of SC were able correctly identify symbol sound correspondence for the highest number of letters i.e., 91 out of 100 letters. This was followed by students belonging to the social groups of ST (90) and Others (60 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	54
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	19
Reads 10%- less than 50% words correctly (with self correction wherever needed)	19
Reads less than 10% words correctly (with self correction wherever needed)	8

1. On an average, 54% of students were able to read 80% and more words correctly and fluently
2. On an average, 19% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 19% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 8% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	34	34	35	34	39	32	34	41	44	26	34		28

5. On an average, students were able to correctly decode 34 out of the given 50 common isolated words
 - a. On an average, boys were able to correctly decode 34 out of the given 50 common isolated words. This number stood at 35 for girls.
 - b. On an average, out of 50, urban students were able to correctly decode 39 of the common isolated words. This number stood at 34 for rural students.

- c. On an average, out of 50, students studying in central government schools were able correctly decode the highest number of common isolated words i.e., 44 out of 50 words. This was followed by students studying in Private schools (41 words), Government Aided schools (34 words) and State Government schools (32 words).
- d. On an average, students belonging to the social group of ST were able to correctly decode the highest number of common isolated words i.e., 34 out of the given 50 words. This was followed by that of Others (28 words) and SC (26 words).

Decoding Non-Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	36
Reads 50%-Less than 80% words correctly (with self correction wherever needed)	25
Reads 10%- less than 50% words correctly (with self correction wherever needed)	20
Reads less than 10% words correctly (with self correction wherever needed)	19

1. On an average, 36% of students were able to read 80% and more words correctly and fluently
2. On an average, 25% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 20% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 19% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	28	27	28	27	36	26	26	36	32	22	28		26

5. On an average, students were able to correctly decode 28 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 27 out of the given 50 non-words/non-sense words. This number was 28 for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 27 out of the given 50 non-words/non-sense words. This number was 36 for urban students.
 - c. On an average, students studying in Private schools were able correctly decode the highest number of non-words/non-sense words i.e., 36 out of 50 words. This was followed by students studying in Central government schools (32 non words/non-sense words). Students studying in Government Aided and State Government schools were able to correctly decode an equivalent number of non-words/non-sense words i.e., 26.
 - d. On an average, the highest number of non-words/non-sense words was decoded by students belonging to the social groups of ST i.e., 28 out of 50 words. This was followed by that of students belonging to the social groups of Others (26 non words/non-sense and SC (22 non words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	86

1. On an average, 86% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	5	4	5	5	4	5	4		4

6. On an average, students could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension
 - b. On an average, rural students could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension. Urban students could correctly answer all the 5 items related to the subtask of picture reading comprehension
 - c. On an average, students studying in two school managements i.e., Government Aided and Private schools were able to correctly answer all the 5 items related to the subtask of picture reading comprehension. Central Government and State Government school students were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension.
 - d. On an average, students belonging to two social groups i.e., ST and Others were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension. Student belonging to the social group of SC were able to correctly answer all the 5 items related to the subtask of picture reading comprehension.

Gujarati

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	78

1. 78% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	4	4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - c. On an average, students studying in all the four school managements i.e., State government, Government Aided, Private schools and Central Government were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - d. On an average, students belonging to all the four subgroups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension.

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	96
Correctly identifies at least one final sound in grade level words	92
Not able to identify the initial sound and final sound in any of the given grade level words	3

1. On an average, 96% of students correctly identify at least one initial sound in grade level words
2. On an average, 92% of students correctly identify at least one final sound in grade level words
3. On an average, 3% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	11	10	11	10	11	10	10	11	10	11	10	11	11

4. On an average, students could correctly identify 11 out of the 12 initial and final sounds of a word
 - a. On an average, boys could correctly identify 10 out of the 12 initial and final sounds of a word. This number increased by 1 for girls i.e., they could correctly identify 11 out of the 12 initial and final sounds of a word
 - b. On an average, urban students could correctly identify 11 out of the 12 initial and final sounds of a word. This number reduced by 1 for rural students i.e., they could correctly identify 10 out of the 12 initial and final sounds of a word
 - c. On an average, students studying in State government, Central government and Government aided schools could correctly identify 10 out of the 12 initial and final sounds of a word. Private school students could correctly identify 11 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to three social groups i.e., Schedule Caste (SC), Others and Other Backward Classes (OBC) were able to correctly identify 11 out of 12 initial and final sounds of a word. This number reduced by 1 i.e., 10 for students belonging to the social group of Schedule Tribe (ST).

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	73
Reads 50-79 letters correctly/reads some letters with self correction	13
Reads 10-49 letters correctly/hesitantly with self correction	8
Reads less than 10 letters correctly/hesitantly with self correction	6

1. On an average, 73% of students were able to read 80-100 letters correctly and fluently
2. On an average, 13% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 8% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 6% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	80	79	82	78	82	76	79	86	63	83	71	80	86

5. On an average, students were able to correctly identify symbol sound correspondence for 80 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 79 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 82 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 78 out of 100 letters. However, urban students could identify symbol sound correspondence for 82 out of 100 letters.
 - c. On an average, from among all school managements - students studying in private schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 86 out of 100 letters. This was followed by students studying in Government Aided schools (79 letters), State Government schools (76 letters) and Central Government schools (63 letters)
 - d. On an average, from among all the 4 social groups - students belonging to the social group of Others were able correctly identify symbol sound correspondence for the highest number of letters i.e., 86 out of 100 letters. This was followed by students belonging to the social groups of SC (83 letters), OBC (80 letters) and ST (71 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	70
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	11
Reads 10%- less than 50% words correctly (with self correction wherever needed)	6
Reads less than 10% words correctly (with self correction wherever needed)	12

1. On an average, 70% of students were able to read 80% and more words correctly and fluently
2. On an average, 11% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 6% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 12% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	38	38	39	37	40	35	38	42	27	38	32	39	42

5. On an average, students were able to correctly decode 38 out of the given 50 common isolated words
 - a. On an average, boys were able to correctly decode 38 out of the given 50 common isolated words. This number stood at 39 for girls.
 - b. On an average, out of 50, urban students were able to correctly decode 40 of the common isolated words. This number stood at 37 for rural students.
 - c. On an average, out of 50, students studying in Private schools were able correctly decode the highest number of common isolated words i.e., 42 out of 50 words. This was followed by students studying in Government Aided schools (38 words), State Government (35 words), and Central Government schools (27 words).
 - d. On an average, students belonging to the social group of Others were able to correctly decode the highest number of common isolated words i.e., 42 out of the given 50 words. This was followed by that of OBC (39 words), SC (38 words), ST (32 words).

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	65
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	16
Reads 10%- less than 50% words correctly (with self correction wherever needed)	10
Reads less than 10% words correctly (with self correction wherever needed)	10

1. On an average, 65% of students were able to read 80% and more words correctly and fluently
2. On an average, 16% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 10% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 10% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	37	36	37	36	38	34	36	40	29	37	31	37	40

5. On an average, students were able to correctly decode 37 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 36 out of the given 50 non-words/non-sense words. This number was 37 for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 36 out of the given 50 non-words/non-sense words. This number was 38 for urban students.
 - c. On an average, students studying in Private schools were able correctly decode the highest number of non-words/non-sense words i.e., 40 out of 50 words. This was followed by students studying in Government Aided schools (36 non words/non-sense words), State Government schools (34 non words/non-sense words) and Central Government schools (29 non words/non-sense words).
 - d. On an average, the highest number of non-words/non-sense words was decoded by students belonging to the social groups of Others i.e., 40 out of 50 words. An equivalent number of non-words/non-sense words were correctly decoded by student belonging to the social groups of SC and OBC i.e., 37 words. This was followed by students belonging to the social group of ST (i.e., 31 non-words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	77

1. On an average, 77% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	5	4	4	4	4

2. On an average, students could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension.
 - b. On an average, rural and urban students could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension.
 - c. On an average, students studying in three school managements i.e., State Government Private and Government Aided were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension. Central government school students were able to correctly

answer all the 5 items related to the subtask of picture reading comprehension.

- d. On an average, students belonging to all the social groups i.e., SC, ST, Others and OBC were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension.

Hindi

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	85

1. 85% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	4	4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
- On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, students studying in all the four school managements i.e., State government, Government Aided, Private schools and Central Government were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, students belonging to all the four subgroups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	97
Correctly identifies at least one final sound in grade level words	95
Not able to identify the initial sound and final sound in any of the given grade level words	2

- On an average, 97% of students correctly identify at least one initial sound in grade level words
- On an average, 95% of students correctly identify at least one final sound in grade level words
- On an average, 2% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	10	10	10	10	11	10	10	11	11	10	10	10	11

4. On an average, students could correctly identify 10 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 10 out of the 12 initial and final sounds of a word
 - b. On an average, urban students could correctly identify 11 out of the 12 initial and final sounds of a word. This number reduced by 1 for rural students i.e., 10.
 - c. On an average, students studying in government aided and State government schools could correctly identify 10 out of the 12 initial and final sounds of a word. On an average, students studying in private and central government schools could correctly identify 11 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to three social groups i.e., Schedule Tribe (ST), Schedule Caste (SC) and Other Backward Classes (OBC) were able to correctly identify 10 out of 12 initial and final sounds of a word. This number increased by 1 i.e., 11 for students belonging to the social group of Others,

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	87
Reads 50-79 letters correctly/reads some letters with self correction	7
Reads 10-49 letters correctly/hesitantly with self correction	3
Reads less than 10 letters correctly/hesitantly with self correction	3

1. On an average, 87% of students were able to read 80-100 letters correctly and fluently
2. On an average, 7% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 3% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 3% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	90	89	91	88	92	87	90	93	94	88	89	90	91

5. On an average, students were able to correctly identify symbol sound correspondence for 90 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 89 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 91 out of 100 letters

- b. On an average, rural students could correctly identify symbol sound correspondence for 88 out of 100 letters. However, urban students could identify symbol sound correspondence for 92 out of 100 letters.
- c. On an average, from among all school managements - students studying in central government schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 94 out of 100 letters. This was followed by students studying in private schools (93 letters), government aided schools (90 letters) and State government schools (87 letters).
- d. On an average, from among all the 4 social groups - students belonging to the social group of Others were able correctly identify symbol sound correspondence for the highest number of letters i.e., 91 out of 100 letters. This was followed by students belonging to the social groups of OBC (90 letters), ST (89 letters) and SC (88 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	75
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	13
Reads 10%- less than 50% words correctly (with self correction wherever needed)	6
Reads less than 10% words correctly (with self correction wherever needed)	6

1. On an average, 75% of students were able to read 80% and more words correctly and fluently
2. On an average, 13% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 6% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 6% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	41	40	41	40	42	39	41	44	44	39	40	41	41

5. On an average, students were able to correctly decode 41 out of the given 50 common isolated words
 - a. On an average, boys were able to correctly decode 40 out of the given 50 common isolated words. This number stood at 41 for girls.
 - b. On an average, out of 50, urban students were able to correctly decode 42 of the common isolated words. This number stood at 40 for rural students.
 - c. On an average, out of 50, students studying in central government and private schools were able correctly decode the highest number of common isolated words i.e., 44 out of 50 words. This was followed by students studying in government aided schools (41 words). This number stood at 39 words for the State government students.
 - d. On an average, students belonging to the social group of Others and OBC were able to correctly decode the highest number of common isolated words i.e., 41 out of the given 50 common isolated words. This was followed by that of ST (40 words) and SC (39 words).

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	68
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	17
Reads 10%- less than 50% words correctly (with self correction wherever needed)	8
Reads less than 10% words correctly (with self correction wherever needed)	7

1. On an average, 68% of students were able to read 80% and more words correctly and fluently
2. On an average, 17% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 8% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 7% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	39	38	39	38	39	37	39	42	42	37	38	39	39

5. On an average, students were able to correctly decode 39 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 38 out of the given 50 non-words/non-sense words. This number was 39 for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 38 out of the given 50 non-words/non-sense words. This number was 39 for urban students.
 - c. On an average, students studying in central government and private schools were able correctly decode the highest number of non-words/non-sense words i.e., 42 out of 50 words. Students studying in government aided schools were able correctly decode 39 non-words/non-sense words. This was followed by students studying in State government schools who were able to correctly decode the 37 non-words/non-sense words
 - d. On an average, the highest number of non-words/non-sense words were decoded by students belonging to the social groups of OBC and Others i.e., 39 out of 50 words. This was followed by that of students belonging to the social groups of ST (38 non words/non-sense words) and SC (37 non words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	87

1. On an average, 87% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	5	5	4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - c. On an average, students studying in State government and Government Aided schools were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension. Private schools and Central Government school students were able to correctly answer all the 5 items related to the subtask of picture reading comprehension
 - d. On an average, students belonging to all the four social groups i.e., SC, ST, OBC and Others were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension

Kannada

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	83

1. 83% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	4	4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - c. On an average, students studying in all the four school managements i.e., State government, Government Aided, Private schools and Central Government were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

- d. On an average, students belonging to all the four subgroups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	96
Correctly identifies at least one final sound in grade level words	95
Not able to identify the initial sound and final sound in any of the given grade level words	3

1. On an average, 96% of students correctly identify at least one initial sound in grade level words
2. On an average, 95% of students correctly identify at least one final sound in grade level words
3. On an average, 3% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	10	10	10	10	10	10	10	10	10	10	10	10	10

4. On an average, students could correctly identify 10 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 10 out of the 12 initial and final sounds of a word
 - b. On an average, rural and urban students could correctly identify 10 out of the 12 initial and final sounds of a word.
 - c. On an average, students studying in government aided, State government, private and central government schools could correctly identify 10 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to all the four social groups i.e., Other Backward Classes (OBC), Schedule Tribe (ST), Schedule Caste (SC), and Others were able to correctly identify 10 out of 12 initial and final sounds of a word.

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	58
Reads 50-79 letters correctly/reads some letters with self correction	22
Reads 10-49 letters correctly/hesitantly with self correction	17
Reads less than 10 letters correctly/hesitantly with self correction	3

1. On an average, 58% of students were able to read 80-100 letters correctly and fluently
2. On an average, 22% of students were able to read 50-79 letters correctly/reads some letters with self-correction

3. On an average, 17% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 3% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	74	73	75	74	73	74	72	78	80	71	69	75	76

5. On an average, students were able to correctly identify symbol sound correspondence for 74 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 73 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 75 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 74 out of 100 letters. However, urban students could identify symbol sound correspondence for 73 out of 100 letters.
 - c. On an average, from among all school managements - students studying in central government schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 80 out of 100 letters. This was followed by students studying in private schools (78 letters), State Government schools (74 letters) and Government aided schools (72 letters).
 - d. On an average, from among all the 4 social groups - students belonging to the social group of Others were able correctly identify symbol sound correspondence for the highest number of letters i.e., 76 out of 100 letters. This was followed by students belonging to the social groups of OBC (75 letters), SC (71 letters) and ST (69 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	52
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	24
Reads 10%- less than 50% words correctly (with self correction wherever needed)	16
Reads less than 10% words correctly (with self correction wherever needed)	7

1. On an average, 52% of students were able to read 80% and more words correctly and fluently
2. On an average, 24% of students were able to read less than 80% words correctly (with self-correction wherever needed)
3. On an average, 16% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
4. On an average, 7% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	34	33	35	35	34	34	33	37	37	33	31	35	35

5. On an average, students were able to correctly decode 34 out of the given 50 common isolated words
 - a. On an average, boys were able to correctly decode 33 out of the given 50 common isolated words. This number stood at 35 for girls.
 - b. On an average, out of 50, urban students were able to correctly decode 34 of the common isolated words. This number stood at 35 for rural students.
 - c. On an average, out of 50, students studying in central government and private schools were able correctly decode the highest number of common isolated words i.e., 37 out of 50 words. This was followed by students studying in State Government schools (34 words). This number stood at 33 words for the Government Aided school students.
 - d. On an average, students belonging to the social group of Others and OBC were able to correctly decode the highest number of common isolated words i.e., 35 out of the given 50 common isolated words. This was followed by that of SC (33 words) and ST (31 words).

Decoding Non-Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	64
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	21
Reads 10%- less than 50% words correctly (with self correction wherever needed)	11
Reads less than 10% words correctly (with self correction wherever needed)	4

1. On an average, 64% of students were able to read 80% and more words correctly and fluently
2. On an average, 21% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 11% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 4% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	39	37	40	39	38	39	37	40	42	38	36	39	39

5. On an average, students were able to correctly decode 39 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 37 out of the given 50 non-words/non-sense words. This number was 40 for girls.

- b. On an average, out of 50, rural students were able to correctly decode 39 out of the given 50 non-words/non-sense words. This number was 38 for urban students.
- c. On an average, students studying in central government schools were able correctly decode the highest number of non-words/non-sense words i.e., 42 out of 50 words. This was followed by students studying in private schools (40 non words/non-sense words), State Government schools (39 non words/non-sense words) and Government Aided schools (37 non words/non-sense words).
- d. On an average, the highest number of non-words/non-sense words were decoded by students belonging to the social groups of OBC and Others i.e., 39 out of 50 words. This was followed by that of students belonging to the social groups of SC (38 non words/non-sense) and ST (36 non words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	88

1. On an average, 88% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	5	4	5	4	4	4	4	5	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - b. On an average, urban students could correctly answer all the 5 items related to the subtask of picture reading comprehension. Rural students could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension.
 - c. On an average, students studying in State Government, Private and Central Government schools were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension. Government Aided school students were able to correctly answer all the 5 items related to the subtask of picture reading comprehension
 - d. On an average, students belonging to all the four social groups i.e., SC, ST and Others were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension. Students belonging to the social group of OBC were able to correctly answer all the 5 items related to the subtask of picture reading comprehension

Khasi

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	82

- 82% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4		4	4	4	4

- On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, students studying in three school managements i.e., State government, Government Aided, Private schools were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, students belonging to all the four subgroups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	98
Correctly identifies at least one final sound in grade level words	89
Not able to identify the initial sound and final sound in any of the given grade level words	2

- On an average, 98% of students correctly identify at least one initial sound in grade level words
- On an average, 89% of students correctly identify at least one final sound in grade level words
- On an average, 2% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	10	10	10	10	11	9	11	11		9	10	12	10

4. On an average, students could correctly identify 10 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 10 out of the 12 initial and final sounds of a word.
 - b. On an average, urban students could correctly identify 11 out of the 12 initial and final sounds of a word. This number reduced by 1 for rural students i.e., they could correctly identify 10 out of the 12 initial and final sounds of a word
 - c. On an average, students studying in private, and government aided schools could correctly identify 11 out of the 12 initial and final sounds of a word. State government school students could correctly identify 9 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to the social group of Schedule Caste were able to correctly identify 9 out of 12 initial and final sounds of a word. This number was 10 for the social groups of Scheduled Tribe (ST) and Others. Students belonging to the social group of Other Backward Classes were able to correctly all the 12 initial and final sounds of a word.

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	96
Reads 50-79 letters correctly/reads some letters with self correction	3
Reads 10-49 letters correctly/hesitantly with self correction	0
Reads less than 10 letters correctly/hesitantly with self correction	0

1. On an average, 96% of students were able to read 80-100 letters correctly and fluently
2. On an average, 3% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 0% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 0% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	95	95	95	95	95	95	94	96		96	95	84	99

5. On an average, students were able to correctly identify symbol sound correspondence for 95 out of 100 letters
 - a. On an average, boys and girls were able to correctly identify symbol sound correspondence for 95 out of 100 letters.
 - b. On an average, rural and urban students could correctly identify symbol sound correspondence for 95 out of 100 letters.
 - c. On an average, from among all school managements - students studying in central government schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 96 out of 100 letters. This was followed by students State Government schools (95 letters) and Government Aided schools (94 letters).

- d. On an average, from among all the 4 social groups - students belonging to the social group of Others were able correctly identify symbol sound correspondence for the highest number of letters i.e., 99 out of 100 letters. This was followed by students belonging to the social groups of, SC (96 letters), ST (95 letters) and OBC (84 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	82
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	14
Reads 10%- less than 50% words correctly (with self correction wherever needed)	3
Reads less than 10% words correctly (with self correction wherever needed)	1

1. On an average, 82% of students were able to read 80% and more words correctly and fluently
2. On an average, 14% of students were able to reads 50% to less than 80% correctly (with self-correction wherever needed)
3. On an average, 3% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 1% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	44	44	44	44	45	45	43	43		47	44	36	16

5. On an average, students were able to correctly decode 44 out of the given 50 common isolated words
 - a. On an average, boys and girls were able to correctly decode 44 out of the given 50 common isolated words.
 - b. On an average, out of 50, urban students were able to correctly decode 45 of the common isolated words. This number stood at 44 for rural students.
 - c. On an average, out of 50, students studying in State Government schools were able correctly decode the highest number of common isolated words i.e., 45 out of 50 words. An equivalent number of common isolated words were decoded successfully by students studying in Private schools (43 words) and Government Aided schools (43 words).
 - d. On an average, students belonging to the social group of SC were able to correctly decode the highest number of common isolated words i.e., 47 out of the given 50 words. This was followed by that of ST (44), OBC (36) and Others (16).

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	65
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	24
Reads 10%- less than 50% words correctly (with self correction wherever needed)	9
Reads less than 10% words correctly (with self correction wherever needed)	2

1. On an average, 65% of students were able to read 80% and more words correctly and fluently
2. On an average, 24% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 9% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 2% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	39	39	40	39	40	41	39	40		43	40	40	48

5. On an average, students were able to correctly decode 39 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 39 out of the given 50 non-words/non-sense words. This number was 40 for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 39 out of the given 50 non-words/non-sense words. This number was 40 for urban students.
 - c. On an average, students studying in State government schools were able correctly decode the highest number of non-words/non-sense words i.e., 41 out of 50 words. This was followed by students studying in Private schools (40 non words/non-sense words). Students studying in Government Aided schools were able to correctly decode 39 number of non-words/non-sense words.
 - d. On an average, the highest number of non-words/non-sense words was decoded by students belonging to the social groups of Others i.e., 48 out of 50 words. This was followed by students belonging to the social group of SC (i.e., 43 non-words/non-sense words). An equivalent number of non-words/non-sense words were correctly decoded by student belonging to the social groups of ST and OBC i.e., 40 words.

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	92

1. On an average, 92% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	5	4	5	4	5	5	5	4		5	4	5	4

2. On an average, students could correctly answer all the 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension. Girls could correctly answer all the 5 items related to the subtask of picture reading comprehension
 - b. On an average, rural students could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension. Urban students could correctly answer all the 5 items related to the subtask of picture reading comprehension
 - c. On an average, students studying in two school managements i.e., State Government and Government Aided were able to correctly answer all the 5 items related to the subtask of picture reading comprehension. Private school students were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension.
 - d. On an average, students belonging to two social groups i.e., SC and OBC were able to correctly answer all the 5 items related to the subtask of picture reading comprehension. Students belonging to two social groups i.e., ST and Others were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension.

Konkani

Oral language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	65

1. 65% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	3	4	4			4	4	4	3

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

- b. On an average, rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. However, urban students could correctly answer 3 out of 5 items related to the subtask of Oral language Comprehension.
- c. On an average, students studying State government and government aided schools were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension.
- d. On an average, students belonging to three social groups i.e., Schedule Caste (SC), Other Backward Classes (OBC) and Scheduled Tribe (ST) were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. This number reduced by 1 for students belonging to the social group of Others i.e., 3 out of 5 items.

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	94
Correctly identifies at least one final sound in grade level words	90
Not able to identify the initial sound and final sound in any of the given grade level words	6

3. On an average, 94% of students correctly identify at least one initial sound in grade level words
4. On an average, 90% of students correctly identify at least one final sound in grade level words
5. On an average, 6% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	9	9	9	9	10	9	10			10	9	11	9

6. On an average, students could correctly identify 9 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 9 out of the 12 initial and final sounds of a word.
 - b. On an average, urban students could correctly identify 10 out of the 12 initial and final sounds of a word. However, rural students could correctly identify 9 out of the 12 initial and final sounds of a word
 - c. On an average, students studying in State Government schools could correctly identify 9 out of the 12 initial and final sounds of a word. Government aided school students could correctly identify 10 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to the social group of SC correctly identify 10 out of the 12 initial and final sounds of a word. Students belonging to the social group of ST correctly identify 9 out of the 12 initial and final sounds of a word. Students belonging to the social group of OBC correctly identify 11 out of the 12 initial and final sounds of a word. Students belonging to the social group of Others correctly identify 9 out of the 12 initial and final sounds of a word.

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	60
Reads 50-79 letters correctly/reads some letters with self correction	15
Reads 10-49 letters correctly/hesitantly with self correction	11
Reads less than 10 letters correctly/hesitantly with self correction	15

1. On an average, 60% of students were able to read 80-100 letters correctly and fluently
2. On an average, 15% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 11% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 15% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	70	69	71	67	75	73	71			82	67	79	71

5. On an average, students were able to correctly identify symbol sound correspondence for 70 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 69 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 71 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 67 out of 100 letters. However, urban students could identify symbol sound correspondence for 75 out of 100 letters.
 - c. On an average, students studying in State Government schools were able correctly identify symbol sound correspondence for 73 out of 100 letters. This was followed by students studying Government Aided schools (71 letters).
 - d. On an average, from among all the 4 social groups - students belonging to the social group of SC were able correctly identify symbol sound correspondence for the highest number of letters i.e., 82 of the 100 letters. This was followed by students belonging to the social groups of OBC (79 letters), Others (71 letters) and ST (67 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	49
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	15
Reads 10%- less than 50% words correctly (with self correction wherever needed)	15
Reads less than 10% words correctly (with self correction wherever needed)	21

1. On an average, 49% of students were able to read 80% and more words correctly and fluently
2. On an average, 15% of students were able to reads 50% to less than 80% correctly (with self-correction wherever needed)
3. On an average, 15% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 21% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	30	29	32	29	34	30	31			35	27	33	31

5. On an average, students were able to correctly decode 30 out of the given 50 common isolated words
 - a. On an average, boys were able to correctly decode 29 out of the given 50 common isolated words. This number stood at 32 for girls.
 - b. On an average, out of 50, urban students were able to correctly decode 34 of the common isolated words. This number stood at 29 for rural students.
 - c. On an average, out of 50, students studying in Government Aided schools were able correctly decode the highest number of common isolated words i.e., 31 out of 50 words. This was followed by students studying in State Government schools (30 words).
 - d. On an average, students belonging to the social group of SC able to correctly decode the highest number of common isolated words i.e., 35 of the given 50 words. This was followed by that of OBC (33 words), Others (31 words) and ST (27 words).

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	41
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	18
Reads 10%- less than 50% words correctly (with self correction wherever needed)	15
Reads less than 10% words correctly (with self correction wherever needed)	26

1. On an average, 41% of students were able to read 80% and more words correctly and fluently
2. On an average, 18% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 15% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 26% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	27	26	29	25	31	27	27			36	22	31	28

5. On an average, students were able to correctly decode 27 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 26 out of the given 50 non-words/non-sense words. This number stood at 29 non-words/non-sense words for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 25 out of the given 50 non-words/non-sense words. This number was 31 for urban students.
 - c. On an average, students studying in Government Aided and State Government schools were able to correctly decode an equivalent number of non-words/non-sense words i.e., 27.
 - d. On an average, the highest number of non-words/non-sense words was decoded by students belonging to the social groups of SC i.e., 36 out of 50 words. This was followed by that of students belonging to the social groups of OBC (31 non words/non-sense words), Others (28 non words/non-sense words) and SC (22 non words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	76

1. On an average, 76% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	5	4			4	4	4	4

2. On an average, students could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension
 - c. On an average, students studying in State Government schools were able to correctly answer all the 5 items related to the subtask of picture reading comprehension.
 - d. Government Aided school students were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension
 - e. On an average, students belonging to all the four social groups i.e., SC, ST, OBC and Others were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension

Malayalam

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	89

- 89% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	4	4	4	4	4

- On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, students studying in all the four school managements i.e., State government, Government Aided, Private schools and Central Government were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, students belonging to all the four subgroups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	95
Correctly identifies at least one final sound in grade level words	88
Not able to identify the initial sound and final sound in any of the given grade level words	4

- On an average, 95% of students correctly identify at least one initial sound in grade level words
- On an average, 88% of students correctly identify at least one final sound in grade level words
- On an average, 4% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	9	9	9	9	9	9	9	9	9	9	8	9	9

4. On an average, students could correctly identify 9 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 9 out of the 12 initial and final sounds of a word
 - b. On an average, rural and urban students could correctly identify 9 out of the 12 initial and final sounds of a word.
 - c. On an average, students studying in government aided, State government, private and central government schools could correctly identify 9 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to three social groups i.e., Schedule Caste (SC), Others and Other Backward Classes (OBC) were able to correctly identify 9 out of 12 initial and final sounds of a word. This number reduced by 1 i.e., 8 for students belonging to the social group of Schedule Tribe (ST).

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	78
Reads 50-79 letters correctly/reads some letters with self correction	13
Reads 10-49 letters correctly/hesitantly with self correction	7
Reads less than 10 letters correctly/hesitantly with self correction	3

1. On an average, 78% of students were able to read 80-100 letters correctly and fluently
2. On an average, 13% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 7% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 3% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	84	82	87	83	86	83	84	86	94	83	69	85	89

5. On an average, students were able to correctly identify symbol sound correspondence for 84 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 82 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 87 out of 100 letters

- b. On an average, rural students could correctly identify symbol sound correspondence for 83 out of 100 letters. However, urban students could identify symbol sound correspondence for 86 out of 100 letters.
- c. On an average, from among all school managements - students studying in central government schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 94 out of 100 letters. This was followed by students studying in Private schools (86 letters), Government aided schools (84 letters) and State Government schools (83 letters)
- d. On an average, from among all the 4 social groups - students belonging to the social group of Others were able correctly identify symbol sound correspondence for the highest number of letters i.e., 89 out of 100 letters. This was followed by students belonging to the social groups of OBC (85 letters), SC (83 letters) and ST (69 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	72
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	15
Reads 10%- less than 50% words correctly (with self correction wherever needed)	7
Reads less than 10% words correctly (with self correction wherever needed)	6

1. On an average, 72% of students were able to read 80% and more words correctly and fluently
2. On an average, 15% of students were able to reads 50% to less than 80% correctly (with self-correction wherever needed)
3. On an average, 7% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 6% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	40	39	42	40	41	40	40	40	48	38	31	41	43

5. On an average, students were able to correctly decode 40 out of the given 50 common isolated words
 - a. On an average, boys were able to correctly decode 39 out of the given 50 common isolated words. This number stood at 42 for girls.
 - b. On an average, out of 50, urban students were able to correctly decode 41 of the common isolated words. This number stood at 40 for rural students.
 - c. On an average, out of 50, students studying in central government schools were able correctly decode the highest number of common isolated words i.e., 48 out of 50 words. An equivalent number of common isolated words were correctly decoded by students studying in State

Government schools (40 words), Government Aided schools (40 words), and Private schools (40 words).

- d. On an average, students belonging to the social group of Others were able to correctly decode the highest number of common isolated words i.e., 43 out of the given 50 words. This was followed by that of OBC (41 words), SC (38 words), ST (31 words).

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	63
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	19
Reads 10%- less than 50% words correctly (with self correction wherever needed)	10
Reads less than 10% words correctly (with self correction wherever needed)	9

1. On an average, 63% of students were able to read 80% and more words correctly and fluently
2. On an average, 19% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 10% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 9% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	37	36	39	37	38	37	37	39	46	35	29	38	40

5. On an average, students were able to correctly decode 37 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 36 out of the given 50 non-words/non-sense words. This number was 39 for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 37 out of the given 50 non-words/non-sense words. This number was 38 for urban students.
 - c. On an average, students studying in Central government schools were able correctly decode the highest number of non-words/non-sense words i.e., 46 out of 50 words. This was followed by students studying in Private schools (39 non words/non-sense words). Students studying in Government Aided and State Government schools were able to correctly decode an equivalent number of non-words/non-sense words i.e., 37.
 - d. On an average, the highest number of non-words/non-sense words was decoded by students belonging to the social groups of Others i.e., 40 out of 50 words. This was followed by that of students belonging to the social groups of OBC (38 non words/non-sense words, SC (35 non words/non-sense words) and ST (29 non words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	94

1. On an average, 94% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	5	5	5	5	5	5	5	4	5	5	4	5	5

2. On an average, students could correctly answer all the 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer all the 5 items related to the subtask of picture reading comprehension
 - b. On an average, urban and rural students could correctly answer all the 5 items related to the subtask of picture reading comprehension
 - c. On an average, students studying in three school managements i.e., State government, Government Aided and Central Government schools were able to correctly answer all the 5 items related to the subtask of picture reading comprehension. Private school students were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - d. On an average, students belonging to three social groups i.e., SC, Others and OBC were able to correctly answer all the 5 items related to the subtask of picture reading comprehension. Student belonging to the social group of ST were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension

Manipuri

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	87

1. 87% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	5	3		4	5	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

- a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
- b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
- c. On an average, students studying State government schools were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. This number fell by 1 in the case of private schools (3 out of 5 items) and increased by 1 in the case of government aided schools (5 out of 5 items).
- d. On an average, students belonging to three subgroups i.e., Schedule Caste (SC), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. This number increased by 1 for students belonging to the social group of Scheduled Tribe (ST) i.e., 5 out of 5 items.

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	96
Correctly identifies at least one final sound in grade level words	91
Not able to identify the initial sound and final sound in any of the given grade level words	4

1. On an average, 96% of students correctly identify at least one initial sound in grade level words
2. On an average, 91% of students correctly identify at least one final sound in grade level words
3. On an average, 4% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	10	9	10	10	7	10	12	11		9	11	10	8

4. On an average, students could correctly identify 10 out of the 12 initial and final sounds of a word
 - a. On an average, girls could correctly identify 10 out of the 12 initial and final sounds of a word. Boys could correctly identify 9 out of the 12 initial and final sounds of a word
 - b. On an average, rural students could correctly identify 10 out of the 12 initial and final sounds of a word. However, urban students could correctly identify 7 out of the 12 initial and final sounds of a word
 - c. On an average, students studying in State Government schools could correctly identify 10 out of the 12 initial and final sounds of a word. Students studying in Government Aided schools could correctly identify all the 12 initial and final sounds of a word. Private school students correctly identify 11 out of the 12 initial and final sounds of a word
 - d. On an average, students belonging to the social group of SC correctly identify 9 out of the 12 initial and final sounds of a word. Students belonging to the social group of ST correctly

identify 11 out of the 12 initial and final sounds of a word. Students belonging to the social group of OBC correctly identify 10 out of the 12 initial and final sounds of a word. Students belonging to the social group of Others correctly identify 8 out of the 12 initial and final sounds of a word.

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	93
Reads 50-79 letters correctly/reads some letters with self correction	5
Reads 10-49 letters correctly/hesitantly with self correction	3
Reads less than 10 letters correctly/hesitantly with self correction	0

1. On an average, 93% of students were able to read 80-100 letters correctly and fluently
2. On an average, 5% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 3% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 0% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
93		94	93	93	92	93	98	97		88	100	94	79

5. On an average, students were able to correctly identify symbol sound correspondence for 93 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 94 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 93 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 93 out of 100 letters. However, urban students could identify symbol sound correspondence for 92 out of 100 letters.
 - c. On an average, from among all school managements - students studying in Government Aided schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 98 out of 100 letters. This was followed by students studying in Private schools (97 letters) and State Government schools (93 letters).
 - d. On an average, from among all the 4 social groups - students belonging to the social group of ST were able correctly identify symbol sound correspondence for the highest number of letters i.e., all of the 100 letters. This was followed by students belonging to the social groups of OBC (94 letters), SC (88 letters) and Others (79 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	70
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	13
Reads 10%- less than 50% words correctly (with self correction wherever needed)	11
Reads less than 10% words correctly (with self correction wherever needed)	5

6. On an average, 70% of students were able to read 80% and more words correctly and fluently
7. On an average, 13% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
8. On an average, 11% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
9. On an average, 5% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	39	38	40	41	32	39	47	44		33	50	40	27

10. On an average, students were able to correctly decode 39 out of the given 50 common isolated words
 - a. On an average, boys were able to correctly decode 38 out of the given 50 common isolated words. This number stood at 40 for girls.
 - b. On an average, out of 50, urban students were able to correctly decode 32 of the common isolated words. This number stood at 41 for rural students.
 - c. On an average, out of 50, students studying in Government Aided schools were able correctly decode the highest number of common isolated words i.e., 47 out of 50 words. This was followed by students studying in Private schools (44 words) and State Government schools (39 words).
 - d. On an average, students belonging to the social group of ST able to correctly decode the highest number of common isolated words i.e., all of the given 50 words. This was followed by that of OBC (40 words), SC (33 words) and Others (27 words).

Decoding - Non-Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	60
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	19
Reads 10%- less than 50% words correctly (with self correction wherever needed)	11
Reads less than 10% words correctly (with self correction wherever needed)	10

1. On an average, 60% of students were able to read 80% and more words correctly and fluently
2. On an average, 19% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 11% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 10% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	36	36	37	39	27	36	39	35		27	50	38	22

5. On an average, students were able to correctly decode 36 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 36 out of the given 50 non-words/non-sense words. This number stood at 37 non-words/non-sense words for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 39 out of the given 50 non-words/non-sense words. This number was 27 for urban students.
 - c. On an average, students studying in Government Aided schools were able correctly decode the highest number of non-words/non-sense words i.e., 39 out of 50 words. This was followed by students studying in State Government schools (i.e., 36 non words/non-sense words) and Private schools (i.e., 35 non words/non-sense words).
 - d. On an average, all the non-words/non-sense words (i.e., 50) were correctly decoded by students belonging to the social group of ST. This was followed by students belonging to the social groups of OBC (i.e., 38 non-words/non-sense words), SC (i.e., 27 non-words/non-sense words) and Others (i.e., 22 non-words/non-sense words)

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	90

1. On an average, 90% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	5	5	5	5	5	5	5	5		5	5	5	4

2. On an average, students could correctly answer all the 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer all the 5 items related to the subtask of picture reading comprehension

- b. On an average, urban and rural students could correctly answer all the 5 items related to the subtask of picture reading comprehension
- c. On an average, students studying in three school managements i.e., State government, Government Aided and Private schools were able to correctly answer all the 5 items related to the subtask of picture reading comprehension
- d. On an average, students belonging to three social groups i.e., SC, ST and OBC were able to correctly answer all the 5 items related to the subtask of picture reading comprehension. Students belonging to the social group of Others were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension.

Marathi

Oral language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	82

1. 82% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	3	4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - c. On an average, students studying in three school managements i.e., State government, Government Aided, Private schools were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. However, for student studying in Central Government schools this number reduced by 1 i.e., 3 out of 5 items.
 - d. On an average, students belonging to all the four subgroups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	98
Correctly identifies at least one final sound in grade level words	95
Not able to identify the initial sound and final sound in any of the given grade level words	2

1. On an average, 98% of students correctly identify at least one initial sound in grade level words
2. On an average, 95% of students correctly identify at least one final sound in grade level words
3. On an average, 2% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	10	10	11	10	10	10	10	10	8	10	9	11	11

4. On an average, students could correctly identify 10 out of the 12 initial and final sounds of a word
 - a. On an average, boys could correctly identify 10 out of the 12 initial and final sounds of a word. This number increased by 1 for girls i.e., they could correctly identify 11 out of the 12 initial and final sounds of a word
 - b. On an average, urban and rural students could correctly identify 10 out of the 12 initial and final sounds of a word.
 - c. On an average, students studying in State government, Private and Government aided schools could correctly identify 10 out of the 12 initial and final sounds of a word. Central government school students could correctly identify 8 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to two social groups i.e., Others and Other Backward Classes (OBC) were able to correctly identify 11 out of 12 initial and final sounds of a word. This number reduced by 1 i.e., 10 for students belonging to the social group of Schedule Caste (SC). Students belonging to the social group of Scheduled Tribe were able to correctly identify 9 out of 12 initial and final sounds of a word

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	85
Reads 50-79 letters correctly/reads some letters with self correction	7
Reads 10-49 letters correctly/hesitantly with self correction	4
Reads less than 10 letters correctly/hesitantly with self correction	3

1. On an average, 85% of students were able to read 80-100 letters correctly and fluently
2. On an average, 7% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 4% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 3% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	89	87	92	89	90	89	87	92	82	90	79	90	91

5. On an average, students were able to correctly identify symbol sound correspondence for 89 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 87 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 92 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 89 out of 100 letters. However, urban students could identify symbol sound correspondence for 90 out of 100 letters.
 - c. On an average, from among all school managements - students studying in private schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 92 out of 100 letters. This was followed by students studying in State Government schools (89 letters), Government Aided schools (87 letters), and Central Government schools (82 letters).
 - d. On an average, from among all the 4 social groups - students belonging to the social group of Others were able correctly identify symbol sound correspondence for the highest number of letters i.e., 91 out of 100 letters. This was followed by students belonging to the social groups of SC (90 letters) and OBC (90 letters). Students belonging to the social group of ST were able correctly identify symbol sound correspondence for the highest number of letters i.e., 79 out of 100 letters.

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	74
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	13
Reads 10%- less than 50% words correctly (with self correction wherever needed)	9
Reads less than 10% words correctly (with self correction wherever needed)	4

1. On an average, 74% of students were able to read 80% and more words correctly and fluently
2. On an average, 13% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 9% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 4% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	41	40	43	41	41	40	41	44	34	42	34	42	42

5. On an average, students were able to correctly decode 41 out of the given 50 common isolated words
 - a. On an average, boys were able to correctly decode 40 out of the given 50 common isolated words. This number stood at 43 for girls.

- b. On an average, out of 50, urban and rural students were able to correctly decode 41 of the common isolated words.
- c. On an average, out of 50, students studying in Private schools were able correctly decode the highest number of common isolated words i.e., 44 out of 50 words. This was followed by students studying in Government Aided schools (41 words), State Government (40 words), and Central Government schools (34 words).
- d. On an average, students belonging to the social group of SC, Others and OBC were able to correctly decode the highest number of common isolated words i.e., 42 out of the given 50 words. This was followed by that of ST (34 words).

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	72
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	14
Reads 10%- less than 50% words correctly (with self correction wherever needed)	10
Reads less than 10% words correctly (with self correction wherever needed)	5

1. On an average, 72% of students were able to read 80% and more words correctly and fluently
2. On an average, 14% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 10% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 5% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	40	39	42	40	41	39	40	43	33	41	33	41	42

5. On an average, students were able to correctly decode 40 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 39 out of the given 50 non-words/non-sense words. This number was 42 for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 40 out of the given 50 non-words/non-sense words. This number was 41 for urban students.
 - c. On an average, students studying in Private schools were able correctly decode the highest number of non-words/non-sense words i.e., 43 out of 50 words. This was followed by students studying in Government Aided schools (40 non-words/non-sense words), State government schools (39 non-words/non-sense words) and Central Government schools (33 non-words/non-sense words).
 - d. On an average, the highest number of non-words/non-sense words were decoded by students belonging to the social groups of Others i.e., 42 out of 50 words. An equivalent number of non-

words/non-sense words were correctly decoded by student belonging to the social groups of SC and OBC i.e., 41 words. This was followed by students belonging to the social group of ST (i.e., 33 non-words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	83

1. On an average, 83% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	4	4	4	4	5

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - c. On an average, students studying in all the four school managements i.e., State government, Government Aided, Private schools and Central Government were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - d. On an average, students belonging to three social groups i.e., SC, ST and OBC were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension. Students belonging to the social group of Others were able to correctly answer all the 5 items related to the subtask of picture reading comprehension.

Mizo

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	95

1. 95% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	5	5	5	5	5	5	5	5	5	5	5		

2. On an average, students could correctly answer all the 5 items related to the subtask of Oral language Comprehension
 - a. On an average, boys and girls could correctly answer all the 5 items related to the subtask of Oral language Comprehension
 - b. On an average, urban and rural students could correctly answer all the 5 items related to the subtask of Oral language Comprehension
 - c. On an average, students studying in three school managements i.e., State government, Government Aided, Private schools were able to correctly answer all the 5 items related to the subtask of Oral language Comprehension.
 - d. On an average, students belonging to both the subgroups i.e., Schedule Caste (SC), and Schedule Tribe (ST) were able to correctly answer all the 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	95
Correctly identifies at least one final sound in grade level words	86
Not able to identify the initial sound and final sound in any of the given grade level words	5

1. On an average, 95% of students correctly identify at least one initial sound in grade level words
2. On an average, 86% of students correctly identify at least one final sound in grade level words
3. On an average, 5% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	9	9	9	9	7	9	12	7		10	9		

4. On an average, students could correctly identify 9 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 9 out of the 12 initial and final sounds of a word.
 - b. On an average, rural students could correctly identify 11 out of the 12 initial and final sounds of a word. However, urban students could correctly identify 7 out of the 12 initial and final sounds of a word
 - c. On an average, students studying in State Government schools could correctly identify 9 out of the 12 initial and final sounds of a word. Students studying in Government Aided schools could correctly identify all the 12 initial and final sounds of a word. Private school students correctly identify 7 out of the 12 initial and final sounds of a word
 - d. On an average, students belonging to Scheduled Caste (SC) were able to correctly identify 10 out of 12 initial and final sounds of a word. This number reduced by 1 i.e., 9 for students belonging to the social group of Schedule Tribe (ST).

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	97
Reads 50-79 letters correctly/reads some letters with self correction	1
Reads 10-49 letters correctly/hesitantly with self correction	1
Reads less than 10 letters correctly/hesitantly with self correction	1

1. On an average, 97% of students were able to read 80-100 letters correctly and fluently
2. On an average, 1% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 1% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 1% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	96	96	97	97	94	96	100	96		96	96		

5. On an average, students were able to correctly identify symbol sound correspondence for 96 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 96 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 97 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 97 out of 100 letters. However, urban students could identify symbol sound correspondence for 94 out of 100 letters.
 - c. On an average, from among all school managements - students studying in Government Aided schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., all the 100 letters. This was followed by students studying in Private Schools (96 letters) and State Government schools (96 letters).
 - d. On an average, students belonging to the social groups of SC and ST were able correctly identify symbol sound correspondence for 96 out of the 100 letters.

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	71
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	14
Reads 10%- less than 50% words correctly (with self correction wherever needed)	6
Reads less than 10% words correctly (with self correction wherever needed)	9

1. On an average, 71% of students were able to read 80% and more words correctly and fluently
2. On an average, 14% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 6% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 9% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	39	39	39	40	35	40	50	34		44	39		

5. On an average, students were able to correctly decode 39 out of the given 50 common isolated words
 - a. On an average, boys and girls were able to correctly decode 39 out of the given 50 common isolated words.
 - b. On an average, out of 50, urban students were able to correctly decode 35 of the common isolated words. This number stood at 40 for rural students.
 - c. On an average, out of 50, students studying in Government Aided schools were able correctly decode the highest number of common isolated words i.e., all of the 50 words. This was followed by students studying in State Government (40 words) and Private schools (34 words).
 - d. On an average, out of 50, students belonging to the social group of SC were able to correctly decode 44 common isolated words. This number stood at 39 words for students belonging to the social group of ST.

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	65
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	17
Reads 10%- less than 50% words correctly (with self correction wherever needed)	8
Reads less than 10% words correctly (with self correction wherever needed)	11

1. On an average, 65% of students were able to read 80% and more words correctly and fluently
2. On an average, 17% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 8% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 11% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	37	37	37	37	36	37	48	34		41	37		

5. On an average, students were able to correctly decode 37 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys and girls were able to correctly decode 37 out of the given 50 non-words/non-sense words.
 - b. On an average, out of 50, rural students were able to correctly decode 37 out of the given 50 non-words/non-sense words. This number was 36 for urban students.
 - c. On an average, students studying in Government Aided schools were able to correctly decode the highest number of non-words/non-sense words i.e., 48 out of 50 words. This was followed by students studying in State Government schools (37 non-words/non-sense words), and Private schools (34 non-words/non-sense words).
 - d. On an average, 41 non-words/non-sense words were decoded by students belonging to the social groups of SC. This was followed by students belonging to the social group of ST (i.e., 37 non-words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	87

1. On an average, 87% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	5	4		3	4		

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - b. On an average, rural and urban students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension.
 - c. On an average, students studying in two school managements i.e., State Government and Private were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension. Government Aided school students were able to correctly answer all the 5 items related to the subtask of picture reading comprehension.
 - d. On an average, students belonging to the social groups of SC were able to correctly answer 3 out of the 5 items related to the subtask of picture reading comprehension. Students belonging to the social group of ST were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension.

Nepali

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	89

- 89% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	5	4	4	4	4

- On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, students studying in three school managements i.e., State government, Government Aided, Private schools were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. However, this number increased by 1 for Central government students i.e., 5 out of 5 items.
 - On an average, students belonging to all the four subgroups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	95
Correctly identifies at least one final sound in grade level words	95
Not able to identify the initial sound and final sound in any of the given grade level words	4

- On an average, 95% of students correctly identify at least one initial sound in grade level words
- On an average, 95% of students correctly identify at least one final sound in grade level words
- On an average, 4% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	9	9	9	9	9	9	10	8	8	8	10	9	10

4. On an average, students could correctly identify 9 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 9 out of the 12 initial and final sounds of a word.
 - b. On an average, urban and rural students could correctly identify 9 out of the 12 initial and final sounds of a word.
 - c. On an average, students studying in State Government schools could correctly identify 9 out of the 12 initial and final sounds of a word. Government aided school students could correctly identify 10 out of the 12 initial and final sounds of a word. Private school students and Central government school students could correctly identify 8 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to two social groups i.e., ST and Others were able to correctly identify 10 out of 12 initial and final sounds of a word. This number reduced by 1 i.e., 9 for students belonging to the social group of OBC. Students belonging to the social group of SC were able to correctly identify all the 8 initial and final sounds of a word

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	68
Reads 50-79 letters correctly/reads some letters with self correction	21
Reads 10-49 letters correctly/hesitantly with self correction	5
Reads less than 10 letters correctly/hesitantly with self correction	5

1. On an average, 68% of students were able to read 80-100 letters correctly and fluently
2. On an average, 21% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 5% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 5% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	81	79	83	79	87	79	83	93	71	70	79	85	83

5. On an average, students were able to correctly identify symbol sound correspondence for 81 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 79 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 83 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 79 out of 100 letters. However, urban students could identify symbol sound correspondence for 87 out of 100 letters.

- c. On an average, from among all school managements - students studying in private schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 93 out of 100 letters. This was followed by students studying in Government Aided schools (83 letters), State Government schools (79 letters) and Central government schools (71 letters).
- d. On an average, from among all the 4 social groups - students belonging to the social group of OBC were able correctly identify symbol sound correspondence for the highest number of letters i.e., 85 of the 100 letters. This was followed by students belonging to the social groups of Others (83 letters), ST (79 letters) and SC (70 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	49
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	28
Reads 10%- less than 50% words correctly (with self correction wherever needed)	14
Reads less than 10% words correctly (with self correction wherever needed)	9

1. On an average, 49% of students were able to read 80% and more words correctly and fluently
2. On an average, 28% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 14% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 9% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	34	34	34	32	39	35	34	42	23	32	33	34	36

5. On an average, students were able to correctly decode 34 out of the given 50 common isolated words
 - a. On an average, boys and girls were able to correctly decode 34 out of the given 50 common isolated words.
 - b. On an average, out of 50, urban students were able to correctly decode 39 of the common isolated words. This number stood at 32 for rural students.
 - c. On an average, out of 50, students studying in Private schools were able correctly decode the highest number of common isolated words i.e., 42 out of 50 words. This was followed by students studying in State Government schools (35 words), Government Aided schools (34 words) and Central Government schools (23 words).
 - d. On an average, students belonging to the social group of Others were able to correctly decode the highest number of common isolated words i.e., 36 of the given 50 words. This was followed by that of OBC (34 words), ST (33 words) and SC (32 words).

Decoding Non-Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	44
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	32
Reads 10%- less than 50% words correctly (with self correction wherever needed)	13
Reads less than 10% words correctly (with self correction wherever needed)	10

1. On an average, 44% of students were able to read 80% and more words correctly and fluently
1. On an average, 32% of students were able to reads 50% to less than 80%words correctly (with self-correction wherever needed)
2. On an average, 13% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
3. On an average, 10% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	33	33	34	30	40	36	33	32	19	34	33	32	37

4. On an average, students were able to correctly decode 33 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 33 out of the given 50 non-words/non-sense words. This number stood at 34 non-words/non-sense words for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 30 out of the given 50 non-words/non-sense words. This number was 40 for urban students.
 - c. On an average, students studying in State Government schools were able correctly decode the highest number of non-words/non-sense words i.e., 36 out of 50 words. This was followed by students studying in Government Aided schools (i.e., 33 non words/non-sense words), Private schools (i.e., 32 non words/non-sense words) and Central government schools (i.e., 19 non words/non-sense words).
 - d. On an average, the highest number of non-words/non-sense words were decoded by students belonging to the social groups of Others i.e., 37 out of 50 words. This was followed by that of students belonging to the social groups of SC (34 non words/non-sense words), ST (33 non words/non-sense words) and OBC (32 non words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	81

5. On an average, 81% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	4	4	4	4	4

6. On an average, students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - c. On an average, students studying in all the four school managements i.e., State government, Government Aided, Private schools and Central Government were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - d. On an average, students belonging to all the four social groups i.e., SC, ST, OBC and Others were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension

Odia

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	88

1. 88% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	4	4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - c. On an average, students studying in all the four school managements i.e., State government, Government Aided, Private schools and Central Government were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - d. On an average, students belonging to all the four subgroups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	97
Correctly identifies at least one final sound in grade level words	95
Not able to identify the initial sound and final sound in any of the given grade level words	3

3. On an average, 97% of students correctly identify at least one initial sound in grade level words
4. On an average, 95% of students correctly identify at least one final sound in grade level words
5. On an average, 3% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	11	11	11	11	12	10	11	12	9	11	10	11	12

6. On an average, students could correctly identify 11 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 11 out of the 12 initial and final sounds of a word
 - b. On an average, urban students could correctly identify all the 12 initial and final sounds of a word. This number reduced by 1 for rural students i.e., they could correctly identify 11 out of the 12 initial and final sounds of a word
 - c. On an average, students studying in government aided schools could correctly identify 11 out of the 12 initial and final sounds of a word. State government students could correctly identify 10 out of the 12 initial and final sounds of a word. Private school students could correctly identify all the 12 initial and final sounds of a word. Central government school students could correctly identify 9 out of the 12 initial and final sounds of a word
 - d. On an average, students belonging to two social groups i.e., Schedule Caste (SC) and Other Backward Classes (OBC) were able to correctly identify 11 out of 12 initial and final sounds of a word. This number reduced by 1 i.e., 10 for students belonging to the social group of Schedule Tribe (ST). Students belonging to the social group of Others could correctly identify all the 12 initial and final sounds of a word.

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	91
Reads 50-79 letters correctly/reads some letters with self correction	4
Reads 10-49 letters correctly/hesitantly with self correction	2
Reads less than 10 letters correctly/hesitantly with self correction	4

1. On an average, 91% of students were able to read 80-100 letters correctly and fluently
2. On an average, 4% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 2% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 4% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	92	91	93	89	98	88	92	98	75	92	87	94	97

5. On an average, students were able to correctly identify symbol sound correspondence for 92 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 91 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 93 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 89 out of 100 letters. However, urban students could identify symbol sound correspondence for 98 out of 100 letters.
 - c. On an average, from among all school managements - students studying in private schools were able correctly identify symbol sound correspondence for the least number of letters i.e., 98 out of 100 letters. This was followed by students studying in Government aided schools (92 letters), State Government schools (88 letters) and central government schools (75 letters)
 - d. On an average, from among all the 4 social groups - students belonging to the social group of Others were able correctly identify symbol sound correspondence for the highest number of letters i.e., 97 out of 100 letters. This was followed by students belonging to the social groups of OBC (94 letters), SC (92 letters) and ST (87 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	81
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	8
Reads 10%- less than 50% words correctly (with self correction wherever needed)	5
Reads less than 10% words correctly (with self correction wherever needed)	7

1. On an average, 81% of students were able to read 80% and more words correctly and fluently
2. On an average, 8% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 5% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)

4. On an average, 7% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	43	42	43	40	47	38	43	49	33	41	39	45	47

5. On an average, students were able to correctly decode 43 out of the given 50 common isolated words
- On an average, boys were able to correctly decode 42 out of the given 50 common isolated words. This number stood at 43 for girls.
 - On an average, out of 50, urban students were able to correctly decode 47 of the common isolated words. This number stood at 40 for rural students.
 - On an average, out of 50, students studying in private schools were able correctly decode the highest number of common isolated words i.e., 49 out of 50 words. This was followed by students studying in Government Aided schools (43 words), State Government schools (38 words) and Central Government schools (33 words).
 - On an average, students belonging to the social group of Others were able to correctly decode the highest number of common isolated words i.e., 47 out of the given 50 words. This was followed by that of OBC (45 words), SC (41 words) and ST (39 words).

Decoding Non-Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	76
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	11
Reads 10%- less than 50% words correctly (with self correction wherever needed)	5
Reads less than 10% words correctly (with self correction wherever needed)	8

- On an average, 76% of students were able to read 80% and more words correctly and fluently
- On an average, 11% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
- On an average, 5% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
- On an average, 8% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	41	40	42	38	46	36	42	47	30	39	37	43	46

5. On an average, students were able to correctly decode 41 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 40 out of the given 50 non-words/non-sense words. This number was 42 for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 38 out of the given 50 non-words/non-sense words. This number was 46 for urban students.
 - c. On an average, students studying in Private schools were able correctly decode the highest number of non-words/non-sense words i.e., 47 out of 50 words. This was followed by students studying in Government Aided schools (42 non words/non-sense words), State Government schools (36 non words/non-sense words) and Central Government schools (30 non words/non-sense words).
 - d. On an average, the highest number of non-words/non-sense words were decoded by students belonging to the social groups of Others i.e., 46 out of 50 words. This was followed by that of students belonging to the social groups of OBC (43 non words/non-sense words), SC (39 non words/non-sense words) and ST (37 non words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	88

1. On an average, 88% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	3	4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - c. On an average, students studying in three school managements i.e., State government, Government Aided and Private schools were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension. Central Government students were able to correctly answer 3 out of 5 items related to the subtask of picture reading comprehension
 - d. On an average, students belonging to all the four social groups i.e., SC, ST, OBC and Others were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension

Punjabi

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	85

- 85% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4		4		4	4

- On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - On an average, students studying in three school managements i.e., State government, Government Aided, Private schools were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension.
 - On an average, students belonging to three subgroups i.e., Schedule Caste (SC), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	96
Correctly identifies at least one final sound in grade level words	94
Not able to identify the initial sound and final sound in any of the given grade level words	3

- On an average, 96% of students correctly identify at least one initial sound in grade level words
- On an average, 94% of students correctly identify at least one final sound in grade level words
- On an average, 3% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	10	10	10	10	10	11	10	10		10		10	10

4. On an average, students could correctly identify 10 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 10 out of the 12 initial and final sounds of a word.
 - b. On an average, urban and rural students could correctly identify 10 out of the 12 initial and final sounds of a word.
 - c. On an average, students studying in Private, and Government aided schools could correctly identify 10 out of the 12 initial and final sounds of a word. State government school students could correctly identify 11 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to three social groups i.e., SC, OBC and Others were able to correctly identify 10 out of 12 initial and final sounds of a word.

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	88
Reads 50-79 letters correctly/reads some letters with self correction	7
Reads 10-49 letters correctly/hesitantly with self correction	3
Reads less than 10 letters correctly/hesitantly with self correction	2

1. On an average, 88% of students were able to read 80-100 letters correctly and fluently
2. On an average, 7% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 3% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 2% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	90	90	91	91	90	92	88	89		91		87	92

5. On an average, students were able to correctly identify symbol sound correspondence for 90 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 90 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 91 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 91 out of 100 letters. However, urban students could identify symbol sound correspondence for 90 out of 100 letters.
 - c. On an average, from among all school managements - students studying in State Government schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 92 out of 100 letters. This was followed by students studying in private schools (89) and Government Aided schools (88).

- d. On an average, from among all the 4 social groups - students belonging to the social group of Others were able correctly identify symbol sound correspondence for the highest number of letters i.e., 92 out of 100 letters. This was followed by students belonging to the social groups of SC (91) and OBC (87)

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	80
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	12
Reads 10%- less than 50% words correctly (with self correction wherever needed)	4
Reads less than 10% words correctly (with self correction wherever needed)	4

6. On an average, 80% of students were able to read 80% and more words correctly and fluently
7. On an average, 12% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
8. On an average, 4% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
9. On an average, 4% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	43	43	43	43	43	44	41	43		43		41	44

10. On an average, students were able to correctly decode 43 out of the given 50 common isolated words
 - a. On an average, boys and girls were able to correctly decode 43 out of the given 50 common isolated words.
 - b. On an average, out of 50, urban and rural students were able to correctly decode 43 of the common isolated words.
 - c. On an average, out of 50, students studying in State Government schools were able correctly decode the highest number of common isolated words i.e., 44 out of 50 words. This was followed by students studying in Private schools (43 words) and State Government schools (41 words).
 - d. On an average, students belonging to the social group of Others were able to correctly decode the highest number of common isolated words i.e., 44 out of the given 50 words.
 - e. This was followed by students belonging to the social groups of SC (43 words) and OBC (41 words).

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	72
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	18
Reads 10%- less than 50% words correctly (with self correction wherever needed)	4
Reads less than 10% words correctly (with self correction wherever needed)	6

1. On an average, 72% of students were able to read 80% and more words correctly and fluently
2. On an average, 18% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 4% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 6% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	40	40	41	41	40	42	38	40		41		39	42

5. On an average, students were able to correctly decode 40 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 40 out of the given 50 non-words/non-sense words. This number stood at 41 non-words/non-sense words for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 41 out of the given 50 non-words/non-sense words. This number was 40 for urban students.
 - c. On an average, students studying in State Government schools were able correctly decode the highest number of non-words/non-sense words i.e., 42 out of 50 words. This was followed by students studying in Private schools (40 non-words/non-sense words), and Government Aided schools (38 non-words/non-sense words).
 - d. On an average, 42 non-words/non-sense words were decoded by students belonging to the social group of Others. This was followed by students belonging to the social groups of SC (i.e., 41 non-words/non-sense words) and OBC (i.e., 39 non-words/non-sense words)

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	78

1. On an average, 78% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4		4		4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - c. On an average, students studying in all the four school managements i.e., State government, Government Aided, Private schools and Central Government were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - d. On an average, students belonging to three social groups i.e., SC, OBC and Others were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension

Tamil

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	84

1. 84% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	3	4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - c. On an average, students studying in three school managements i.e., State government, Government Aided, Private schools were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. However, this number fell by 1 for Central government students i.e., 3 out of 5 items.
 - d. On an average, students belonging to all the four subgroups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	93
Correctly identifies at least one final sound in grade level words	84
Not able to identify the initial sound and final sound in any of the given grade level words	6

1. On an average, 93% of students correctly identify at least one initial sound in grade level words
2. On an average, 84% of students correctly identify at least one final sound in grade level words
3. On an average, 6% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	9	9	9	9	10	9	9	9	6	9	7	9	12

4. On an average, students could correctly identify 9 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 9 out of the 12 initial and final sounds of a word.
 - b. On an average, urban students could correctly identify 10 out of the 12 initial and final sounds of a word. However, rural students could correctly identify 9 out of the 12 initial and final sounds of a word
 - c. On an average, students studying in Private, State Government and Government aided schools could correctly identify 9 out of the 12 initial and final sounds of a word. Central government school students could correctly identify 6 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to two social groups i.e., SC and OBC were able to correctly identify 9 out of 12 initial and final sounds of a word. This number reduced by 2 i.e., 7 for students belonging to the social group of ST. Students belonging to the social group of Others were able to correctly identify all the 12 initial and final sounds of a word

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	46
Reads 50-79 letters correctly/reads some letters with self correction	16
Reads 10-49 letters correctly/hesitantly with self correction	22
Reads less than 10 letters correctly/hesitantly with self correction	16

1. On an average, 46% of students were able to read 80-100 letters correctly and fluently
2. On an average, 16% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 22% of students were able to read 10-49 letters correctly/hesitantly with self-correction

4. On an average, 16% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	60	58	63	57	67	58	64	60	50	54	34	63	82

5. On an average, students were able to correctly identify symbol sound correspondence for 60 out of 100 letters
- On an average, boys were able to correctly identify symbol sound correspondence for 58 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 63 out of 100 letters
 - On an average, rural students could correctly identify symbol sound correspondence for 57 out of 100 letters. However, urban students could identify symbol sound correspondence for 67 out of 100 letters.
 - On an average, from among all school managements - students studying in Government Aided schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 64 out of 100 letters. This was followed by students studying in Private schools (60 letters), State Government schools (58 letters) and Central Government schools (50 letters).
 - On an average, from among all the 4 social groups - students belonging to the social group of Others were able correctly identify symbol sound correspondence for the highest number of letters i.e., 82 out of 100 letters. This was followed by students belonging to the social groups of OBC (63 letters), SC (54 letters) and ST (34 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	38
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	14
Reads 10%- less than 50% words correctly (with self correction wherever needed)	21
Reads less than 10% words correctly (with self correction wherever needed)	27

- On an average, 38% of students were able to read 80% and more words correctly and fluently
- On an average, 14% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
- On an average, 21% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
- On an average, 27% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	25	24	27	24	28	24	27	25	3	22	10	26	40

5. On an average, students were able to correctly decode 25 out of the given 50 common isolated words
 - a. On an average, boys were able to correctly decode 24 out of the given 50 common isolated words. This number stood at 27 for girls.
 - b. On an average, out of 50, urban students were able to correctly decode 28 of the common isolated words. This number stood at 24 for rural students.
 - c. On an average, out of 50, students studying in Government Aided schools were able correctly decode the highest number of common isolated words i.e., 27 out of 50 words. This was followed by students studying in Private schools (25 words), State Government schools (24 words) and Central Government schools (3 words)
 - d. On an average, students belonging to the social group of Others able to correctly decode the highest number of common isolated words i.e., 40 out of the given 50 words. This was followed by that of OBC (26 words), SC (22 words) and ST (10 words).

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	24
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	16
Reads 10%- less than 50% words correctly (with self correction wherever needed)	24
Reads less than 10% words correctly (with self correction wherever needed)	35

6. On an average, 24% of students were able to read 80% and more words correctly and fluently
7. On an average, 16% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
8. On an average, 24% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
9. On an average, 35% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	20	19	21	18	23	19	21	19	1	17	9	20	36

10. On an average, students were able to correctly decode 20 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 19 out of the given 50 non-words/non-sense words. This number stood at 21 non-words/non-sense words for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 18 out of the given 50 non-words/non-sense words. This number was 23 for urban students.
 - c. On an average, students studying in Government Aided schools were able correctly decode the highest number of non-words/non-sense words i.e., 21 out of 50 words. An equivalent number of non-words/non-sense words were correctly decoded by students studying in

Private Schools and State Government schools i.e., 19. This was followed by students studying in Central government schools (1 non words/non-sense words).

- d. On an average, 36 non-words/non-sense words were decoded by students belonging to the social group of Others. This was followed by students belonging to the social groups of OBC (i.e., 20 non-words/non-sense words), SC (i.e., 17 non-words/non-sense words) and ST (i.e., 9 non-words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	78

1. On an average, 78% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management			Social Group				
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	0	4	3	4	5

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
- On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - On an average, students studying in three school managements i.e., State government, Government Aided and Private schools were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - On an average, students belonging to two social groups i.e., SC and OBC were able to correctly answer 4 out of the 5 items related to the subtask of picture reading comprehension. Students belonging to the social group of ST were able to correctly answer 3 out of the 5 items related to the subtask of picture reading comprehension. Students belonging to the social group of Others were able to correctly answer all the 5 items related to the subtask of picture reading comprehension.

Telugu

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	91

3. 91% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	5	5	4	4	5	5	4	5	4	5	4

4. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
- On an average, boys could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. However, girls were able to correctly answer all the 5 items related to the subtask of Oral language Comprehension.
 - On an average, urban students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. However, rural students were able to correctly answer all the 5 items related to the subtask of Oral language Comprehension.
 - On an average, students studying in Central government and State government schools were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. However, students studying in Government Aided and Private schools were able to correctly answer all the 5 items related to the subtask of Oral language Comprehension.
 - On an average, students belonging to the social groups of ST and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension. However, students belonging to the social groups of SC and OBC were able to correctly answer all the 5 items related to the subtask of Oral language Comprehension.

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	94
Correctly identifies at least one final sound in grade level words	90
Not able to identify the initial sound and final sound in any of the given grade level words	6

- On an average, 94% of students correctly identify at least one initial sound in grade level words
- On an average, 90% of students correctly identify at least one final sound in grade level words
- On an average, 6% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	10	10	10	10	10	9	10	11	9	10	10	10	10

4. On an average, students could correctly identify 10 out of the 12 initial and final sounds of a word
- On an average, boys and girls could correctly identify 10 out of the 12 initial and final sounds of a word

- b. On an average, rural and urban students could correctly identify 10 out of the 12 initial and final sounds of a word.
- c. On an average, students studying in government aided schools could correctly identify 10 out of the 12 initial and final sounds of a word. State government students could correctly identify 9 out of the 12 initial and final sounds of a word. Private school students could correctly identify 11 out of the 12 initial and final sounds of a word. Central government school students could correctly identify 9 out of the 12 initial and final sounds of a word.
- d. On an average, students belonging to all the four social groups i.e., Other Backward Classes (OBC), Schedule Tribe (ST), Schedule Caste (SC), and Others were able to correctly identify 10 out of 12 initial and final sounds of a word.

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	69
Reads 50-79 letters correctly/reads some letters with self correction	13
Reads 10-49 letters correctly/hesitantly with self correction	11
Reads less than 10 letters correctly/hesitantly with self correction	7

1. On an average, 69% of students were able to read 80-100 letters correctly and fluently
2. On an average, 13% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 11% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 7% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	77	76	79	78	75	77	76	83	67	76	73	80	78

5. On an average, students were able to correctly identify symbol sound correspondence for 77 out of 100 letters
 - a. On an average, boys were able to correctly identify symbol sound correspondence for 76 out of 100 letters. Girls were able to correctly identify symbol sound correspondence for 79 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 78 out of 100 letters. However, urban students could identify symbol sound correspondence for 75 out of 100 letters.
 - c. On an average, from among all school managements - students studying in private schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 83 out of 100 letters. This was followed by students studying in State Government schools (77 letters), Government aided schools (76 letters) and central government schools (67 letters)

- d. On an average, from among all the 4 social groups - students belonging to the social group of OBC were able correctly identify symbol sound correspondence for the highest number of letters i.e., 80 out of 100 letters. This was followed by students belonging to the social groups of Others (78 letters), SC (76 letters) and ST (73 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	52
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	22
Reads 10%- less than 50% words correctly (with self correction wherever needed)	10
Reads less than 10% words correctly (with self correction wherever needed)	15

1. On an average, 52% of students were able to read 80% and more words correctly and fluently
2. On an average, 22% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 10% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 15% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	33	32	34	33	32	33	31	36	29	33	31	34	33

5. On an average, students were able to correctly decode 33 out of the given 50 common isolated words
 - a. On an average, boys were able to correctly decode 32 out of the given 50 common isolated words. This number stood at 34 for girls.
 - b. On an average, out of 50, urban students were able to correctly decode 32 of the common isolated words. This number stood at 33 for rural students.
 - c. On an average, out of 50, students studying in private schools were able correctly decode the highest number of common isolated words i.e., 36 out of 50 words. This was followed by students studying in State Government schools (33 words), Government Aided schools (31 words), and Central Government schools (29 words).
 - d. On an average, students belonging to the social group of OBC were able to correctly decode the highest number of common isolated words i.e., 34 out of the given 50 words. This was followed by that of Others (33 words) and SC (33 words). Students belonging to the social group of ST were able to correctly decode 31 words of the common isolated words.

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	48
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	22
Reads 10%- less than 50% words correctly (with self correction wherever needed)	13
Reads less than 10% words correctly (with self correction wherever needed)	16

1. On an average, 48% of students were able to read 80% and more words correctly and fluently
2. On an average, 22% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 13% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 16% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)

National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	32	31	32	32	31	32	30	34	27	32	30	32	31

5. On an average, students were able to correctly decode 32 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 31 out of the given 50 non-words/non-sense words. This number was 32 for girls.
 - b. On an average, out of 50, rural students were able to correctly decode 32 out of the given 50 non-words/non-sense words. This number was 31 for urban students.
 - c. On an average, students studying in Private schools were able correctly decode the highest number of non-words/non-sense words i.e., 34 out of 50 words. This was followed by students studying in State Government schools (32 non words/non-sense words), Government Aided schools (30 non words/non-sense words) and Central Government schools (27 non words/non-sense words).
 - d. On an average, the highest number of non-words/non-sense words were decoded by students belonging to the social groups of SC and OBC i.e., 32 out of 50 words. This was followed by that of students belonging to the social groups of Others (31 non words/non-sense words and ST (30 non words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	84

1. On an average, 84% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	4	4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - c. On an average, students studying in all the four school managements i.e., State Government, Government Aided, Private schools and Central Government were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - d. On an average, students belonging to all the four social groups i.e., SC, ST, OBC and Others were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension

Urdu

Oral Language Comprehension

At the National level,

Descriptor	National Average Performance (%)
Listens and Comprehends four to five texts of Varying lengths correctly	84

1. 84% of students were able to correctly listen and comprehend four to five texts of varying lengths

Average Score in Oral Language Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	4	4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

- c. On an average, students studying in all the four school managements i.e., State government, Government Aided, Private schools and Central Government were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension
- d. On an average, students belonging to all the four subgroups i.e., Schedule Caste (SC), Schedule Tribe (ST), Other Backward Classes (OBC) and Others were able to correctly answer 4 out of 5 items related to the subtask of Oral language Comprehension

Phonological Awareness

At the National level,

Descriptor	National Average Performance (%)
Correctly identifies at least one initial sound in grade level words	98
Correctly identifies at least one final sound in grade level words	96
Not able to identify the initial sound and final sound in any of the given grade level words	2

1. On an average, 98% of students correctly identify at least one initial sound in grade level words
2. On an average, 96% of students correctly identify at least one final sound in grade level words
3. On an average, 2% of students were not able to identify the initial sound and final sound in any of the given grade level words

Average Score in Identification of Initial and Final Sound of a Word (On a Scale of 0 to 12)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	10	10	10	10	10	10	10	10	10	9	7	10	10

4. On an average, students could correctly identify 10 out of the 12 initial and final sounds of a word
 - a. On an average, boys and girls could correctly identify 10 out of the 12 initial and final sounds of a word
 - b. On an average, rural and urban students could correctly identify 10 out of the 12 initial and final sounds of a word.
 - c. On an average, students studying in government aided, State government, private and central government schools could correctly identify 10 out of the 12 initial and final sounds of a word.
 - d. On an average, students belonging to two subgroups i.e., Other Backward Classes (OBC) and Others were able to correctly identify 10 out of 12 initial and final sounds of a word. This number reduced by 3 i.e., 7 for students belonging to the subgroup of Schedule Tribe (ST) and by 1 i.e., 9 for students belonging to the subgroup of Schedule Caste (SC),

Decoding Letters

At the National level,

Descriptor	National Average Performance (%)
Reads 80-100 letters correctly and fluently	82
Reads 50-79 letters correctly/reads some letters with self correction	13
Reads 10-49 letters correctly/hesitantly with self correction	4
Reads less than 10 letters correctly/hesitantly with self correction	1

1. On an average, 82% of students were able to read 80-100 letters correctly and fluently
2. On an average, 13% of students were able to read 50-79 letters correctly/reads some letters with self-correction
3. On an average, 4% of students were able to read 10-49 letters correctly/hesitantly with self-correction
4. On an average, 1% of students were able to read less than 10 letters correctly/hesitantly with self-correction

Average Score in Identification of Symbol-Sound Correspondence (On a Scale of 0 to 100)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	87	87	87	87	88	87	88	90	93	62	70	87	88

5. On an average, students were able to correctly identify symbol sound correspondence for 87 out of 100 letters
 - a. On an average, boys and girls were able to correctly identify symbol sound correspondence for 87 out of 100 letters
 - b. On an average, rural students could correctly identify symbol sound correspondence for 87 out of 100 letters. However, urban students could identify symbol sound correspondence for 88 out of 100 letters
 - c. On an average, from among all school managements - students studying in central government schools were able correctly identify symbol sound correspondence for the highest number of letters i.e., 93 out of 100 letters. This was followed by students studying in private schools (90 letters), government aided schools (88 letters) and State government schools (87 letters).
 - d. On an average, from among all the 4 social groups - students belonging to the social group of Others were able correctly identify symbol sound correspondence for the highest number of letters i.e., 88 out of 100 letters. This was followed by students belonging to the social groups of OBC (87 letters), ST (70 letters) and SC (62 letters).

Decoding Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	60
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	24
Reads 10%- less than 50% words correctly (with self correction wherever needed)	8
Reads less than 10% words correctly (with self correction wherever needed)	7

1. On an average, 60% of students were able to read 80% and more words correctly and fluently
2. On an average, 24% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 8% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 7% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of Common, Isolated Words (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	37	37	37	37	38	37	38	38	41	25	28	37	38

5. On an average, students were able to correctly decode 37 out of the given 50 common isolated words
 - a. On an average, boys and girls were able to correctly decode 37 out of the given 50 common isolated words
 - b. On an average, out of 50, urban students were able to correctly decode 38 of the common isolated words. This number stood at 37 for rural students.
 - c. On an average, out of 50, students studying in central government schools were able correctly decode the highest number of common isolated words i.e., 41 out of 50 words. This was followed by students studying in private schools (38 words) and government aided schools (38 words). This number stood at 37 words for the State government students.
 - d. On an average, students belonging to the social group of Others were able to correctly decode the highest number of words i.e., 38 out of the given 50 common isolated words. This was followed by that of OBC (37 words), ST (28 words) and SC (25 words).

Decoding Non - Words

At the National level,

Descriptor	National Average Performance (%)
Reads 80% and more words correctly and fluently	67
Reads 50% -Less than 80% words correctly (with self correction wherever needed)	20
Reads 10%- less than 50% words correctly (with self correction wherever needed)	7
Reads less than 10% words correctly (with self correction wherever needed)	6

1. On an average, 67% of students were able to read 80% and more words correctly and fluently
2. On an average, 20% of students were able to reads 50% to less than 80% words correctly (with self-correction wherever needed)
3. On an average, 7% of students were able to reads 10% to less than 50% words correctly (with self-correction wherever needed)
4. On an average, 6% of students were able to read less than 10% words correctly (with self-correction wherever needed)

Average Score in Decoding of a Non-word/Non-sense word (On a Scale of 0 to 50)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	39	38	39	38	40	38	39	39	42	25	29	38	39

5. On an average, students were able to correctly decode 39 out of the given 50 non-words/non-sense words
 - a. On an average, out of 50, boys were able to correctly decode 38 out of the given 50 non-words/non-sense words. This number was 39 for girls.

- b. On an average, out of 50, rural students were able to correctly decode 38 out of the given 50 non-words/non-sense words. This number was 40 for urban students.
- c. On an average, out of 50, students studying in central government schools were able correctly decode the highest number of non-words/non-sense words i.e., 42 out of 50 words. Students studying in private schools (39 non words/non-sense words) and government aided schools (39 non words/non-sense words). Students studying in State government schools were able correctly decode the 38 non-words/non-sense words
- d. On an average, the highest number of non-words/non-sense words were decoded by students belonging to the social groups of Others i.e., 39 out of 50 words. This was followed by that of students belonging to the social groups of OBC (38 non words/non-sense words), ST (29 non words/non-sense words) and SC (25 non words/non-sense words).

Picture Matching

At the National level,

Descriptor	National Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	84

1. On an average, 84% of students were able to correctly read and comprehend four to five texts of varying lengths correctly

Average Score on Picture Reading Comprehension (On a Scale of 0 to 5)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	4	4	4	4	4

2. On an average, students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - a. On an average, boys and girls could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - b. On an average, urban and rural students could correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - c. On an average, students studying in all the four school managements i.e., State government, Government Aided, Private schools and Central Government were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension
 - d. On an average, students belonging to all the four social groups i.e., SC, ST, OBC and Others were able to correctly answer 4 out of 5 items related to the subtask of picture reading comprehension

Section

3



Results of Foundational Numeracy Subtasks: FLS 2022

This section of the report presents results on students' performance on the following subtasks of FLS 2022 – Foundational Numeracy. **National level results presented in the State Specific Report Cards (https://dse.education.gov.in/fls_2022) are discussed in this section.** Numeracy results are not language specific. Results will be presented with regards to the following numeracy subtasks:

1. Number Identification
2. Number Discrimination
3. Number Operation (Addition and Subtraction)
4. Number Operation (Word problems)
5. Number Operation (Multiplication)
6. Number Operation (Division)
7. Measurement (Calendar Reading)
8. Measurement (Volume)
9. Measurement (Time on Clock)
10. Measurement (Length)
11. Fractions
12. Patterns
13. Data Handling

Number Identification

At the National level, on an average,

Descriptor	National Average Performance (%)
Reads numbers up to 9999	64
Reads numbers up to 999	24
Reads numbers up to 99	11
Does not respond	2

1. 64% of students were able to read numbers up to 9999
2. 24% of students were able to read numbers up to 999
3. 11% of students were able to read numbers up to 99
4. 2 % of students did not respond to any of the items related to the subtask of number identification

Average Score in Number Identification (on a scale of 0 to 24)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	19	19	18	18	19	17	18	20	21	18	18	18	19

5. Students could correctly identify 19 out of the total of 24 numbers
 - a. Boys could correctly identify 19 numbers. For girls, this number was 18.
 - b. Rural students could correctly identify 18. For urban students, this number was 19.
 - c. From among the four school managements, students studying in Central government schools could correctly identify the highest quantity of numbers i.e., 21. This was followed by students studying in Private schools (20 numbers), Government Aided schools (18 numbers) and State Government schools (17 numbers).
 - d. From among the four social groups, students belonging to the social group of Others correctly discriminated the highest quantity of numbers i.e., 19. Students belonging to the social groups of SC, ST and OBC correctly identified an equivalent quantity of numbers i.e., 18 out of 24

Number Discrimination

At the National level, on an average,

Descriptor	National Average Performance (%)
Discriminates numbers up to 9999	67
Discriminates numbers up to 999	23
Discriminates numbers up to 99	8
Discriminates numbers only up to 9	2

1. 67% of students were able to discriminate numbers up to 9999
2. 23% of students were able to discriminate numbers up to 999
3. 8% of students were able to discriminate numbers up to 99
4. 2 % of students did not respond to any of the items related to the subtask of number discrimination

Average Score in Number Discrimination (on a scale of 0 to 14)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	12	12	11	11	12	11	11	12	13	11	11	11	12

5. Students could correctly discriminate 12 out of the total of 14 numbers
 - a. Boys could correctly discriminate 12 out of the total of 14 numbers. For girls, this number was 11.
 - b. Rural students could correctly discriminate 11 numbers. For urban students, this number was 12.

- c. From among the four school managements, students studying in Central government schools could correctly discriminate the highest quantity of numbers i.e., 13. This was followed by students studying in Private schools (12 numbers). Students studying in Government Aided schools and State Government schools correctly discriminated the same quantity of numbers i.e., 11.
- d. From among the four school social groups, students belonging to the social group of Others correctly discriminated the highest quantity of numbers i.e., 13. Students belonging to the social groups of OBC, SC and ST and OBC correctly discriminated the same quantity of numbers i.e., 11.

Number Operation (Addition and Subtraction)

At the National level, on an average,

Descriptor	National Average Performance (%)
Adds numbers up to 999	53
Adds numbers up to 99	71
Adds numbers up to 9	92
Subtracts numbers up to 999	40
Subtracts numbers up to 99	62
Subtracts numbers up to 9	81

1. 53% of students were able to add numbers up to 999
2. 71% of students were able to add numbers up to 99
3. 92% of students were able to add numbers up to 9
4. 40% of students were able to subtract numbers up to 999
5. 62% of students were able to subtract numbers up to 99
6. 81% of students were able to subtract numbers up to 9

Average Score in Number Operation (Addition and Subtraction) (on a scale of 0 to 8)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	6	6	6	6	6	6	6	6	6	6	6	6	6

7. Students could correctly solve 6 of the 8 items on Number Operations i.e., (addition and subtraction facts)
 - a. Boys and girls could correctly solve 6 of the 8 items on Number Operations i.e., (addition and subtraction facts)
 - b. Rural and Urban students could correctly solve 6 of the 8 items on Number Operations i.e., (addition and subtraction facts)
 - c. Students studying in all the four school managements i.e., State Government schools, Government Aided schools, Private schools and Central government schools could correctly solve 6 of the 8 items on Number Operations i.e., (addition and subtraction facts)

- d. Student belonging to all the four social groups i.e., SC, ST, OBC and Others could correctly solve 6 of the 8 items on Number Operations i.e., (addition and subtraction facts)

Percentage of Students Used Strategies to Solve the questions	
	National Average Performance (%)
Finger/tick marks	15
Paper and pencil	77
Mental calculation	8

15% of students used the strategy of counting with finger/tick marks to solve the questions related to the Number Operation (Addition and Subtraction). Similarly, the percentage of students who used the strategies of paper and pencil and mental calculation to solve the questions related to the Number Operation (Addition and Subtraction) were 77 and 8 respectively.

Number Operation (Word problems)

At the National level, on an average,

Descriptor	National Average Performance (%)
Identifies the application of operation of addition in real life situations and provides the correct answer for questions based on addition only	54
Identifies the application of operation of subtraction in real life situations and provides the correct answer for questions based on subtraction only	42
Identifies the application of number operations in real life situations and provides the correct answers for 80% and above questions	52

- 54% of students identified the application of operation of addition in real life situations and provided the correct answer for questions based on addition only
- 42% of students identified the application of operation of subtraction in real life situations and provided the correct answer for questions based on subtraction only
- 52% of students identified the application of number operations in real life situations and provided the correct answers for 80% and above questions

Average Score in Number Operation (Word Problems) (on a scale of 0 to 6)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	4	4	4	4	4	4	4	4	4	4	4	4	4

- Students could correctly solve 4 of the 6 items on Number Operations i.e., (word problems)
 - Boys and girls could correctly solve 4 of the 6 items on Number Operations i.e., (word problems)
 - Rural and Urban students could correctly solve 4 of the 6 items on Number Operations i.e., (word problems)
 - Students studying in all the four school managements i.e., State Government schools, Government Aided schools, Private schools and Central government schools could correctly solve 4 of the 6 items on Number Operations i.e., (word problems)
 - Student belonging to all the four social groups i.e., SC, ST, OBC and Others could correctly solve 4 of the 6 items on Number Operations i.e., (word problems)

Percentage of Students Used Strategies to Solve the questions	
	National Average Performance (%)
Finger/tick marks	16
Paper and pencil	71
Mental calculation	13

16% of students used the strategy of counting with finger/tick marks to solve the questions related to the Number Operation (Word Problems). Similarly, the percentage of students who used the strategies of paper and pencil and mental calculation to solve the questions related to the Number Operation (Word Problems) were 71 and 13 respectively.

Number Operation (Multiplication)

At the National level, on an average,

Descriptor	National Average Performance (%)
Understands and applies correct multiplication facts in 80% and above questions	71
Understands and applies correct multiplication facts in 50% and less than 80% questions	16
Understands and applies correct multiplication facts in less than 50% questions	6
Does not respond	8

- 71% of students understood and applied correct multiplication facts in 80% and above questions
- 16% of students understood and applied correct multiplication facts in 50% and less than 80% questions
- 6% of students understood and applied correct multiplication facts in less than 50% questions
- 8% of students did not respond to items related to Number Operation (Multiplication)

Average Score in Number Operation (Multiplication) (on a scale of 0 to 4)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	3	3	3	3	4	3	3	4	4	3	3	3	4

- Students could correctly solve 3 out of the 4 items on Number Operations i.e., (Multiplication)
 - Boys and girls could correctly solve 3 out of the 4 items on Number Operations i.e., (Multiplication)
 - Rural students could correctly solve 3 out of the 4 items on Number Operations i.e., (Multiplication). Urban students were able to correctly all the 4 items on Number Operations i.e., (Multiplication)
 - Students studying in State Government schools and Government Aided schools, could correctly solve 3 out of the 4 items on Number Operations i.e., (Multiplication). Students studying in Private schools and Central government schools could correctly solve all the 4 items on Number Operations i.e., (Multiplication)
 - Student belonging to three social groups i.e., SC, ST and OBC could correctly solve 3 out of the 4 items on Number Operations i.e., (Multiplication). This number stood at 4 for students belonging to the social group of Others

Number Operation (Division)

At the National level, on an average,

Descriptor	National Average Performance (%)
Understands and applies correct Division facts in 80% and above questions	49
Understands and applies correct Division facts in 50% and less than 80% questions	31
Understands and applies correct Division facts in less than 50% questions	6
Does not respond	14

- 49% of students understood and applied correct division facts in 80% and above questions
- 31% of students understood and applied correct division facts in 50% and less than 80% questions
- 6% of students understood and applied correct division facts in less than 50% questions
- 14% of students did not respond to items related to number operation (division)

Average Score in Measurement (Division) (On a Scale of 0 to 4)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	3	3	3	3	3	3	3	3	3	3	3	3	3

- Students could correctly solve 3 out of the 4 items on Number Operations i.e., (Division)
 - Boys and girls could correctly solve 3 out of the 4 items on Number Operations i.e., (Division)
 - Rural and Urban students could correctly solve 3 out of the 4 items on Number Operations i.e., (Division)
 - Students studying in all the four school managements i.e., State Government schools, Government Aided schools, Private schools and Central government schools could correctly solve 3 out of the 4 items on Number Operations i.e., (Division)
 - Student belonging to all the four social groups i.e., SC, ST, OBC and Others could correctly solve 3 out of the 4 items on Number Operations i.e., (Division)

Measurement (Calendar Reading)

At the National level, on an average,

Descriptor	National Average Performance (%)
Identifies the Month, Date and Day on the Calendar	62
Identifies the month, Date and day with help	20
Make mistakes in identifying the Month, date and day	6
Does not respond	12

- 62% of the students correctly identified the month, date, and day on the calendar
- 20% of the students correctly identified the month, date, and day with help
- 6% of the students made mistakes in identifying the month, date, and day
- 12% of the students did not respond to questions on measurement (calendar reading)

Average Score in Measurement (Calendar Reading) (On a Scale of 0 to 3)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	2	2	2	2	2	2	2	3	3	2	2	2	2

5. Students could correctly solve 2 out of the 3 items on Measurement (calendar reading)
 - a. Boys and girls could correctly solve 2 out of the 3 items on Measurement (calendar reading)
 - b. Rural and Urban students could correctly solve 2 out of the 3 items on Measurement (calendar reading)
 - c. Students studying in State Government schools and Government Aided schools could correctly solve 2 out of the 3 items on Measurement (calendar reading).
 - d. Students studying in Private schools and Central government schools could correctly solve all the 3 items on Measurement (calendar reading).
 - e. Student belonging to all the four social groups i.e., SC, ST, OBC and Others could correctly solve 2 out of the 3 items on Measurement (calendar reading)

Measurement (Volume)

At the National level, on an average,

Descriptor	National Average Performance (%)
Can compare and estimate the volume of different containers	46
Can either compare or estimate the volume of different containers	47
Attempts but makes mistakes in estimating and comparing the volume	3
Does not respond	4

1. 46% of the students correctly compared and estimated the volume of different containers
2. 47% of the students could correctly either compare or estimate the volume of different containers
3. 3% of the students attempted but made mistakes in estimating and comparing the volume
4. 4% of the students did not respond to any of the items related to measurement (volume)

Average Score in Measurement (Volume) (On a Scale of 0 to 3)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	2	2	2	2	2	2	2	2	2	2	2	2	2

5. Students could correctly solve 2 out of the 3 items on measurement (volume)
 - a. Boys and girls could correctly solve 2 out of the 3 items on Measurement (volume)
 - b. Rural and Urban students could correctly solve 2 out of the 3 items on Measurement (volume)
 - c. Students studying in all the four school managements i.e., State Government schools, Government Aided schools, Private schools and Central government schools could correctly solve 2 out of the 3 items on Measurement (volume)
 - d. Student belonging to all the four social groups i.e., SC, ST, OBC and Others could correctly solve 2 out of the 3 items on Measurement (volume)

Measurement (Time on Clock)

At the National level, on an average,

Descriptor	National Average Performance (%)
Tells the time correctly	52
Tells the time correctly with the help of hint	36
Does not respond	12

- 52% of the students told the time correctly
- 36% of the students told the time correctly with the help of hint
- 12% of the students did not respond to any of the items related to measurement (time on clock)

Average Score in Measurement (Time on Clock) (on a scale of 0 to 3)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	2	2	2	2	2	2	2	2	2	2	2	2	2

- Students could correctly solve 2 out of the 3 items on measurement (time on clock)
 - Boys and girls could correctly solve 2 out of the 3 items on measurement (time on clock)
 - Rural and Urban students could correctly solve 2 out of the 3 items on measurement (time on clock)
 - Students studying in all the four school managements i.e., State Government schools, Government Aided schools, Private schools and Central government schools could correctly solve 2 out of the 3 items on Measurement (time on clock)
 - Student belonging to all the four social groups i.e., SC, ST, OBC and Others could correctly solve 2 out of the 3 items on Measurement (time on clock)

Measurement (Length)

At the National level, on an average,

Descriptor	National Average Performance (%)
Applies the understanding of measurement of length and calculates the length of the object	62
Applies the understanding of measurement of length but miscalculates the length of the object when the object is not aligned with the 0 of the scale	27
Makes effort but not able to calculate the length of the object	6
Does not respond	4

- 62% of the students applied the understanding of measurement of length and calculated the length of the object
- 27% of the students applied the understanding of measurement of length but miscalculated the length of the object when the object was not aligned with the 0 of the scale
- 6% of the students made effort but were not able to calculate the length of the object
- 4% of the students did not respond to any of the items related to measurement (length)

Average Score in Measurement (Length) (on a scale of 0 to 3)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	3	3	3	3	3	3	3	3	3	2	2	3	3

5. Students could correctly solve all the 3 items on measurement (length)
 - a. Boys and girls could correctly solve all the 3 items on measurement (length)
 - b. Rural and Urban students could correctly solve all the 3 items on measurement (length)
 - c. Students studying in all the four school managements i.e., State Government schools, Government Aided schools, Private schools and Central government schools could correctly solve all the 3 items on Measurement (length)
 - d. Students belonging to two social groups i.e., SC and ST, could correctly solve 2 out of the 3 items on Measurement (length). However, Students belonging to the remaining two social groups i.e., OBC and Others, could correctly solve all the 3 items on Measurement (length).

Fractions

At the National level, on an average,

Descriptor	National Average Performance (%)
Correctly identifies one-half	70
Correctly identifies one-fourth	47
Correctly identifies three-fourth	61
Correctly identifies all the fractions (one-half, one-fourth, three-fourth)	42
Correctly represents one-half	68
Correctly represents one-fourth	55
Correctly represents three-fourth	46
Correctly represents all the fractions (one-half, one-fourth, three-fourth)	40

1. 70% of the students correctly identified one-half
2. 47% of the students correctly identified one-fourth
3. 61% of the students correctly identified three-fourth
4. 42% of the students correctly identified all the fractions (one-half, one-fourth, three-fourth)
5. 68% of the students correctly represented one-half
6. 55% of the students correctly represented one-fourth
7. 46% of the students correctly represented three-fourth
8. 40% of the students correctly represented all the fractions (one-half, one-fourth, three-fourth)

Average Score in Fractions (on a scale of 0 to 6)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	3	3	3	3	3	3	4	4	3	3	3	4	4

9. Students could correctly solve 3 of the 6 items on fractions
 - a. Boys and girls could correctly solve 3 of the 6 items on fractions

- b. Rural and urban students could correctly solve 3 of the 6 items on fractions
- c. Students studying in two school managements i.e., State Government schools, and Central government schools could correctly solve 3 of the 6 items on fractions. However, students studying in Government Aided schools and Private schools could correctly solve 4 of the 6 items on fractions.
- d. Students belonging to two social groups i.e., SC and ST, could correctly solve 3 of the 6 items on fractions. However, students belonging to the remaining two social groups i.e., OBC and Others, could correctly solve 4 of the 6 items on fractions.

Patterns

At the National level, on an average,

Descriptor	National Average Performance (%)
Correctly identifies and completes patterns with shapes and numbers in 80% and above questions	61
Correctly identifies and completes patterns with shapes and numbers in 50% to less than 80% questions	28
Correctly identifies and completes patterns with shapes and numbers in less than 50% questions	8
Does not respond	2

1. 61% of students correctly identified and completed patterns with shapes and numbers in 80% and above questions
2. 28% of students correctly identified and completed patterns with shapes and numbers in 50% to less than 80% questions
3. 8% of students correctly identified and completed patterns with shapes and numbers in less than 50% questions
4. 2% of students did not respond to any of the items related to patterns

Average Score in Pattern (on a scale of 0 to 8)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	6	6	6	6	7	6	6	7	7	6	6	6	7

5. Students could correctly solve 6 of the 8 items on patterns
 - a. Boys and girls could correctly solve 6 of the 8 items on patterns
 - b. Rural students could correctly solve 6 of the 8 items on patterns. For urban students this number was 7 out of 8.
 - c. Students studying in two school managements i.e., State Government schools, and Government Aided schools could correctly solve 6 of the 8 items on patterns. However, students studying in Central Government schools and Private schools could correctly solve 7 of the 8 items on patterns.
 - d. Students belonging to three social groups i.e., SC, OBC and ST, could correctly solve 6 of the 8 items on patterns. However, students belonging to the social groups of others could correctly solve 7 of the 8 items on patterns.

Data Handling

Descriptor	National Average Performance (%)
Answers 80% and above questions correctly	70
Answers 50%-less than 80% questions correctly	23
Answers less than 50% questions correctly	5
Answers less than 50% questions correctly	2

1. 70% of students correctly answered 80% and above questions correctly
2. 23% of students correctly answered 50% - less than 80% questions correctly
3. 5% of students correctly answered less than 50% questions correctly
4. 2% of students did not respond to any of the items related to data handling

Average Score in Data Handling(on a scale of 0 to 6)													
National Value	Aggregated Performance	Gender		Location		Management				Social Group			
		Boys	Girls	Rural	Urban	State Govt.	Govt. Aided	Private	Central Govt.	SC	ST	OBC	Others
	5	5	5	5	5	5	5	5	5	5	5	5	5

5. Students could correctly solve 5 out of the 6 items on data handling
 - a. Boys and girls could correctly solve 5 out of the 6 items on data handling
 - b. Rural and urban students could correctly solve 5 out of the 6 items on data handling
 - c. Students studying in all the four school managements i.e., State Government schools, Government Aided schools, Private schools and Central government schools could correctly solve 5 out of the 6 items on data handling
 - d. Students belonging to all the four social groups i.e., SC, ST, OBC and Others could correctly solve 5 out of the 6 items on data handling

Section

4



Analysis of Contextual Variables and Student Achievement : FLS 2022

The relationships between learning achievement of students and variables related to student's home backgrounds and schools were analysed in FLS 2022. This section of the report discusses the association of the different contextual variables with the achievements of the students in FLS 2022.

Associations have been drawn for literacy and numeracy separately. Tables are followed by a brief explanation of results, when differences between group means are found to be significant (Cohen; s D). For details, please refer to the Methodology section of this report.

Results presented in the section of this report are not included in any of the current set of report cards. Computations to derive these results have been carried out specifically for writing this section of the FLS 2022 Analytical report.

Results similar to this section have been included in the State Report Cards, however at the State level. Results given below present, National level associations between teacher, student, and school related variables and achievement in literacy and numeracy as measured in FLS 2022.

Foundational Literacy

Association Results: Student Profile

Table 4.1: Language Spoken by Students at Home is the same as Medium of Instruction

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	-0.98	-0.07
Decoding Non-Words	0.58	0.04
Oral Language Comprehension	0.02	0.02
Oral Reading Fluency (ORF)	-4.90	-0.22
Phonological Awareness	0.24	0.08
Picture Matching	-0.05	-0.04
ORF with Comprehension	0.80	0.23
Decoding Letters	-5.08	-0.24

Table 34 shows that the difference between the group means were observed to be significant in case of subtasks of ORF, ORF with Comprehension and Decoding of Letters. A small effect size of value of 0.2 was observed for these subtasks. **This implies that when the language spoken at home was different from the medium of instruction at school, student scores were negatively impacted or reduced on the subtask of ORF with comprehension. However, data revealed an opposite trend in the case of subtasks of ORF and Decoding letters.**

Table 4.2: Attended Pre-primary Classes/Anganwadi

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	0.74	0.05
Decoding Non-Words	0.64	0.04
Oral Language Comprehension	0.02	0.02
Oral Reading Fluency	0.64	0.03
Phonological Awareness	0.19	0.06
Picture Matching	0.04	0.04
ORF with Comprehension	0.21	0.06
Decoding Letters	0.89	0.04

Table 4.3: Ask Questions in the Class

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	3.91	0.26
Decoding Non-Words	4.19	0.27
Oral Language Comprehension	0.10	0.11
Oral Reading Fluency	4.43	0.20
Phonological Awareness	0.71	0.23
Picture Matching	0.18	0.16
ORF with Comprehension	0.72	0.21
Decoding Letters	5.12	0.25

Table 36 shows that the difference between the group means were observed to be significant in case of subtasks of Decoding Words, Decoding Non - Words, ORF, Phonological Awareness, ORF with Comprehension and Decoding of Letters. A small effect size of value of 0.2 was observed for these subtasks. **This implies that, in comparison to students who did not ask questions during classes, students who DID ask questions performed better/got higher scores on the above subtasks.**

Table 4.4: Reads Other Materials in Addition to Textbooks

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	4.42	0.30
Decoding Non-Words	4.58	0.29
Oral Language Comprehension	0.11	0.13
Oral Reading Fluency (ORF)	5.33	0.24
Phonological Awareness	0.81	0.27
Picture Matching	0.18	0.16
ORF with Comprehension	0.90	0.26
Decoding Letters	5.36	0.26

Table 37 shows that the difference between the group means were observed to be significant in case of subtasks of Decoding Words, Decoding Non - Words, ORF, Phonological Awareness, ORF with Comprehension and Decoding of Letters. A small effect size of value of 0.2 was observed for these subtasks. **This implies that, in comparison to students who did not read other material in addition to textbooks had lower scores on the above subtasks than those students who DID read other material in addition to textbooks.**

Table 4.5: Playing Games

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	0.97	0.07
Decoding Non-Words	1.51	0.10
Oral Language Comprehension	0.09	0.10
Oral Reading Fluency	1.66	0.08
Phonological Awareness	0.47	0.15
Picture Matching	0.07	0.06
ORF with Comprehension	0.13	0.04
Decoding Letters	1.20	0.06

Table 4.6: Story Telling with Family Members

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	1.55	0.10
Decoding Non-Words	1.91	0.12
Oral Language Comprehension	0.04	0.05
Oral Reading Fluency	0.61	0.03
Phonological Awareness	0.39	0.13
Picture Matching	0.10	0.09
ORF with Comprehension	0.50	0.15
Decoding Letters	1.29	0.06

Table 4.7: Playing Game with Family Members

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	1.04	0.07
Decoding Non-Words	1.50	0.10
Oral Language Comprehension	0.02	0.02
Oral Reading Fluency	0.47	0.02
Phonological Awareness	0.32	0.10
Picture Matching	0.05	0.05
ORF with Comprehension	0.33	0.10
Decoding Letters	0.72	0.04

Table 4.8: Time taken to go to School up to 30 minutes.

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	-0.59	-0.04
Decoding Non-Words	0.15	0.01
Oral Language Comprehension	0.02	0.02
Oral Reading Fluency	-1.29	-0.06
Phonological Awareness	0.01	0.00
Picture Matching	-0.04	-0.04
ORF with Comprehension	0.02	0.01
Decoding Letters	-0.64	-0.03

Table 4.9: Time Taken to go to School more than 30 minutes.

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	0.59	0.04
Decoding Non-Words	-0.15	-0.01
Oral Language Comprehension	-0.02	-0.02
Oral Reading Fluency	1.29	0.06
Phonological Awareness	-0.01	0.00
Picture Matching	0.04	0.04
ORF with Comprehension	-0.02	-0.01
Decoding Letters	0.64	0.03

Association Results: Teacher Profile

Table 4.10: Teaching at Foundational Stage: Less than 3 years/more than 3 years

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	0.38	0.03
Decoding Non - words	0.15	0.01
Oral Language Comprehension	0.05	0.06
Oral Reading Fluency (ORF)	0.91	0.04
Phonological Awareness	-0.02	-0.01
Picture Matching	0.06	0.05
ORF with Comprehension	0.24	0.07
Decoding Letters	0.62	0.03

Table 4.11: Table 44: Attend any In-Service Workshop/Training to Understand the Learning Needs and other Developmental aspects in Young Children

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	-0.19	-0.01
Decoding Non - words	0.04	0.00
Oral Language Comprehension	0.01	0.01
Oral Reading Fluency (ORF)	-1.17	-0.05
Phonological Awareness	0.02	0.01
Picture Matching	-0.02	-0.02
ORF with Comprehension	-0.16	-0.05
Decoding Letters	-0.34	-0.02

Table 4.12: Highest Educational Qualification up to Higher Secondary

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	-2.29	-0.15
Decoding Non - words	-1.78	-0.11
Oral Language Comprehension	-0.02	-0.02
Oral Reading Fluency (ORF)	-4.73	-0.22
Phonological Awareness	-0.38	-0.12
Picture Matching	-0.03	-0.03
ORF with Comprehension	0.00	0.00
Decoding Letters	-3.19	-0.15

Table 45 shows that the difference between the groups means were observed to be significant in case of subtask of ORF. A small effect size of value of 0.2 was observed for this subtask. **This implies that, students who were taught by teachers educated up to higher secondary had higher scores/performed better on the subtask of ORF than students who were taught by teachers who had educational qualifications less than that of higher secondary.**

Table 4.13: Technique used in Assessing Students: Observation (Never and Sometimes Vs. Most of the Times and Almost Always)

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	1.83	0.12
Decoding Non - words	0.34	0.02
Oral Language Comprehension	0.08	0.09
Oral Reading Fluency (ORF)	4.38	0.20
Phonological Awareness	0.35	0.11
Picture Matching	0.05	0.05
ORF with Comprehension	-0.45	-0.13
Decoding Letters	2.98	0.14

Table 46 shows that the difference between the groups means were observed to be significant in case of subtask of ORF. A small effect size of value of 0.2 was observed for this subtask. **This implies that, the frequent use of assessment technique of observation was associated with higher/better student scores on this subtask.**

Table 4.14: Technique used In Assessing Students: Class Test (Never and Sometimes Vs. Most of the Times and Almost Always)

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	0.65	0.04
Decoding Non - words	0.10	0.01
Oral Language Comprehension	0.01	0.01
Oral Reading Fluency (ORF)	0.95	0.04
Phonological Awareness	0.10	0.03
Picture Matching	-0.02	-0.02
ORF with Comprehension	-0.05	-0.01
Decoding Letters	1.28	0.06

Table 4.15: Technique Used in Assessing Students: Group Activity
(Never and Sometimes Vs. Most of the Times and Almost Always)

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	-0.35	-0.02
Decoding Non - words	0.06	0.00
Oral Language Comprehension	0.01	0.01
Oral Reading Fluency (ORF)	-0.53	-0.02
Phonological Awareness	0.12	0.04
Picture Matching	-0.01	-0.01
ORF with Comprehension	-0.09	-0.03
Decoding Letters	-0.31	-0.02

Table 4.16: Technique Used in Assessing Students: Peer Work
(Never and Sometimes Vs. Most of the Times and Almost Always)

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	-0.28	-0.02
Decoding Non - words	0.58	0.04
Oral Language Comprehension	0.03	0.03
Oral Reading Fluency (ORF)	-0.56	-0.03
Phonological Awareness	0.22	0.07
Picture Matching	0.02	0.02
ORF with Comprehension	0.04	0.01
Decoding Letters	-0.62	-0.03

Table 4.17: Technique Used in Assessing Students: Oral Work
(Never and Sometimes Vs. Most of the Times and Almost Always)

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	-0.11	-0.01
Decoding Non - words	0.11	0.01
Oral Language Comprehension	0.01	0.01
Oral Reading Fluency (ORF)	0.70	0.03
Phonological Awareness	0.12	0.04
Picture Matching	0.03	0.03
ORF with Comprehension	-0.27	-0.08
Decoding Letters	0.26	0.01

Table 4.18: Table 51: Maintain Teacher's Diary

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	0.38	0.03
Decoding Non - words	0.15	0.01
Oral Language Comprehension	0.05	0.06
Oral Reading Fluency (ORF)	0.91	0.04
Phonological Awareness	-0.02	-0.01
Picture Matching	0.06	0.05
ORF with Comprehension	0.24	0.07
Decoding Letters	0.62	0.03

Table 4.19: Teacher's Uses Portfolio to Assess the Progress of the Child

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	0.92	0.06
Decoding Non - words	0.93	0.06
Oral Language Comprehension	0.06	0.07
Oral Reading Fluency (ORF)	1.98	0.09
Phonological Awareness	0.11	0.04
Picture Matching	0.04	0.04
ORF with Comprehension	0.05	0.01
Decoding Letters	1.21	0.06

Table 4.20: Time taken to go to school up to 30 minutes.

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	2.10	0.14
Decoding Non - words	2.25	0.14
Oral Language Comprehension	0.06	0.07
Oral Reading Fluency (ORF)	3.04	0.14
Phonological Awareness	0.28	0.09
Picture Matching	0.04	0.04
ORF with Comprehension	0.42	0.12
Decoding Letters	1.78	0.09

Association Results: School Profile

Table 4.21: School Infrastructure: Electricity and Proper Lighting

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	2.19	0.15
Decoding Non - Words	3.25	0.21
Oral Language Comprehension	0.08	0.09
Oral Reading Fluency (ORF)	4.36	0.20
Phonological Awareness	0.70	0.23
Picture Matching	0.08	0.07
ORF with Comprehension	-0.07	-0.02
Decoding Letters	1.94	0.09

Table 54 shows that the difference between the group means were observed to be significant in case of subtasks of Decoding Non - Words, ORF, and Phonological Awareness. A small effect size of value of 0.2 was observed for these subtasks. This implies that, for schools which HAD electricity and proper lighting, higher student scores/better student performance was recorded on all the above subtasks than schools which did not have electricity and proper lighting.

Table 4.22: School Infrastructure: Fully Functional Toilet for Girls

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	2.72	0.18
Decoding Non - Words	2.85	0.18
Oral Language Comprehension	0.06	0.07
Oral Reading Fluency (ORF)	4.17	0.19
Phonological Awareness	0.57	0.19
Picture Matching	0.10	0.09
ORF with Comprehension	0.14	0.04
Decoding Letters	2.32	0.11

Table 4.23: School Infrastructure: Fully Functional Toilet for Boys

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	2.18	0.15
Decoding Non - Words	2.17	0.14
Oral Language Comprehension	0.05	0.06
Oral Reading Fluency (ORF)	3.89	0.18
Phonological Awareness	0.51	0.17
Picture Matching	0.09	0.08
ORF with Comprehension	0.11	0.03
Decoding Letters	2.17	0.10

Table 4.24: School Infrastructure: Readily Available Medical Room

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	4.09	0.28
Decoding Non - Words	3.60	0.23
Oral Language Comprehension	0.04	0.05
Oral Reading Fluency (ORF)	6.99	0.32
Phonological Awareness	0.61	0.20
Picture Matching	0.12	0.11
ORF with Comprehension	0.37	0.11
Decoding Letters	4.39	0.21

Table 57 shows that the difference between the groups means were observed to be significant in case of subtasks of Decoding Words, Decoding Non - Words, ORF, Phonological Awareness and Decoding Letters. A small effect size of value of 0.2 was observed for these subtasks. **This implies that, in comparison to schools which did not adequate school infrastructure – readily available medical rooms, schools which DID have these facilities exhibited higher student scores/better student performance on all the above subtasks.**

Table 4.25: Table 58: School Infrastructure: Safe windows and Openings for Ventilation

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	1.26	0.08
Decoding Non - Words	1.12	0.07
Oral Language Comprehension	0.07	0.08
Oral Reading Fluency (ORF)	2.84	0.13
Phonological Awareness	0.30	0.10
Picture Matching	0.09	0.08
ORF with Comprehension	-0.16	-0.05
Decoding Letters	2.03	0.10

Table 4.26: Table 59: School Facility: Basic Drinking Water

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	2.05	0.14
Decoding Non - Words	2.88	0.18
Oral Language Comprehension	0.01	0.01
Oral Reading Fluency (ORF)	4.65	0.21
Phonological Awareness	0.73	0.24
Picture Matching	0.07	0.06
ORF with Comprehension	-0.01	0.00
Decoding Letters	0.35	0.02

Table 59 shows that the difference between the groups means were observed to be significant in case of subtasks of ORF and Phonological Awareness. A small effect size of value of 0.2 was observed for these subtasks. **This implies that, in comparison to schools which did not have adequate school facility – basic drinking water, schools which DID have these facilities exhibited higher student scores/better student performance on the above subtasks.**

Table 4.27: Table 60: School Facility: Basic Hand Washing Facility

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	2.78	0.19
Decoding Non - Words	3.80	0.24
Oral Language Comprehension	0.08	0.09
Oral Reading Fluency (ORF)	4.97	0.22
Phonological Awareness	0.75	0.24
Picture Matching	0.08	0.07
ORF with Comprehension	-0.01	0.00
Decoding Letters	1.63	0.08

Table 60 shows that the difference between the group means were observed to be significant in case of subtasks of Decoding Non-Words, ORF and Phonological Awareness. A small effect size of value less than 0.5 was observed for these subtasks. **This implies that, in comparison to schools which did not have adequate school facility – basic hand washing, schools which DID have these facilities exhibited higher student scores/better student performance on the above subtasks.**

Table 4.28: School Facility: Mid-Day Meals to the Child on Daily Basis

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	-6.89	-0.48
Decoding Non - Words	-5.62	-0.36
Oral Language Comprehension	-0.05	-0.06
Oral Reading Fluency (ORF)	-11.15	-0.52
Phonological Awareness	-0.84	-0.28
Picture Matching	-0.20	-0.18
ORF with Comprehension	-0.57	-0.17
Decoding Letters	-8.16	-0.40

Table 61 shows that the difference between the group means were observed to be significant in case of subtasks of Decoding Words, Decoding Non-Words, ORF, Decoding Letters and Phonological Awareness. A small effect size of (less than 0.5) was observed for the subtasks of Decoding Words, Decoding Non-Words, Phonological Awareness and Decoding Letters. A moderate effect size of value above 0.5 was observed for the subtask of ORF. This implies that, in comparison to schools which did have adequate school facility – serve mid-day meals to the children on a daily basis, schools which DID NOT have these facilities exhibited higher student scores/better student performance on the above subtasks.

Table 4.29: School Facility: Primary Health Services

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	0.90	0.06
Decoding Non - Words	1.08	0.07
Oral Language Comprehension	0.01	0.01
Oral Reading Fluency (ORF)	2.23	0.10
Phonological Awareness	0.38	0.12
Picture Matching	0.03	0.03
ORF with Comprehension	0.00	0.00
Decoding Letters	-0.22	-0.01

Table 4.30: School Facility: Primary Health Services

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	0.68	0.05
Decoding Non - Words	1.13	0.07
Oral Language Comprehension	0.02	0.02
Oral Reading Fluency (ORF)	1.69	0.08
Phonological Awareness	0.33	0.11
Picture Matching	0.03	0.03
ORF with Comprehension	-0.04	-0.01
Decoding Letters	0.47	0.02

Table 4.31: Health Check-up not Being Done

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	-0.49	-0.03
Decoding Non - Words	-0.62	-0.04
Oral Language Comprehension	-0.08	-0.09
Oral Reading Fluency (ORF)	-2.26	-0.10
Phonological Awareness	-0.24	-0.08
Picture Matching	-0.03	-0.03
ORF with Comprehension	0.00	0.00
Decoding Letters	-1.40	-0.07

Table 4.32: Classroom Equipment: Story Books

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	1.61	0.11
Decoding Non - Words	2.76	0.18
Oral Language Comprehension	0.03	0.03
Oral Reading Fluency (ORF)	2.26	0.10
Phonological Awareness	0.56	0.18
Picture Matching	0.07	0.06
ORF with Comprehension	-0.01	0.00
Decoding Letters	0.18	0.01

Table 4.33: Classroom Equipment: Toys/ Play equipment

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	1.71	0.11
Decoding Non - Words	2.45	0.16
Oral Language Comprehension	0.06	0.07
Oral Reading Fluency (ORF)	3.24	0.15
Phonological Awareness	0.45	0.15
Picture Matching	0.07	0.06
ORF with Comprehension	0.03	0.01
Decoding Letters	1.55	0.07

Table 4.34: Classroom Equipment: Computers

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	4.05	0.27
Decoding Non - Words	3.66	0.23
Oral Language Comprehension	0.04	0.05
Oral Reading Fluency (ORF)	7.59	0.35
Phonological Awareness	0.60	0.20
Picture Matching	0.10	0.09
ORF with Comprehension	0.06	0.02
Decoding Letters	4.81	0.23

Table 67 shows that the difference between the groups means were observed to be significant in case of subtasks of Decoding Words, Decoding Non-Words, ORF, Decoding Letters and Phonological Awareness. A small effect size (less than 0.5) was observed for all the above subtasks. **This implies that, in comparison to schools which did not have classroom equipment: computers, schools which DID have computers exhibited higher student scores/better student performance on the above subtasks.**

Table 4.35: Classroom Equipment: Internet Access

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	4.27	0.29
Decoding Non - Words	3.86	0.25
Oral Language Comprehension	0.03	0.03
Oral Reading Fluency (ORF)	7.57	0.35
Phonological Awareness	0.63	0.21
Picture Matching	0.11	0.10
ORF with Comprehension	0.22	0.06
Decoding Letters	5.29	0.26

Table 68 shows that the difference between the group means were observed to be significant in case of subtasks of Decoding Words, Decoding Non-Words, ORF, Decoding Letters and Phonological Awareness. A small effect size (less than 0.5) was observed for all the above subtasks. **This implies that, in comparison to schools which did not have classroom equipment: internet access, schools which DID have internet access exhibited higher student scores/better student performance on the above subtasks.**

Table 4.36: Classroom Equipment: Textbooks/Reading Materials

Literacy Sub Task	Difference between Mean Scores	Sig.*
Decoding Words	2.41	0.16
Decoding Non - Words	0.85	0.05
Oral Language Comprehension	0.09	0.10
Oral Reading Fluency (ORF)	4.82	0.22
Phonological Awareness	0.35	0.11
Picture Matching	0.02	0.02
ORF with Comprehension	-0.48	-0.14
Decoding Letters	2.91	0.14

Table 69 shows that the difference between the groups means were observed to be significant in case of subtasks of ORF. A small effect size (less than 0.5) was observed for the above subtasks. **This implies that, in comparison to schools which did not have classroom equipment: textbooks/reading materials, schools which DID have textbooks/reading materials exhibited higher student scores/better student performance on the above subtask.**

Foundational Numeracy

Association Results: Student Profile

Table 70 provides details on the association results regarding various student related variables.

Table 4.37: Association Results for Student Related Variables - Foundational Numeracy

Numeracy	Difference between Mean Scores	Sig.*
Language spoken by students at home is the same as medium of instruction	-0.28	-0.05
Attended pre-primary Classes/Anganwadi	0.16	0.03
Ask questions in the class	0.45	0.09
Reads other materials in addition to textbooks	0.49	0.09
Playing Game	0.12	0.02
Story telling with family members	0.15	0.03
Playing Game with family members	0.09	0.02
Time taken to go to school up to 30 minutes	-0.08	-0.02
Time taken to go to school up to more than 30 minutes	0.08	0.02

Association Results: Teacher Profile

Table 71 provides details on the association results regarding various teacher related variables.

Table 4.38: Association Results for Teacher Related Variables - Foundational Numeracy

Numeracy	Difference between Mean Scores	Sig.*
Teaching at Foundational stage: less than 3 years/more than 3 years	0.09	0.02
Attend any in-service workshop/Training to understand the learning needs and other developmental aspects in young children	-0.02	-0.00
Highest educational qualification up to Higher Secondary	-0.21	-0.04
Technique used in assessing students: Observation (Never and Sometimes Vs. Most of the times and Almost Always)	0.08	0.01
Technique used in assessing students: Class Test (Never and Sometimes Vs. Most of the times and Almost Always)	0.01	0.00
Technique used in assessing students: Group Activity (Never and Sometimes Vs. Most of the times and Almost Always)	-0.03	-0.01
Technique used in assessing students: Peer Work (Never and Sometimes Vs. Most of the times and Almost Always)	-0.05	-0.01
Technique used in assessing students: Oral Work (Never and Sometimes Vs. Most of the times and Almost Always)	0	0
Maintain Teacher's Diary	0.09	0.02
Teacher's uses portfolio to assess the progress of the child	0.2	0.04
Time taken to go to school up to 30 minutes	0.17	0.03

Association Results: School Profile

Table 72 provides details on the association results regarding various school related variables.

Table 4.39: Association Results for School Related Variables - Foundational Numeracy

Numeracy	Difference between Mean Scores	Sig.*
School Infrastructure: Electricity and proper lighting	0.21	0.04
School Infrastructure: Fully functional toilet for girls	0.29	0.06
School Infrastructure: Fully functional toilet for boys	0.28	0.05
School Infrastructure: Readily available medical room	0.39	0.07
School Infrastructure: Safe windows and openings for ventilation	0.16	0.03
School Facility: Basic Drinking Water	0.16	0.03
School Facility: Basic hand washing facility	0.17	0.03
School Facility: Mid-day meals to the child on daily basis	-0.65	-0.12
School Facility: Primary Health Services	0.05	0.01
School Facility: Accessible infrastructure for students with disabilities	0.09	0.02
Health check-up not being done	-0.12	-0.02
Classroom Equipment: Story Books	0.12	0.02
Classroom Equipment: Toys/ Play equipment	0.18	0.03
Classroom Equipment: Computers	0.39	0.07
Classroom Equipment: Internet access	0.42	0.08
Classroom Equipment: Textbooks/reading materials	0.09	0.02

Section

5



Profiling of Background Variables : FLS 2022

Information for this section has been derived from the State Report Cards available on https://dse.education.gov.in/fls_2022. Data for this section is presented towards the end of the FLS 2022 State Report Cards.

Demographic profiles of students, teachers and schools as captured by FLS 2022 are presented below.

Key Findings

Student Demographic Profile

National level results revealed that, on an average,

1. The most frequently carried out activity by children with their family members was playing of games. This response was given by 25% of the children. The activity which was done the least with family members was art and craft (14%).
2. 93% of students reported that, the activity which they liked to do most was playing games. This was followed carrying out of activities related to art and craft (91%); playing with toys (85%); looking after plants or/and animals (85%); reading books - other than textbooks (82%) and exercising - Yoga etc. (70%).
3. 55% of students shared that they commonly commuted to school by walking i.e., on foot. This response was followed by the use of own transport two/three-wheeler (18%), school transport (9%), bicycle (8%), public transport - bus/train/metro (7%) and own transport four-wheeler (3%).

Teacher Demographic and Professional Profile

At the National level,

1. 73% of teachers reported that the infrastructure and resource used by them on a daily/everyday basis was spacious classrooms. 37% suggested the use of classrooms with access to additional space. 21% of teachers mentioned that halls were not available to them and another 28% reported the non-availability of smart classrooms.
2. 49% of teachers reported that, the assessment technique most frequently used by them was class test- paper and pencil. This response was followed by the stated use of group activities (44%), oral work (41%), peer work (40%) and observations (39%).
3. 56% of teachers shared that their teaching experience at the foundational stage was more than 5 years.

4. 45% of teachers mentioned that they were graduates.
5. 88% of teachers reported that, the teaching learning material most frequently used by them in the classroom at the foundational stage was blackboards. A similar percentage of teachers (86%) mentioned the use of textbooks. 28% of teacher reported that computer resources (audio visual aid) were not available to them. 14% of teachers shared about the unavailability of library resources.

School Demographic Profile

1. 31% of head teachers reported that, there was no source of drinking water in their schools. Source of drinking water in 81% of schools were taps. 34% of schools used the hand pump as a source of drinking water. An equivalent percentage of schools (20%) used rainwater tank and well water as a source of drinking water in their schools
2. Resources used in the classrooms at the foundational stage (as reported by Head Teachers) are presented in figure 5.

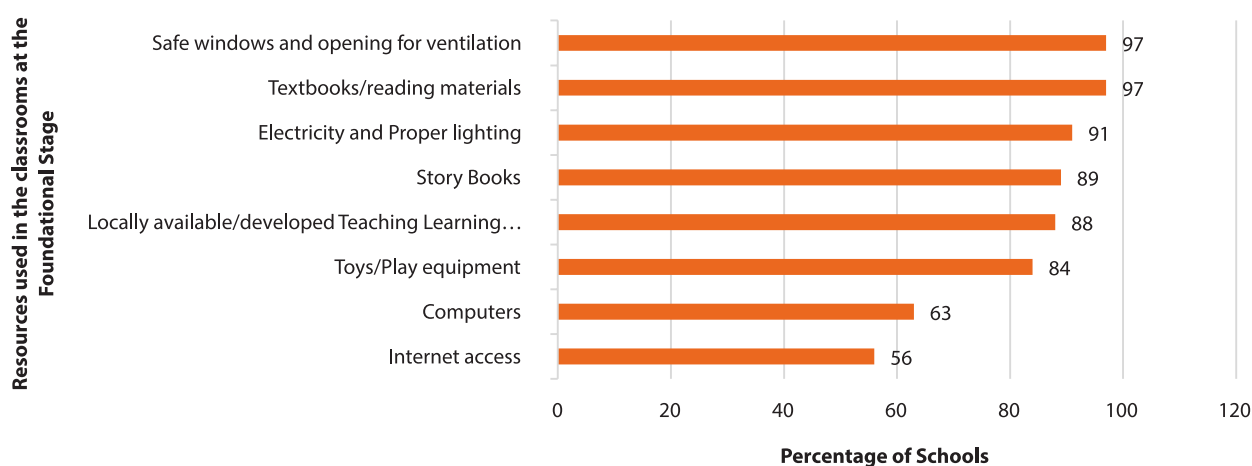


Figure 5.1: Resources used in the classrooms at the foundational stage

3. Presence of school Managing Committee in the school was reported by 95% of head teachers. 56% of schools organized a Parent-Teacher Meeting (PTM) every month. Data also shows that, in 17% of schools PTMs were not organized.
4. Nature of community support provided to schools is shown in Figure 6

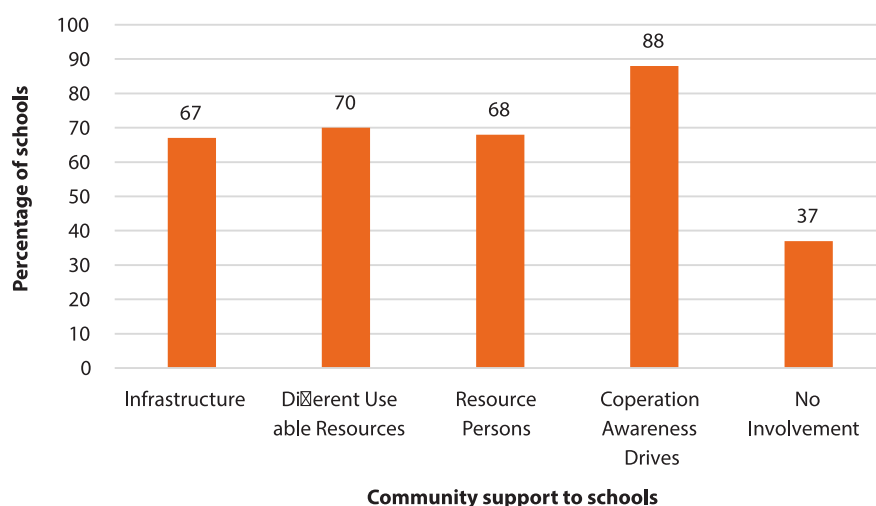


Figure 5.2: Figure 6: Nature of Community Support Provided to Schools

Summary of Key Findings

This section of the report synthesizes and presents the key findings mentioned in the previous sections of this report. Findings are organized under the following 6 heads:

1. Benchmarking Results
 - a. Foundational Literacy
 - b. Foundational Numeracy
2. Language Specific Foundational Literacy Subtask based Results
3. Foundational Numeracy Subtask based Results
4. Analysis of Relationships between Background Variables and Student Achievement/Performance on FLN

Benchmarking Results

Foundational Literacy

1. On a passage with ~ 70 words, for 9 languages, the average number of correct words read per minute was between 20 and 30. For 8 languages, the average cwpm was between 30 and 40. Lowest average cwpm was recorded for Tamil i.e., 17 words. Highest average cwpm was recorded for Mizo and Punjabi at 49 words and 46 words respectively.
2. For 15 languages, the average number of reading comprehension questions correctly answered in the FLS 2022 foundational literacy assessment were 60% or 3 questions. This number was higher for 4 languages - Khasi, Malayalam, Urdu, and Mizo at 80% or 4 questions. Lowest number of reading comprehension questions correctly answered were recorded for Konkani i.e., at 2 questions or 40%.
3. Amongst the 4 proficiency levels, for 14 languages the highest concentration of students was in the partially meets global minimum proficiency category. For 8 languages, the second highest concentration of students was followed in the meet global minimum proficiency. For 6 languages, the least percentage of students falling under any PL was recorded in the level of below partially meets global minimum proficiency level.

Foundational Numeracy

1. The benchmarks for below partially meets global minimum proficiency for foundational numeracy were 0 - 42 score points. For the PL of partially meets global minimum proficiency the benchmark was 43 - 69 score points. For the PLs of meets global minimum proficiency and exceeds global

minimum proficiency the benchmarks were 70 - 83 score points and 84 and above score points respectively.

2. Results revealed that, the highest concentration of students (42%) in all the 4 GPLs was in the level of Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Partially Meets Global Minimum Proficiency (37%), Below Partially Meets Global Minimum Proficiency (11%) and Exceeds Global Minimum Proficiency (10%).
 - ◆ The above trend was found to hold true in the case of boys and girls too.
3. The highest concentration of girls (41%) in all the 4 GPLs was in the level of Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Partially Meets Global Minimum Proficiency (38%), Below Partially Meets Global Minimum Proficiency (11%) and Exceeds Global Minimum Proficiency (10%).
4. The highest concentration of boys (43%) in all the 4 GPLs was in the level of Meets Global Minimum Proficiency. This was followed by concentration of students in the GPLs of Partially Meets Global Minimum Proficiency (36%), Below Partially Meets Global Minimum Proficiency (11%) and Exceeds Global Minimum Proficiency (10%).

Language Specific Foundational Literacy Subtask based Results

Oral language Comprehension

- a. More than 75% of students assessed across 19 languages were able to listen and comprehend four to five texts of varying lengths correctly. For Konkani, this number was recorded as 65%.
- b. Average score for oral language comprehension for 18 languages was 4 i.e., students across 18 languages were able to correctly answer 4 out of 5 questions related to oral language comprehension. However, students assessed in Bengali and Mizo were able to correctly answer all the 5 questions i.e., their average score was 5 on oral language comprehension subtask.

Phonological Awareness

- a. More than 90% of students assessed across all the 20 languages were able to correctly identify at least one initial sound in grade level words.
 - The highest percentage of students who could correctly identify at least one initial sound in grade level words were assessed for the languages of Bengali (98%), Khasi (98%), Marathi (98%) and Urdu (98%).
- b. 90% or more than 90% of students assessed in 14 languages were able to correctly identify at least one final sound in grade level words.
 - For the remaining 6 languages, more than 85% of students could correctly identify at least one final sound in grade level words.
- c. Across the 20 languages, the percentage of students who could not identify the initial sound and final sound in any of the given grade level words ranged between 2% -7%.
 - Highest percentage of students who could not identify the initial sound and final sound in any of the given grade level words were assessed in Assamese (7%). This percentage was lowest for the languages of Bengali (2%), Hindi (2%), Khasi (2%), Marathi (2%) and Urdu (2%).

Decoding Letters

- a. More than 70% of students across 15 languages could read 80-100 letters correctly and fluently.
 - For Kannada, 58% of students could only read 80-100 letters correctly and fluently. This number stood at 60% for Konkani; 68% for Nepali; 46% for Nepali and 69% for Telugu.
 - 21% of students in Nepali and 22% of students in Kannada could only read 50-79 letters correctly/reads some letters with self-correction
 - 17% of students in Kannada and 22% of students in Tamil could only read 10-49 letters correctly/hesitantly with self-correction. This percentage stood at 11% for Konkani and Telugu.
 - 10-16% of students in Assamese, Konkani and Tamil were found to only read less than 10 letters correctly/hesitantly with self-correction

Decoding Words

- a. 70% of students (and above) across 12 languages could read 80% and more words correctly and fluently. For the remaining 8 languages this percentage ranged between 38% and 63%. Lowest percentage of students who could read 80% and more words correctly and fluently was recorded for Tamil (38%).
 - Across the 20 languages, 6% - 28% students could only read 50% to less than 80% words correctly (with self-correction wherever needed).
 - Across the 20 languages, 2% - 21% students could only read 10% to less than 50% words correctly (with self-correction wherever needed)
 - Across the 20 languages, 1% - 27% students could only read less than 10% words correctly (with self-correction wherever needed)

Decoding Non-Words

- b. 60% of students (and above) across 14 languages could read 80% and more words correctly and fluently. For the remaining 6 languages this percentage ranged between 24% and 58%. Lowest percentage of students who could read 80% and more words correctly and fluently was recorded for Tamil (24%). This was followed by that of students assessed in Garo (36%), Khasi (41%), Nepali (44%), Telugu (48%), and Assamese (58%).
 - Across the 20 languages, 11% - 32% students could only read 50% to less than 80% words correctly (with self-correction wherever needed).
 - Across the 20 languages, 4% - 24% students could only read 10% to less than 50% words correctly (with self-correction wherever needed)
 - Across the 20 languages, 2% - 35% students could only read less than 10% words correctly (with self-correction wherever needed)

Picture Matching

- a. More than 75% of students assessed across all the 20 languages were able to read and comprehend four to five texts of varying lengths correctly.
 - For Konkani, this number was recorded to be 94% (highest) and for Bodo and Khasi this percentage was 76% (lowest).
- b. Average score for picture reading comprehension for 16 languages was 4 i.e., students across 16

languages were able to correctly answer 4 out of 5 questions related to the subtask of picture matching. However, students assessed in Bengali, Khasi, Manipuri, and Malayalam were able to correctly answer all the 5 questions i.e., their average score was 5 on the picture matching subtask.

Foundational Numeracy Subtask based Results

At the National level, on an average,

1. 64% of students were able to read numbers up to 9999
2. 24% of students were able to read numbers up to 999
3. 11% of students were able to read numbers up to 99
4. 67% of students were able to discriminate numbers up to 9999
5. 23% of students were able to discriminate numbers up to 999
6. 8% of students were able to discriminate numbers up to 99
7. 53% of students were able to add numbers up to 999
8. 71% of students were able to add numbers up to 99
9. 92% of students were able to add numbers up to 9
10. 40% of students were able to subtract numbers up to 999
11. 62% of students were able to subtract numbers up to 99
12. 81% of students were able to subtract numbers up to 9
13. 54% of students identified the application of operation of addition in real life situations and provided the correct answer for questions based on addition only
14. 42% of students identified the application of operation of subtraction in real life situations and provided the correct answer for questions based on subtraction only
15. 52% of students identified the application of number operations in real life situations and provided the correct answers for 80% and above questions
16. 71% of students understood and applied correct multiplication facts in 80% and above questions
17. 16% of students understood and applied correct multiplication facts in 50% and less than 80% questions
18. 6% of students understood and applied correct multiplication facts in less than 50% questions
19. 49% of students understood and applied correct division facts in 80% and above questions
20. 31% of students understood and applied correct division facts in 50% and less than 80% questions
21. 6% of students understood and applied correct division facts in less than 50% questions
22. 62% of the students correctly identified the month, date, and day on the calendar
23. 20% of the students correctly identified the month, date, and day with help
24. 6% of the students made mistakes in identifying the month, date, and day
25. 46% of the students correctly compared and estimated the volume of different containers
26. 47% of the students could correctly either compare or estimate the volume of different containers
27. 3% of the students attempted but made mistakes in estimating and comparing the volume
28. 52% of the students told the time correctly
29. 36% of the students told the time correctly with the help of hint
30. 62% of the students applied the understanding of measurement of length and calculated the length of the object
31. 27% of the students applied the understanding of measurement of length but miscalculated the

- length of the object when the object was not aligned with the 0 of the scale
32. 6% of the students made effort but were not able to calculate the length of the object
 33. 70% of the students correctly identified one-half
 34. 47% of the students correctly identified one-fourth
 35. 61% of the students correctly identified three-fourth
 36. 42% of the students correctly identified all the fractions (one-half, one-fourth, three-fourth)
 37. 68% of the students correctly represented one-half
 38. 55% of the students correctly represented one-fourth
 39. 46% of the students correctly represented three-fourth
 40. 40% of the students correctly represented all the fractions (one-half, one-fourth, three-fourth)
 41. 61% of students correctly identified and completed patterns with shapes and numbers in 80% and above questions
 42. 28% of students correctly identified and completed patterns with shapes and numbers in 50% to less than 80% questions
 43. 8% of students correctly identified and completed patterns with shapes and numbers in less than 50% questions
 44. 70% of students correctly answered 80% and above questions correctly
 45. 23% of students correctly answered 50% - less than 80% questions correctly
 46. 5% of students correctly answered less than 50% questions correctly

Analysis of Relationships between Background Variables and Student Achievement/Performance on FLN

47. In comparison to schools which **did not have** classroom equipment: textbooks/reading materials, schools which **DID have** textbooks/reading materials exhibited higher student scores/better student performance on the subtask of ORF.
48. When the language spoken at home was different from the medium of instruction at school, student scores were negatively impacted or reduced on the subtask of ORF with comprehension. However, data revealed an opposite trend in the case of subtasks of ORF and decoding letters.
49. In comparison to students who did not ask questions during classes, students who DID ask questions performed better/got higher scores on the subtasks of decoding words, decoding non - words, ORF, phonological awareness, ORF with comprehension and decoding of letters.
50. Students who did not read other material in addition to textbooks had lower scores on the subtasks of decoding words, decoding non - words, ORF, phonological awareness, ORF with comprehension and decoding of letters than those students who DID read other material in addition to textbooks.
51. Students who were taught by teachers educated up to higher secondary had higher scores/performed better on the subtask of ORF than students who were taught by teachers who had educational qualifications less than that of higher secondary.
52. The frequent use of assessment technique of observation was associated with higher/better student scores on the subtask of ORF.
53. For schools which HAD electricity and proper lighting, higher student scores/better student

- performance was recorded on the subtasks decoding non - words, ORF, and phonological awareness than schools which did not have electricity and proper lighting.
54. in comparison to schools which did not adequate school infrastructure – readily available medical rooms, schools which DID have these facilities exhibited higher student scores/better student performance on the subtasks of decoding words, decoding non - words, ORF, phonological awareness and decoding letters.
 55. In comparison to schools which did not have adequate school facility – basic drinking water, schools which DID have these facilities exhibited higher student scores/better student performance on the subtasks of ORF and phonological awareness.
 56. In comparison to schools which did not have adequate school facility – basic hand washing, schools which DID have these facilities exhibited higher student scores/better student performance on the subtasks of decoding non-words, ORF and phonological awareness.
 57. In comparison to schools which did have adequate school facility – serve mid-day meals to the children on a daily basis, schools which DID NOT have these facilities exhibited higher student scores/better student performance on the subtasks of decoding words, decoding non-words, ORF, decoding letters and phonological awareness.
 58. In comparison to schools which did not have classroom equipment: computers, schools which DID have computers exhibited higher student scores/better student performance on the subtasks of decoding words, decoding non-words, ORF, decoding letters and phonological awareness.
 59. In comparison to schools which did not have classroom equipment: internet access, schools which DID have internet access exhibited higher student scores/better student performance on the subtasks of decoding words, decoding non-words, ORF, decoding letters and phonological awareness.
 60. In comparison to schools which did not have classroom equipment: textbooks/reading materials, schools which DID have textbooks/reading materials exhibited higher student scores/better student performance on the subtask of ORF.
 61. 56% of teachers reported that their teaching experience at the foundational stage was more than 5 years.
 62. 45% of teachers reported that they were graduates.
 63. 31% of head teachers reported that, there was no source of drinking water in their schools.

References

- Dubeck, M. M., & Gove, A. (2015). The early grade reading assessment (EGRA): Its theoretical foundation, purpose, and limitations. *International Journal of Educational Development*, 40, 315-322.
- Duncan, G. J., Claessens, A., Huston, A. C., Pagani, L. S., Engel, M., Sexton, H., . . . Japel, C. (2007). School readiness and later achievement. *Developmental Psychology*, 43(6), 1428–1446.
- Foy, P. (2000). Sampling weights. In M. O. Martin, Gregory, K. D. and Stemler, S. E. (Eds.), *TIMSS 1999 Technical Report: IEA's Repeat of the Third International Mathematics and Science Study at the Eighth Grade*. Boston, MA: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College.
- Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. *Reading and writing*, 2(2), 127-160.
- Hoover, W. A., & Tunmer, W. E. (2020). *The cognitive foundations of reading and its acquisition*. Springer International Publishing.
- Hoover, W. A., & Tunmer, W. E. (2020). The cognitive foundations of reading acquisition. In: *The cognitive foundations of reading and its acquisition. Literacy studies (perspectives from cognitive neurosciences, linguistics, psychology, and education) (Vol. 20)*. Cham: Springer. https://doi.org/10.1007/978-3-030-44195-1_4.
- Ibrahim, S.Y. (2003, December 3-5). Construction and use of sample weights. United Nations Statistics Division. https://unstats.un.org/unsd/demographic/meetings/egm/sampling_1203/docs/no_5.pdf
- Kim, Y. S. G. (2016a). Direct and mediated effects of language and cognitive skills on comprehension or oral narrative texts (listening comprehension) for children. *Journal of Experimental Child Psychology*, 141, 101-120.
- Malloy, C. E. (2008). Looking throughout the world for democratic access to mathematics. In L. D. English (Ed.), *Handbook of international research in mathematics education (2nd ed., pp. 20-31)*. New York, NY: Lawrence Erlbaum Associates.
- National Reading Panel (US), National Institute of Child Health, & Human Development (US). (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. National Institute of Child Health and Human Development, National Institutes of Health.
- Nunes, T., & Bryant, P. (1996). *Children doing mathematics*. Oxford, Great Britain: Blackwell.
- Perfetti, C. A., & Hart, L. (2001). The lexical basis of comprehension skill. In D. S. Gorfein (Ed.), *On the consequences of meaning selection: Perspectives on resolving lexical ambiguity (pp. 67–86)*. American Psychological Association. <https://doi.org/10.1037/10459-004>
- Platas, L. M., Ketterlin-Gellar, L., Brombacher, A., & Sitabkhan, Y. (2014). *Early grade mathematics assessment (EGMA) toolkit*. RTI International, Research Triangle Park, NC.
- Research Triangle International. (2014). *EGMA Toolkit*. Washington, DC: Research Triangle International.

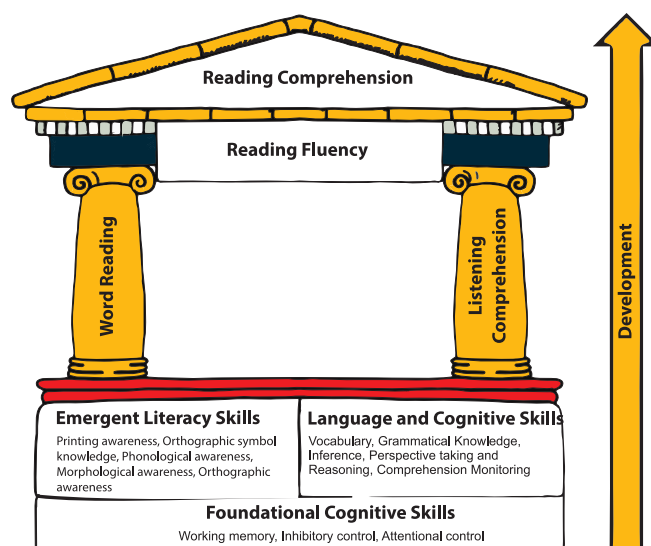
- Romano, E., Babchishin, L., Pagani, L. S., & Kohen, D. (2010). School readiness and later achievement: Replication and extension using a nationwide Canadian survey. *Developmental Psychology*, 46(5), 995-1007. doi: 10.1037/a0018880.
- Scarborough, H. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 97–110). New York, NY: Guilford Press.
- Steen, L. A. (Ed.). (2001). *Mathematics and democracy: The case for quantitative literacy*. Washington, DC: National Council on Education and the Disciplines.
- U.S. Department of Education. (2008). *Foundations for success: The final report of the National Mathematics Advisory Panel*. Produced under U.S. Department of Education Contract No. ED04CO0082/0001 for Widmeyer Communications and No. ED04CO0015/0006 for Abt Associates, Inc. Washington, DC: Author. Retrieved from <https://files.eric.ed.gov/fulltext/ED500486.pdf>

Appendix

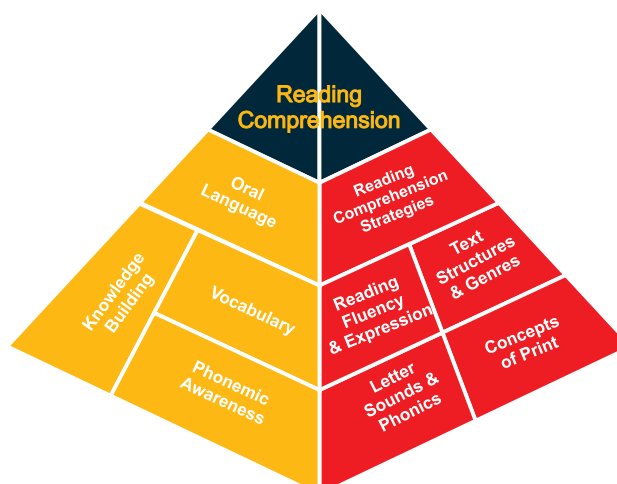
Appendix A

Component skills of reading comprehension and their structural relations (Kim 2016)

Reading Comprehension Models



Models of Reading Comprehension Development: The Balanced Literacy Diet from OISE, Toronto



Models of Reading Comprehension: The Twisted Rope (Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

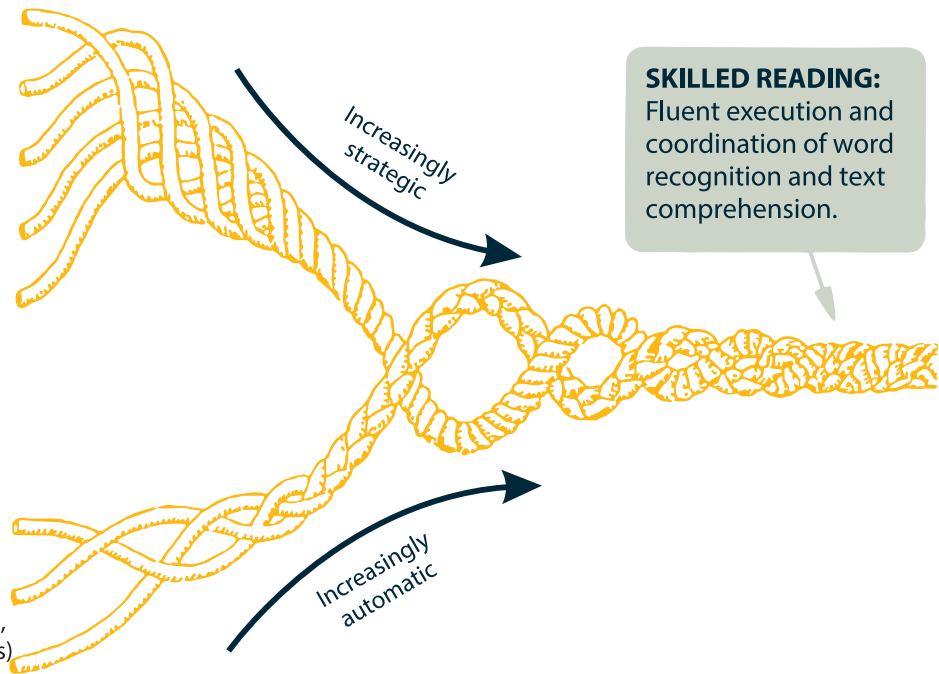
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Appendix B

Workshop Agenda for Benchmarking Workshops

Workshop Dates	Venues	Languages/ Subject Covered	Participating States/UTs	Numbers of participants (panellists)
21-06-2022 to 24-06-2022	• RIE Ajmer	• Gujarati, Hindi, Punjabi, and Urdu	<ul style="list-style-type: none"> • 18 States for Hindi • Punjab for Punjabi • 15 states for Urdu • Gujarat and Maharashtra for Gujarati 	• Panellists+71- Hindi (22), Punjabi (15), Gujarati (15), Urdu (19)
28-06-2022 to 01-07-2022	• RIE Bhopal	• English, Konkani, Marathi and Odiya	• All state/UTs for English, Karnataka, Maharashtra, Goa, Odisha	• Panellists +71- English (41) and ,15 each for Konkani, Marathi and Odiya
28-06-2022 to 01-07-2022	• RIE Mysuru	• Kannada, Malayalam, Tamil, and Telugu	• Karnataka, Kerala, Tamil Nadu, Andhra Pradesh, Telangana, and Maharashtra	• Panellists +61- 15 for Kannada, Malayalam, and Tamil and 16 for Telugu
04-07-2022 to 07-07-2022	• SCERT Tripura	• Assamese, Bodo, Garo, Khasi,	• Assam, Manipur, Mizoram, Meghalaya, Tripura, West Bengal, and Jharkhand	• Panellists ~60 - 15 from each language
04-07-2022 to 07-07-2022	• SCERT Tripura	• Manipuri, Mizo, Bengali, Nepali	• Assam, Manipur, Mizoram, Meghalaya, Tripura, West Bengal, and Jharkhand	• Panellists ~60 - 15 from each language
22-08 – 2022 to 26 – 08 - 2022	• NCERT Delhi	• Numeracy benchmarking Workshop	• All States/ UTs barring 2 – Goa and Nagaland	• 2 representatives from all participating States/UTs

Appendix C

Alignment Form

Language group (tick one): 1) English 2) Konkani 3) Marathi¹ Panellist Code: _____

Oral Reading Fluency with Comprehension Benchmark Setting Workshop

Regional Institutes of Education, Bhopal²

Alignment Rating Form

Item #	Knowledge/Skill Reference Number (Table 3: Content Standard)	Fit (C: Complete; P: Partial; N: No)
ORF Passage		
1		
2		
3		
4		
5		

¹ This detail was updated for each workshop group

² This detail was updated for each workshop group

Appendix D

Angoff Rating Form

Oral Reading Fluency with Comprehension Benchmark Setting Workshop
Regional Institutes of Education, Bhopal³

Angoff Rating Form

		ROUND 1			ROUND 2		
Total numbers of words in the passage	Question	Number of words Just Meets(JM) students would attempt to read in a minute	Number of words Just Exceeds(JE) students would attempt to read in a minute	Number of words Just Partially Meets(JP) students would attempt to read in a minute	Number of words Just Meets(JM) students would attempt to read in a minute	Number of words Just Exceeds(JE) students would attempt to read in a minute	Number of words Just Exceeds(JE) students would attempt to read in a minute
		If two of three JE students would not read the word correctly, then Above Just Exceeds (AE) would read it correctly	If two of three JE students would not read the word correctly, then Above Just Exceeds (AE) would read it correctly	Would two of the three JE students read this word correctly? (Reasonably Sure)	Would two of the three JM students read this word correctly? (Reasonably Sure)	Would two of the three JP students read this word correctly? (Reasonably Sure)	Would two of the three JE students read this word correctly? (Reasonably Sure)
RC_1	Who were good friends? [Renu and Shefal]	Would two of the three JM students read this word correctly? (Reasonably Sure)	Would two of the three JE students read this word correctly? (Reasonably Sure)	Would two of the three JP students read this word correctly? (Reasonably Sure)	Would two of the three JM students read this word correctly? (Reasonably Sure)	Would two of the three JP students read this word correctly? (Reasonably Sure)	Would two of the three JE students read this word correctly? (Reasonably Sure)
RC_2	Where did Shefal's father get a new job? [Shefal's father got a new job in Delhi]	Would two of the three JM students read this word correctly? (Reasonably Sure)	Would two of the three JE students read this word correctly? (Reasonably Sure)	Would two of the three JP students read this word correctly? (Reasonably Sure)	Would two of the three JM students read this word correctly? (Reasonably Sure)	Would two of the three JP students read this word correctly? (Reasonably Sure)	Would two of the three JE students read this word correctly? (Reasonably Sure)
RC_3	What did Reno's father do? [Reno's father was a farmer]	Would two of the three JM students read this word correctly? (Reasonably Sure)	Would two of the three JE students read this word correctly? (Reasonably Sure)	Would two of the three JP students read this word correctly? (Reasonably Sure)	Would two of the three JM students read this word correctly? (Reasonably Sure)	Would two of the three JP students read this word correctly? (Reasonably Sure)	Would two of the three JE students read this word correctly? (Reasonably Sure)

3 To be updated for each workshop group

		ROUND 1			ROUND 2		
Total numbers of words in the passage	Number of words Just Meets(JM) students would attempt to read in a minute	Number of words Just Exceeds(JE) students would attempt to read in a minute	If two of three JE students would not read the word correctly, then Above Just Exceeds (AE) would read it correctly	Number of words Just Meets(JM) students would attempt to read in a minute	Number of words Just Exceeds(JE) students would attempt to read in a minute	If two of three JE students would not read the word correctly, then Above Just Exceeds (AE) would read it correctly	
Item #	Question	Would two of the three JP students read this word correctly? (Reasonably Sure)	Would two of the three JM students read this word correctly? (Reasonably Sure)	Would two of the three JP students read this word correctly? (Reasonably Sure)	Would two of the three JE students read this word correctly? (Reasonably Sure)	Would two of the three JE students read this word correctly? (Reasonably Sure)	
RC_4	How can you say that Renu and Shefali were good friends? [They became sad as they had to live at different places away from each other/ Shefali started visiting Renu in her summer vacations to spend time with her]						
RC_5	Did Shefali join a new school in Delhi? [Yes]						

Appendix E

Sample Booklet (English)

Guidelines for the Field Investigator (FI)

1. Ensure that the child is seated in a comfortable place at the time of the survey.
2. Sit at the level of the child, maintain eye contact, be polite and exhibit a positive body language.
3. Encourage the child to participate and give responses.
4. Do allow the child to drink water or use the washroom amidst/before/after the task if need be.
5. Keep the booklet and material ready before administering the survey. A stopwatch or timer is needed throughout the duration of the survey as the time taken for the completion of each of the tasks is to be marked on the OMR sheet.
6. The maximum time allowed for the survey of an individual child is 35-40 minutes.
7. All the tasks given in the booklet are compulsory.
8. Fill in the details on the cover page of the booklet and the 'OMR sheet' with a blue/black ball point pen completely and legibly. (Don't use a gel pen.)
9. Retain the individual 'student response sheets' of all the children. The same will be submitted back along with the filled OMR sheets and Question booklets after the survey.
10. For a few assessment tasks material is required and for a few others the material is not required. Follow the instructions given for each of the assessment task.
11. All entries are mandatory and should be in English only. Write all codes in international numerals, i.e., 1, 2, 3 . . .
12. If the child shows curiosity towards you/material/ any other aspect of the survey activity, politely ask the child to wait till the end of the activity. Do respond to his/her questions in the end.

Introduction and Context Setting



Field Investigator's Script

Namaste!

My name is _____. I have come here to play a few games with you and with your friends. Today we will play and learn something new. Are you ready for it?

(Note- If the child says “yes”, the FI responds “Okay, then let’s begin.” FI asks the name of the child. If the child is hesitant and says “no”, FI initiates a conversation to make the child feel comfortable and interested in the activity. The FI may ask the child a few questions such as the ones suggested below for rapport building.)

- What is your name?
- What did you eat for breakfast today?
- What is your favourite colour?
- What do you like to do the most?
- Which games do you like the most?
- Can you tell me about your friend/friends?

(Note- After the introduction, the FI will begin with the Assessment task)

Assessment Task 1 – Children Become Effective Communicators-EC

Question-1

LEARNING OUTCOME	EC01: Oral Language Comprehension
MATERIAL REQUIRED	Picture Set Worksheet

**Field Investigator Script:**





I have a few pictures here. Look at these pictures carefully. I will speak one sentence/ more than one sentence. Please listen to what I speak and try to understand it. You will have to place your finger at the picture which matches with what I am speaking.




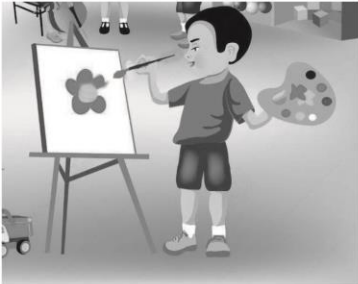
☞ (**Note:** Show only the pictures to the child. Each picture has a number. Speak each description twice as written in each picture set.)

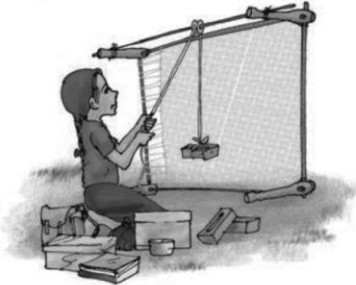



☞ (**Note:** Give maximum **1 minute** time to the child to match the picture with the sentence being read aloud to him/her.)





☞ (**Note:** If the child does not respond to any picture-sentence matching set for **1 minute**, move to the next picture-sentence matching set.)





Worksheet

Sentence-1	The child is eating a banana.	
Related Image	1. 	2. 
	3. 	4. 

Sentence -2	Some children are playing music.	
Related Image	<p>1.</p> 	<p>2.</p> 
	<p>3.</p> 	<p>4.</p> 

Sentence-3	We get water from the well. Rehan is drawing water from the well using a pulley.	
Related Image	<p>1.</p> 	<p>2.</p> 
	<p>3.</p> 	<p>4.</p> 

Sentence-4	Everyone should follow the traffic rules. Three friends are crossing the road by holding hands.	
Related Image	<p>1.</p> 	<p>2.</p> 
	<p>3.</p> 	<p>4.</p> 

Sentence-5	A farmer works in the field. Every member of the family helps him. Children are helping by filling grains in a sack.	
Related Image	<p>1.</p> 	<p>2.</p> 
	<p>3.</p> 	<p>4.</p> 

Expected Response:

1. Sentence 1: Picture Number 2
2. Sentence 2: Picture Number 2
3. Sentence 3: Picture Number 2
4. Sentence 4: Picture Number 3
5. Sentence 5: Picture Number 4

✎ Assessment Instruction

Number of correct answer given by child: ____/5

Time taken to complete the task: _____ seconds

Assessment Rubric

Matches 4-5 sentences with the correct pictures.	3
Matches 2-3 sentences with the correct pictures.	2
Matches 1 sentence with the correct picture.	1
Is not able to match any of the sentences correctly.	0

Question-2**LEARNING
OUTCOME****Phonological Awareness–EC02:** Identifies different sounds in given words

Field Investigator Script: I am going to speak a few words to you, listen carefully. You have to tell me the sounds that you hear in different words.


Example 1- Let us see what is the first sound in the word ‘Mat’. In the word ‘Mat’, the first sound is /m/

Now you tell, what is the first sound in the word ‘Roam’?

[If the child gave the correct answer]: Very good, in the word Roam the first sound is /Ro/.

[If the child does not answer correctly then say, listen once again to the word ‘Roam’, the first sound in Roam is /Ro/].

☞ (Note: Pronounce each word twice clearly. If the child stops at the same word for five seconds go to the next word.)

 Now, I will tell you few words. You tell me the <u>first sound</u> in that word.		
S. No.	Word	Initial sound
1.	Cut	[k]
2.	Roll	[r]
3.	Cheer	[ch]
4.	Let	[l]
5.	Miss	[m]
6.	Clean	[k]

Example 2- This time we will see what is the last sound in a word. So, what is the last sound in the word ‘Mat’. In the word ‘Mat’, the last sound is /t/

Now you tell, what is the last sound in the ‘Roam’?

[If the child gave the correct answer]: Very good, in the word ‘Roam’ the last sound is /m/.

[If the child does not answer correctly then say, listen once again to the word ‘Roam’, the last sound in Roam is /m/].



Now, I will tell you few words. You tell me the last sound in that word.

S. No.	Word	last sound
7.	Fit	[t]
8.	Fill	[l]
9.	Cheek	[k]
10.	File	[l]
11.	Stem	[m]
12.	Flood	[d]

Assessment Instruction

The Number of correct answer given: ____/12

Time taken to complete the task: _____ Seconds

Assessment Rubric

Identifies initial sound and final sound in all the given words (Gives 10-12 correct answers)	3
Identifies initial sound and final sound in the given words (Gives 6-9 correct answers)	2
Identifies initial sound and/or final sound in the given words (Gives 1-5 correct answers)	1
Not able to identify the initial sound and/or final sound in any of the given words	0

Question-3

LEARNING OUTCOME	Decoding-EC03: Identifies symbol-sound correspondence (including syllable reading).
MATERIAL REQUIRED	Large sized letters printed on a worksheet



Field Investigator Script: This page is filled with letters. Try to read these letters carefully. You will start from here and move ahead.

☞ (Note: Indicate towards the left of the worksheet and instruct them to read from left to right by placing the finger.)

When I say 'start' you have to read the letters and words as correctly as possible. Ok?
Keep your finger on each letter and word and read it. If you do not know any letter or word, then move to the next.

Did you understand? Let's begin.

Now, Start

☞ (Note: If a child reads the two letter word as separate letters, ask them to read the letters together as word. For example – the word 'he' will not be read as 'h' and 'e'. If the letters are read separately, it will be marked as incorrect.)

Worksheet

A	N	Y	L	K	L	M	o	j	e
Z	co	T	O	op	k	n	go	z	T
K	On	Up	j	a	p	ad	s	q	h
I	p	n	s	k	g	O	b	r	P
f	go	it	o	at	It	g	to	at	W
B	U	me	N	H	D	p	E	as	l
P	Y	f	U	k	Y	n	a	M	C
op	A	h	G	w	I	c	D	t	O
ot	In	y	U	S	am	it	l	it	k
am	n	K	y	t	m	F	o	p	o



Stop, if a child is unable to read 10 letters in continuation or reads incorrectly.

☞ (Note: If a child takes more than 5 seconds to read a letter, ask the child to move on to the next letter.)

Instructions:

- Mark any incorrectly read letter with a slash (/).
- Count self-correction as the correct letter. Mark self-corrected letter with (Ø).
- Mark any unread word/no response letter with an underline (_____)

✍ Assessment Instruction

Number of letters read correctly by the child: ____/100

Time taken to complete the task: _____ Seconds

Assessment Rubric

Reads 80-100 letters correctly and fluently	3
Reads 50-79 letters correctly/read some letters with self-correction	2
Reads 10-49 letters correctly/hesitantly with self-correction	1
Reads less than 10 letters correctly/hesitantly with self-correction	0

Question-4

LEARNING OUTCOME	Decoding-EC04: Accurately decodes common, isolated grade 3-level words
MATERIAL REQUIRED	Large sized words printed on a paper



Field Investigator Script: This is a page full of words. Try to read these words carefully. You will start from here and then move ahead.

☞ (Note: Put your finger on the first word of the worksheet and ask them to read from left to right.)

When I say 'start' you have to read the words as correctly as possible. Ok?
Keep your finger on each word and read. If you do not know any word, then move to the next word.

Worksheet

two	out	cap	Fly	Saw
Moon	hat	mill	dog	for
miss	Drain	Hit	Bad	people
Her	Copy	Test	him	that
pet	Tomato	fish	child	Flower
Bird	same	this	ask	moth
light	Seen	friend	life	nest
Fill	second	carrot	Small	film
father	fit	pin	First	Mat
Meet	Friend	put	his	ate



Stop, if a child is unable to read 5 words in continuation or reads them incorrectly.

☞ (Note: If a child is taking 5 seconds or more for reading a word, ask him or her to move to the next word)

Instructions:

- Mark any incorrectly read word with a slash (/)
- Count self-corrected word as correct. Mark self-corrected word with a (Ø)
- Mark any unread word/no response with an underline (____)

Assessment Instruction

Number of words read correctly by the child: _____/50

Time taken to complete the task: _____ seconds

Assessment Rubric

Reads 40-50 words correctly and fluently	3
Reads 25-39 words correctly/read some letters with self-correction	2
Reads 5-24 words correctly/hesitantly with self-correction	1
Reads less than 5 words correctly/hesitantly with self-correction	0

Question-5

LEARNING OUTCOME	Decoding-EC05: Accurately decodes “nonsense words” or nonwords
MATERIAL REQUIRED	Large sized non-words printed on a worksheet

**Field Investigator Script: (Show the child the sheet of nonwords and say)**

This is a page full of words. Try to read these words carefully, do not spell the words, but read them. You will start from here and then move ahead.

☞ (Note: Put your finger on the first word of the worksheet and ask them to read from left to right.)

When I say ‘start’ you have to read the words as clearly as possible. Ok?

Keep your finger on each word and read. If you do not know any word then moves to the next word.

Worksheet

lik	zep	jib	zet	til
zom	bef	nif	taf	dep
mig	eki	nek	pik	Mov
Gig	jil	lin	kii	lul
eil	loa	nik	biq	fid
lek	ser	dop	uab	gei
zun	jed	bej	feg	Pek
Rek	dem	fij	hul	wer
ful	Zeo	jel	Weg	gop
vom	ira	Ilk	Rep	Jil

☞ Stop, if a child is unable to read 5 words in continuation or reads them incorrectly.

☞ (Note: If a child is taking 5 seconds or more for reading a word, ask him or her to move to the next word)

Instructions:

- Mark any incorrectly read word with a slash (/)
- Count self-corrected word as correct. Mark self-corrected word with a (Ø)
- Mark any unread word/no response with an underline (_____)

✍️ Assessment Instruction

Number of words read correctly by the child: _____ /50

Time taken to complete the task: _____ seconds

Assessment Rubric

Reads 40-50 words correctly and fluently	3
Reads 25-39 words correctly/read some letters with self-correction	2
Reads 5-24 words correctly/hesitantly with self-correction	1
Reads less than 5 words correctly/hesitantly with self-correction	0

Question-6

LEARNING OUTCOME	EC06- Reading Comprehension
MATERIAL REQUIRED	Sentence-Picture Matching Worksheet



Field Investigator Script: You are being given a few sentences and a different set of pictures with each sentence. You have to read the sentences and match them to the picture they are related with.

Look at these pictures carefully. (The F.I. shows the pictures to the child. Each picture has a number.)

A sentence is also written along with the pictures. (The F.I. points at the sentence)





Read and understand this sentence. You have to place your finger at the pictures which describes this sentence.

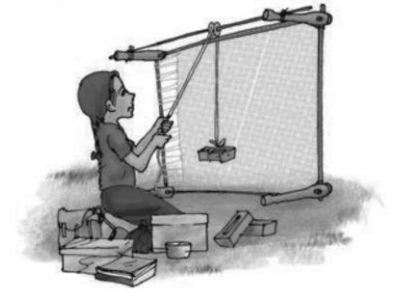



☞ (Note: Give maximum one minute time to the child to match the picture with the sentence.)


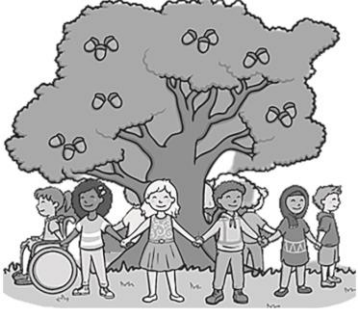


☞ (Note: If the child does not respond to a sentence for **1 minute**, ask her/him to move to the next sentence.)




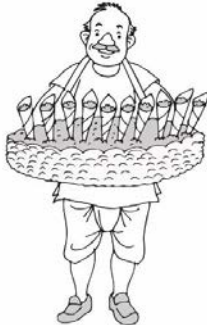
Worksheet

Sentence-1	The teacher is teaching in the classroom.	
Related Image	<p>1.</p>	<p>2.</p>
	<p>3.</p>	<p>4.</p>

Sentence-2	Children are going to school by bullock cart.		
Related Image	1. 	2. 	
	3. 	4. 	

Sentence-3	Alia is playing with the rope tied to the cot.		
Related Image	1. 	2. 	
	3. 	4. 	

Sentence-4	Many trees are in the park. Children are climbing on the trees.	
Related Image	1. 	2. 
	3. 	4. 

Sentence-5	Everyone does some work. They get money in exchange for working. The potter is selling pottery to earn money.	
Related Image	1. 	2. 
	3. 	4. 

Expected Response:

1. Sentence 1: Picture Number 2
2. Sentence 2: Picture Number 2
3. Sentence 3: Picture Number 1
4. Sentence 4: Picture Number 4
5. Sentence 5: Picture Number 1

✎ Assessment Instruction

Number of correct answer given by child: ____/5

Time taken to complete the task: _____ seconds

Assessment Rubric

Matches 4-5 sentences with the correct pictures.	3
Matches 2-3 sentences with the correct pictures.	2
Matches 1 sentence with the correct picture.	1
Is not able to match any of the sentences correctly.	0

Question-7

LEARNING OUTCOME	Oral Reading Fluency & Comprehension-EC06: Reads the text correctly with accuracy (correct pronunciation), speed (automaticity) & expression and comprehends the text
MATERIAL REQUIRED	Worksheet: A story printed on a paper in large size letters and a timer/watch

Part-7A

Field Investigator Script: A story is given here. You have to read this story aloud. You will start from here and move ahead.

☞ (Note: Instruct to read from left to right by placing finger on the first sentence of the worksheet.)

When I say start, then you start reading the story, is it okay?

Place your finger on each sentence and read it. If you do not know any word, move ahead and continue reading the next word.

Let's begin the task.

(Note:  When the child reads the first word, start the timer/clock.)

☞ (Note: Allotted time is 60 seconds, if any child takes more time to complete the story, allow him/her.)

☞ (Note: If a child takes more than 5 seconds to read a word, ask the child to move to the next word.)



Stop, if a child cannot read any word of the first sentence or reads incorrectly.

Worksheet**Story**

Raman and Rohit are at the playground. Raman loves swinging on monkey bar. Raman's hands slip from the swing. He falls to the ground. Rohit helps him to get up and takes him home. The next morning Rohit comes to meet Raman. Raman's mother tells him that Raman has fractured his leg. Rohit spends time with Raman and promises to come and meet Raman daily. Rohit is a caring boy.

Based on the reading of the child (timed for 60 seconds), mark the story in the following manner.

Marking Symbols -

- Mark any incorrectly read word with a slash (/).
- Count self-correction as the correct word. Mark the self-corrected word with (Ø).

- Mark any unread word/no response with an underline (_____)
- Put (J) sign after the last read word (at the end of/before 60 seconds).

Assessment Instruction (7A)

Number of words read incorrectly/unread words in one minute	
Number of words read correctly after self-correction	
Total number of words read correctly by the child in one minute	
Total time taken	_____ seconds
Total number of words in the text	70

Assessment Rubric

Reads with clear pronunciation and fluency while understanding the punctuation within stipulated time.	3
Reads with clear pronunciation while self-correcting and adding the words together to form sentences within stipulated time.	2
Reads non-fluently by breaking words into letters taking more than the stipulated time.	1
Not able to read any word correctly /stays quiet.	0

Part-7B

☞ (Note: When the child stops reading the story, even then do not remove the story. Ask the following questions based on the story one by one. If the child is not able to answer in 15 seconds, mark it as 'No Response' for that question and move ahead. Do not ask the question more than twice. If the child says 'I do not know', mark the option as 'No Response'.)

**Field Investigator Script:**

I am going to ask you a few questions about the story you just read, try to answer them.

Question	Correct Answer	Mark the child's response in the student's response sheet		
		<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No Response
1. Who were the two friends?	Raman and Rohit	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No Response
2. What does Raman love to do?	Raman loves swinging on monkey bar	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No Response
3. What happened to Raman?	Raman fell on the ground and fractured his leg.	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No Response
4. Who helps Raman?	Rohit	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No Response
5. How does Rohit take care of Raman?	Rohit helps him to get up, takes him home and comes to meet Raman.	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No Response

✍ Assessment Instruction (7B)

Number of correct answer given by child: ____/5

Time taken to complete the task: _____ seconds

Assessment Rubric

After reading the story, gives correct and complete responses to all retrieval and inference based questions	3
After reading the story, gives correct and complete responses to 3-4 retrieval and inference based questions	2
After reading the story, gives correct and complete responses to only 1-2 retrieval and/or inference based questions	1
Hesitates while responding and is unable to respond to any question correctly	0

Question-8

LEARNING OUTCOME	Oral Reading Fluency & Comprehension-EC06: Reads the text correctly with accuracy (correct pronunciation), speed (automaticity) & expression and comprehends the text
MATERIAL REQUIRED	Worksheet: A story printed on a paper in large size letters and a timer/watch

Part-8A

Field Investigator Script: A story is given here. You have to read this story aloud.

You will start from here and move ahead.

☞ (Note: Instruct to read from left to right by placing finger on the first sentence of the worksheet.)

When I say start, then you start reading the story, is it okay?

Place your finger on each sentence and read it. If you do not know any word, move ahead and continue reading the next word.

Let's begin the task.

(Note:  When the child reads the first word, start the timer/clock.)

☞ (Note: Allotted time is 60 seconds, if any child takes more time to complete the story, allow him/her.)

☞ (Note: If a child takes more than 5 seconds to read a word, ask the child to move to the next word.)



Stop, if a child cannot read any word of the first sentence or reads incorrectly.

Worksheet**Story**

Talkative rat was talking to the goat. The goat was irritated with his chatter. Goat said, "Have you heard the latest news? A cat lives near the pond. Nobody can win her in talking". Talkative rat heard the news and started walking towards the pond. Talkative rat moved towards the cat. What a scene? He stopped talking as soon as he faced the cat.

Based on the reading of the child (timed for 60 seconds), mark the story in the following manner.

Marking Symbols -

- Mark any incorrectly read word with a slash (/).
- Count self-correction as the correct word. Mark the self-corrected word with (Ø).
- Mark any unread word/no response with an underline (_____)
- Put (|) sign after the last read word (at the end of/before 60 seconds).

Assessment Instruction (8A)

Number of words read incorrectly/unread words in one minute	
Number of words read correctly after self-correction	
Total number of words read correctly by the child in one minute	
Total time taken	_____ seconds
Total number of words in the text	64

Assessment Rubric

Reads with clear pronunciation and fluency while understanding the punctuation within stipulated time.	3
Reads with clear pronunciation while self-correcting and adding the words together to form sentences within stipulated time.	2
Reads non fluently by breaking words into letters taking more than the stipulated time.	1
Not able to read any word correctly/stays quiet.	0

Part-8B

☞ (Note: When the child stops reading the story, even then do not remove the story. Ask the following questions based on the story one by one. If the child is not able to answer in 15 seconds, mark it as 'No Response' for that question and move ahead. Do not ask the question more than twice. If the child says 'I do not know', mark the option as 'No Response'.)

**Field Investigator Script**

I am going to ask you a few questions about the story you just read, try to answer them.

Question	Correct answer	Mark the Child's Response in the student's response sheet		
1. By whose talking was the goat irritated?	Rat	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No response
2. Who lives near the pond	Cat	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No response
3. What was the latest news as per the goat?	Nobody could win the cat in talking.	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No response
4. Why did talkative rat go towards the pond?	To meet the Cat.	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No response
5. Why did the rat stopped talking on facing the cat?	The Rat might have been frightened	<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect	<input type="checkbox"/> No response

Assessment Instruction (8B)

Number of correct answer given by child: ____/5

Time taken to complete the task: _____ seconds

Assessment Rubric:

After reading the story, gives correct and complete responses to all retrieval and inference based questions	3
After reading the story, gives correct and complete responses to 3-4 retrieval and inference based questions	2
After reading the story, gives correct and complete responses to only 1-2 retrieval and/or inference based questions	1
Hesitates while responding and is unable to respond to any question correctly	0

Assessment Task 2 – Children become involved learners and connect with their immediate environment-IL

Question-1

LEARNING OUTCOME	Numbers -IL01: Counts, reads, writes and compares numbers up to 9999
MATERIALS REQUIRED	Number grid



Field Investigator Script: Let's do a number activity.

Here are some numbers. I want you to point to each number and tell me what the number is. Are you ready? Okay. Start from here.

Prompt A: What number is this?

(Note: If a child pause and stops on a number for 5-10 Seconds, then point to the next number and say- what number is this?)



Stop, if a child is unable to read 4 numbers in continuation or reads them incorrectly.

- For each incorrect number word, mark (/) through the number.
- For each self-corrected response, mark (Ø) through the number.
- Mark any unread number/no response with an underline (_____)

Number grid

Row 1	2	9	12	23
Row 2	54	75	92	64
Row 3	111	217	650	915
Row 4	452	868	970	690
Row 5	1010	2870	4500	9096
Row 6	7000	9003	6002	1100

Expected Response: The child reads aloud the number as per number name convention in language of instruction or home language.

✍️ Assessment Instruction

Number of correct responses: _____/24

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Reads numbers up to 9999 (Reads the numbers in all the rows with at least 12 correct responses)	3
Reads numbers up to 999 (Reads the numbers in Row 1, Row 2, Row 3 and Row 4 with at least 8 correct responses)	2
Reads numbers up to 99 (Reads the numbers in only Row 1 and Row 2 with at least 4 correct responses)	1
Does not respond or does not understand the question	0

Question-2

LEARNING OUTCOME	Numbers -IL01: Counts, reads, writes and compares numbers up to 9999
MATERIALS REQUIRED	Number discrimination grid

**Field Investigator Script:**

Let's do one more activity. In this activity also, I will show you some numbers. Are you ready?
Okay. Let's start.

I want you to tell which number is bigger. *(Write the numbers on a sheet and show the numbers to the child)*

3 9

That's correct, 9 is bigger. Let's continue.

Now, look at these numbers. Tell me which number is bigger. *(Write the numbers on a sheet and show the numbers to the child)*

23 16

That's correct, 23 is bigger. Let's continue.

Prompt B:

Now, look at these numbers. Tell me which number is bigger. *(Show the numbers to the child)*

(Note: If a child pause and stops on a pair of number for 5-10 Seconds, then point to the next number combination and say- which number is bigger?)



Stop, if a child does not give answer for first 4 pairs of numbers or answers incorrectly.

- For each incorrect number, mark (/) through the number.
- For each self-corrected response, mark (Ø) through the number.
- Mark no response with an underline (____)

Number discrimination grid

Row 1	1 4	7 3
Row 2	15 23	34 39
Row 3	42 24	78 77
Row 4	254 123	390 155
Row 5	436 356	880 965
Row 6	1190 2190	5890 3110
Row 7	5156 1234	8056 9024

Expected Response: The child reads aloud the bigger number as per number name convention in language of instruction or home language.

Row 1	4	7
Row 2	23	39
Row 3	42	78
Row 4	254	390
Row 5	436	965
Row 6	2190	5890
Row 7	5156	8056

 **Assessment Instruction**

Number of correct responses: _____/14

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Discriminates numbers up to 9999 (Reads the numbers in all the rows with 11-14 correct responses)	3
Discriminates numbers up to 999 (Reads the numbers in Row 1, Row 2, Row 3, Row 4 and Row 5 with 7-10 correct responses)	2
Discriminates numbers up to 99 (Reads the numbers in only Row 1, Row 2 and Row 3 with 3-6 correct responses)	1
Discriminates numbers only up to 9 (Reads numbers in only Row 1 with both correct responses)/ Does not respond or does not understand the question	0

Question-3

LEARNING OUTCOME	Number operations-IL02: Solves daily life problems involving two or more operations of numbers (using addition, subtraction, multiplication, division) with numbers not exceeding 999
MATERIALS REQUIRED	Addition and subtraction fact grid

**Field Investigator's Script:**

I am going to ask you some addition and subtraction problems.

☞ *(Note: FI glides hand from top to bottom.)*

I want you to point to each problem and tell me the answer. If you don't know any answer, move to the next problem.

☞ *(Note: FI points to the first problem)*

Start from here. Are you ready? . . . Let's Start.

Prompt: What is the answer to this problem? You can write the numbers on paper and solve the problem, if you want. You can also calculate it in your head.

☞ *(Note: If a child pause and stops on any problem for more than 15 Seconds, then point to the next problem.)*

Addition and subtraction fact grid

S. No.	Addition and subtraction fact grid
1.	$6 - 5 =$
2.	$11 + 9 =$
3.	$78 - 47 =$
4.	$100 + 60 =$
5.	$768 - 127 =$
6.	$673 + 58 =$
7.	$6 + 9 =$
8.	$11 - 10 =$

Expected Response:

S. No.	Addition and subtraction fact grid
1.	$6 - 5 = 1$
2.	$11 + 9 = 20$
3.	$78 - 47 = 31$
4.	$100 + 60 = 160$
5.	$768 - 127 = 641$
6.	$673 + 58 = 731$
7.	$6 + 9 = 15$
8.	$11 - 10 = 1$

Strategy used to solve the question (More than one option can be chosen):

1. Finger/tick marks
2. Paper and pencil
3. Mental calculation

 Assessment Instruction

Number of correct responses: _____/8

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Add and subtract numbers upto 999 (Solves 7-8 problems)	3
Add and/or subtract numbers upto 999 (Solves 4-6 problems)	2
Add and/or subtract numbers upto 999 (Solves 1-3 problems)	1
Does not respond or does not understand the question	0

Question-4

LEARNING OUTCOME	Number operations-IL02: Solves daily life problems involving two or more operations of numbers (using addition, subtraction, multiplication, division) with numbers not exceeding 999
MATERIALS REQUIRED	Word problem sheet-I



Field Investigator's Script: Next, I am going to ask you a few questions. You can write the numbers on paper and solve the problem, if you want. You can also solve it in your head.

⇒ *(Note: Read each problem twice. Do not ask the child to read the problem himself/herself.)*

⇒ *(Note: If a child pauses and stops on first problem for more than 15 Seconds, then read the next problem.)*

Word problem sheet**Word Problems (Read each problem twice)**

1. Rita has 3 pens. Sumit borrows 1 from Rita. How many pens does Rita have now?
2. There is a packet of 100 toffees. Rehan eats 10 toffees. How many toffees are left in the packet?
3. Alice had 36 pigeons, 17 pigeons flew away. How many pigeons does Alice have now?
4. 46 children were playing in the garden. 12 more children joined them. How many children are now playing in the garden?
5. Nipun had 98 notebooks. Raman Gifted 10 more notebooks to Nimpun. How many notebooks does Nipun have now?
6. There were 39 birds in a flock. 78 new birds joined the flock. How many birds are there in the flock now?

Expected Answer:

1. 2
2. 90
3. 19
4. 58
5. 108
6. 117

Strategy used to solve the question (More than one option can be chosen):

1. Finger/tick marks
2. Paper and pencil
3. Mental calculation

 Assessment Instruction

Number of correct responses: _____/6

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Identifies the application of number operations in real life situations and provides the correct answers for all the questions	3
Identifies the application of number operations in real life situations and provides the correct answer for 3-5 questions	2
Identifies the application of number operation in real life situations and provides the correct answer for 1-2 questions	1
Does not respond or does not understand the question.	0

Question-5

LEARNING OUTCOME	Multiplication and division facts-IL03: Constructs and uses multiplication facts (tables) of numbers 2 to 10 and uses division facts
MATERIALS REQUIRED	Part A: Multiplication grid printed on paper Part B: 100 paper straws, 20 rubber bands

Part-5A

Field Investigator Script: Let's do one activity. Are you ready?

Okay. Let's start.

Now, I will ask a few questions, listen carefully and answer.

Multiplication grid

×	1	2	3
5	5	10	
6	6	12	
7	7	14	
8	8	16	

Prompt:

If I multiply number 1 by 5, the answer is 5, then if I multiply 1 by 6 the answer is 6.

↪ (Note: FI completes column 2.)

Next, if I multiply number 2 by 5, the answer is 10, then if I multiply 2 by 6 the answer is 12.

↪ (Note: FI completes column 3.)

Can you now complete it for 3?

↪ (Note: Answer can be obtained either in writing or verbally).

↪ (Note: If a child pause and stops on any multiplication fact for more than 5 Seconds, then ask the child to move to the next fact.)

Expected Answer:**Multiplication grid**

×	1	2	3
5	5	10	15
6	6	12	18
7	7	14	21
8	8	16	24

📄 Assessment Instruction (5A)

Number of correct responses: _____/4

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Provides all multiplication facts correctly	3
Provides 2-3 multiplication facts correctly	2
Provides 1 multiplication fact correctly	1
Does not respond or does not understand the question	0

Part-5B

Field Investigator Script: Let's do one activity. Are you ready?

Okay. Let's start. Here are some bundles of straws. *(Show the bundles and straws to the child.)*

I want you to make these into small bundles. Let's do one example.

Example: This is a bundle of 20 straws. If I make it into bundles of 4 straws, then how many such bundles are formed?

Alright! (If the child says correct answer)

(If the child doesn't give correct answer) Make the bundles of 4 straws. So the answer is 5.

I want you to find it for these bundles.

(Note: If a child pause and stops on any problem for more than 15 Seconds (calculating mentally), then move to the next problem.)

Prompt: How many bundles are formed? Think and tell me. You may use the straws if you want.

1. Bundle of 25 straws divided in to bundles with 5 straws.
2. Bundle of 45 straws divided in to bundles with 9 straws.
3. Bundle of 60 straws divided in to bundles with 10 straws.
4. Bundle of 16 straws divided in to bundles with 4 straws.

Expected answer:

1. 5 (Five)
2. 5 (Five)
3. 6 (six)
4. 4 (four)

 **Assessment Instruction (5B)**

Number of correct responses: _____/4

Time taken to complete the task: _____seconds

Assessment Rubric

Criteria	Points
Finds the answer correctly for all the items directly by division.	3
Finds the answer correctly for 2-3 questions by applying different strategies -mental calculation and placing sticks into bundles.	2
Finds the answer correctly for 1 question by placing sticks into bundles.	1
Does not respond or does not understand the question	0




Question-6

LEARNING OUTCOME	Measurement-IL04: Estimates and measures length/ distance, weight, capacity using non-standard units like hand span and standard units like m, km, g, kg, litre, etc. and identifies a particular date and corresponding day on a calendar; reads time on a clock in hours and half-hours
MATERIALS REQUIRED	Part A- Flash card of clock/Worksheet with the images of clocks as given. Part B- Measurement Sheet

Part 6 (A)

Field Investigator Script: Let's do an activity. Are you ready? Okay, let's get started. Look at the clock. *(Show the pictures of the clock to the child one by one.)*

Prompt: Tell me the time shown on the clock. (Point towards each clock as per the sequence and ask the child the time shown on the clock.)

1.	
2.	
3.	

Hint: What does the short hand indicate and what does the long hand indicate in a clock?

Expected answer:

1. 7:45
2. 9:30
3. 4:00

📌 Assessment Instruction (A)

Number of correct responses: _____/3

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Tells the time correctly in all three given clocks	3
Tells the time correctly with the help of hint in 2 given clocks	2
Tells the time correctly with the help of hint in any one clock	1
Does not respond or does not understand the question	0

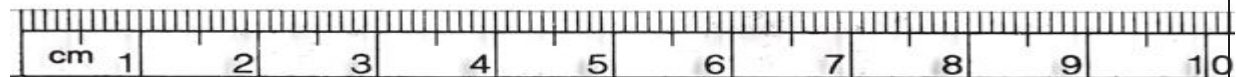
Part 6 (B)

Field Investigator's Script: I am showing you one sheet. In this sheet you can see a scale and a pencil. Can you tell the length of each of the pencils?

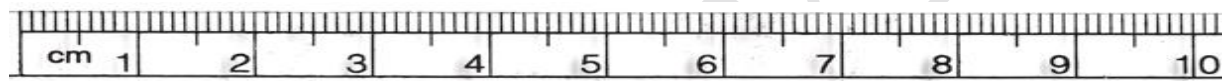
(Note-Answer can be obtained either in writing or verbally).

Measurement Sheet

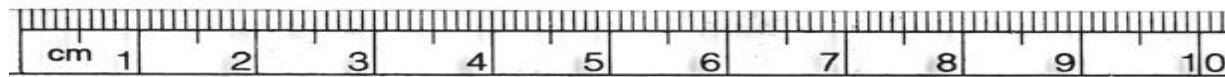
Activity sheet – How long is the pencil?



1. _____ cm long



2. _____ cm long



3. _____ cm long

Expected Response:

1.	2.	3.
10 cm	3 cm	2 cm

Assessment Instruction (B)

Number of correct responses: _____ /3

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Applies the understanding of measurement of length and calculates the length of the object (all answers are correct)	3
Applies the understanding of measurement of length but miscalculates the length of the object when the object is not aligned with the 0 of the scale (answer 1 and answer 3 are correct, answer 2 is incorrect)	2
Is not able to calculate the length of the object	1
Does not respond or does not understand the question	0

Sample © FLS 2022_NCERT

Question-7

LEARNING OUTCOME	Fractions-IL05: Identifies half, one-fourth, three-fourth of a whole and in a collection of up to 12 represented as objects/ pictures.
MATERIALS REQUIRED	Figures printed on paper, Pencil

**Field Investigator Script:**

I will give you few pictures, you have to colour/circle them.

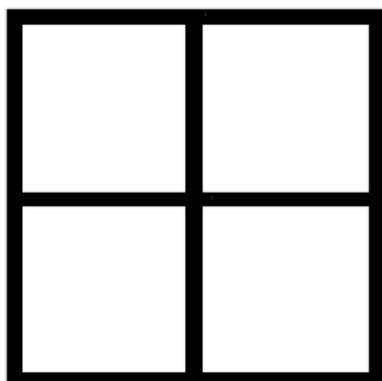
Look at the pictures in the sheet.

(Note: Give the picture sheet to the child.)

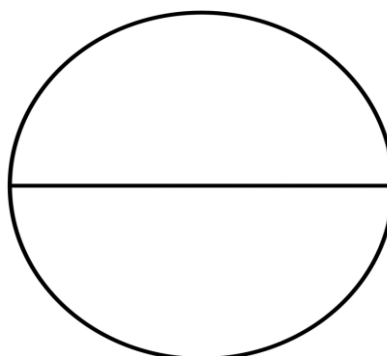
☞ *(Note: If a child pause and stops on any problem for 30 Seconds, then ask him/her to go to the next problem.)*

Prompt 1: Shade or circle the part with pencil as mentioned on the sheet.

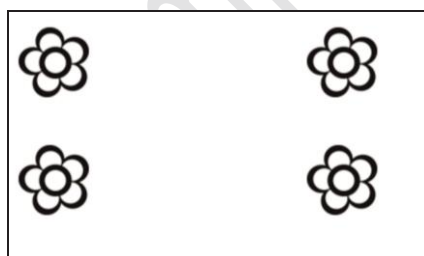
1. Figure A- $\frac{1}{4}$



2. Figure B- $\frac{1}{2}$



3. Figure C- $\frac{3}{4}$

**Field Investigator Script:**

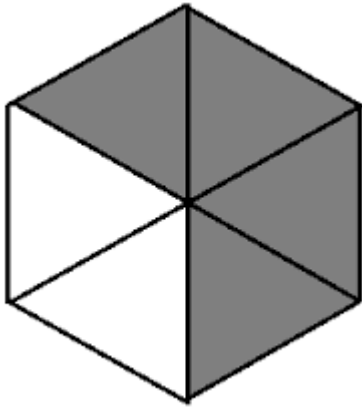
Now, I will show you some more figures.

(Note: Give the figures sheet to the child.)

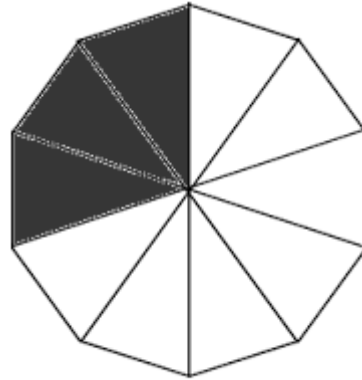
Look at the figures in the sheet.

Prompt: Identify the part of the coloured/circled portion in these figures.

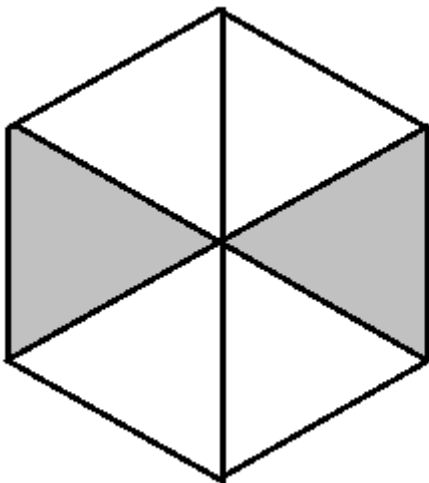
4. Figure D



5. Figure E



6. Figure F



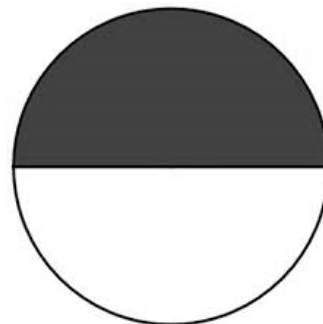
Expected Answer:

(For Answer A, B and C- There could be other possible ways of representing the specific fraction. The given answers are one of the ways of representing the fraction.)

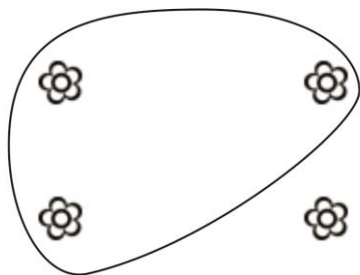
1. Figure A- $\frac{1}{4}$



2. Figure B- $\frac{1}{2}$



3. Figure C- $\frac{3}{4}$



4. Figure D- $\frac{4}{6}$
5. Figure E- $\frac{3}{10}$
6. Figure F- $\frac{2}{6}$ or $\frac{1}{3}$

 **Assessment Instruction**

Number of correct responses: _____/6

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Identifies and represents the fractions correctly (5-6 correct responses)	3
Identifies and/or represents the fractions correctly (3-4 correct responses)	2
Identifies and/or represents the fractions correctly (1- 2 correct responses)	1
Does not respond or does not understand the question	0

Question-8

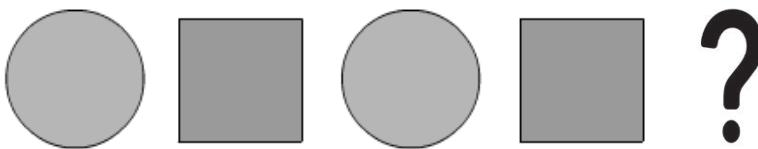
LEARNING OUTCOME	Patterns-IL06: Identifies, extends and communicates rules for simple patterns on numbers, events and shapes (e.g. skip count forward by 10).
MATERIALS REQUIRED	Pattern printed on paper, Pencil



Field Investigator Script: Let's do one activity. I will show you some pattern with shapes and some pattern with numbers. Let us see an example.

Example

Few shapes are given here. Please tell which shape should come in the end-



(If the child answers correctly) This is correct,  will come here in the blank.

(If the child does not answer correctly)  will come here in the blank.

Let's look at one more pattern.

Example:

Here are some numbers – 6, 7, and 9, what number goes here?

6	7		9
---	---	--	---

(Note: Point to the item from left to right while reading the above statement.)

(If the child responds correctly) That's correct, 3. Let's do one more.





(If the child does not respond correctly) The number 6 goes here. Say the numbers with me.

[Pointing to each number] 6, 7, 8, 9. 8 goes here.

☞ *(Note: If a child pause and stops on a pattern for 30 Seconds, then ask him/her to go to the next pattern.)*

Prompt: Few patterns are given here. You have to tell me how to complete these patterns.

(Answers have to be obtained in writing.)

S. No.	Pattern
1.	
2.	
3.	
4.	



Field Investigator Script: Please complete these patterns also.

5.	18	19	20	
----	----	----	----	--

6.	34	35	36	
----	----	----	----	--

7.	75		95	105
----	----	--	----	-----

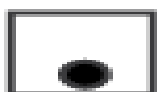
8.	500	600		800
----	-----	-----	--	-----

Expected Answer

1.



2.



3.



4.



5. 21

6. 37

7. 85

8. 700

Assessment Instruction

Number of correct responses: _____/8

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Completes 7-8 patterns	3
Completes 4-6 patterns	2
Completes 1-3 patterns	1
Does not respond or does not understand the question	0

Question-9

LEARNING OUTCOME	Data Handling-IL07: Solve problems involving data displays (i.e., tally charts, bar graphs, or pictographs) with single unit scales and up to four categories of data
MATERIALS REQUIRED	Pictograph

**Field Investigator Script:**

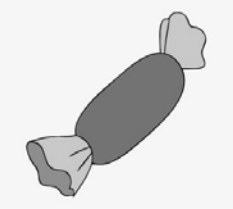







Let's do an activity.

Now I will show you a picture. Let's start.

(Show the pictograph to the child.)

(Point to the picture.) Look at the picture carefully and answer the questions.

Pictograph

<p>Toffee</p> 	
<p>Chocolate</p> 	
<p>Ice cream</p> 	
<p>Cake</p> 	

(Points to the picture.) This picture shows the children's choice of food.

Prompt:

1. The number of children who like chocolates is _____.
2. Most of the children like _____.
3. The number of children who like cake is _____.
4. The number of girls who like chocolate is _____.
5. The number of boys who like cake is _____.
6. The number of girls who like toffee is _____.

Expected Answer: 1. Four, 2. Toffee, 3. Five, 4. Two, 5. Two, 6. Three

 **Assessment Instruction**

Number of correct responses: _____/6

Time taken to complete the task: _____ seconds

Assessment Rubric

Criteria	Points
Answers 5-6 questions correctly	3
Answers 3-4 questions correctly	2
Answers 1-2 questions	1
Does not respond or does not understand the question	0

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
National Council of Educational Research and Training

Sri Aurobindo Marg, New Delhi - 110016

ISBN 978-93-5292-943-6