LANGUAGE AND MATHS ACHIEVEMENT LEVELS: COMPARISON OF SPK AND NON-SPK COHORTS IN 5 BLOCKS (2010-2012)

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INTRODUCTION

A substantial obstacle faced by children from under-privileged backgrounds is the weakness of family and community support for their school learning. The parents may earnestly want their children to go to school but find themselves lost when it comes to reinforcing their learning at home or in providing them with a suitable environment. Eklavya has been running community-based learning centres called Shiksha Protsahan Kendras (SPKs) for such children. Starting from the largely tribal Shahpur block in Betul district in 1999, the SPKs have now spread into four more districts - Pipariya, Hoshangabad, Harda and Dewas.

An SPK is set up through consultations with and the support of the local community. It is the community that appoints a facilitator there and bears part of the cost of running the centre through contributions in cash or kind. These may be supplemented by Eklavya, which also takes up the responsibility of training the facilitator and monitoring a cluster of such centres. Children come to the SPK centres for a couple of hours before school opens or after school ends.

A previous study of the SPK programme in Shahpur had found it to be improving the learning levels of the children who came to it (Madan and Tiwari 2010). This was seen to be particularly beneficial for children from more disadvantaged occupational and community backgrounds. The present study now seeks to examine the four districts where SPKs have been set up relatively recently.

METHODOLOGY

The present study designed a test instrument to assess Maths and Language achievement levels and implemented it with the children who were in grade 3 in 2010. The children tested were those who were coming regularly to SPKs. A control of children which was not coming to SPKs was also tested. These were from the same or adjoining village and a total of 45 villages were thus covered in the study. Children were tested in the government schools which they were attending. The children in those government schools were tested again after a gap of two years in 2012. The data of the same cohort was separated from the rest and was used as the basis of the analysis presented below.

The data thus corresponds to the same children who were in grade 3 at the time of the first test after they had entered grade 5. Some children were in schools where an activity-based learning (ABL) programme was being run. They were registered in grade 4 there, whereas they would have been in grade 5 if they had been in the usual schools. They have been considered as grade 5 children for the purpose of this report.

The numbers of the children enrolled in the schools and tested respectively are as follows:

SPK				Non-SPK			
Enrolled	In Pre-Test	In Post-Test	Absent in Post-Test	Enrolled	In Pre-Test	In Post-Test	Absent in Post-Test
450	282	208	80	533	246	182	64

The children who were common in both the pre-test and the post-test were 390 in number. The breakup of this cohort which could effectively be followed over two years is as follows:

SPK	Non-SPK
208	182

The children were tested in Language and Maths, using a similar instrument in both grade 3 as well as in grade 5. The instrument was designed so that it had a mix of questions that were of the levels of grade 3, 4 and 5, respectively. This gave a score that reflected how much a child had improvemed over two years. In Language there were 12 questions, with several sub-questions in each, totalling to 56 items across them. In Maths there were 12 questions, again with several sub-question in each, totalling to 64 items across them.

The response by a child to each item was marked – Not Done (when the child did not attempt a question), Correct and Incorrect. The results of the test were summarized by counting the total number of Not Dones, Corrects and Incorrects for each child. So for each child a total like the below would be obtained for, say, Language in grade 3 and then Language in grade 5, using a very similar test instrument in both grades:

Pre-test (grade 3)			Post-test (grade 5)		
Not Done	Correct	Incorrect	Not Done	Correct	Incorrect
28	21	4	6	37	10

Average scores and medians were calculated for SPK and Non-SPK children, respectively, counting the items which were “Not Done”, “Correct” and “Incorrect”.

A point of interest was where children stood at the end of at least two years in an SPK. However, children from different villages and SPK and control groups could be at different starting points two years ago. Therefore another focus of inquiry was on the **growth** which took place over the two years separating the pre-test and the post-test, not just the present performance. This was believed to be a better indicator of how much of a contribution was being made by SPKs, than just the final scores of children.

COMPARISON OF LANGUAGE SCORES

The pre-test Language scores of SPK children were higher to begin with than the pre-test scores of the control children. They had on average 22.2 items out of 56 correct in class 3. The control children had on average 14.3 items out of 56 correct in class 3. The post-test scores show a jump in the correct scores of both the SPK as well as the control. The SPK children are now doing an

average of 39.6 items correct out of 56. The control is doing on average 28.5 items out of 56 correct.

SPK LANGUAGE	Pre-test (class 3)			Post-test (class 5)		
	Not Done	Correct	Incorrect	Not Done	Correct	Incorrect
Average Score	24.0	22.2	6.1	5.4	39.6	8.0
Median Score	23.0	23.0	5.0	2.0	44.0	5.0
Standard Deviation	12.0	13.0	5.3	9.1	13.2	8.7

CONTROL NON-SPK LANGUAGE	Pre-test (class 3)			Post-test (class 5)		
	Not Done	Correct	Incorrect	Not Done	Correct	Incorrect
Average Score	29.7	14.3	9.0	9.7	28.5	14.8
Median score	28.0	13.0	8.5	7.0	28.0	14.0
Standard Deviation	12.2	11.0	6.0	10.3	14.5	10.7

Comparing the growth in both SPK and non-SPK children, there is a similar drop in the average number of items which were not done. Both increase the average number of items correctly done, though the SPK children's increase in average Language items correctly done is more than amongst the non-SPK children. The number of average incorrect items also increases, with it being a greater increase in the non-SPK children than the SPK children.

CHANGES IN LANGUAGE AVERAGE SCORES	Not Done	Correct	Incorrect
SPK	-19.6	+17.4	+1.9
Non-SPK Control	-19.8	+14.2	+5.8

CHANGES IN LANGUAGE MEDIAN SCORES	Not Done	Correct	Incorrect
SPK	-21.0	+21.0	0
Non-SPK Control	-21.0	+15.0	+5.5
Probability of difference due to random factors (p) Significance is at less than p=0.05 Wilcoxon Mann-Whitney Test	0.610	0.002 Sign.	0.000 Sign.

The median scores show a similar pattern as the average scores, with only a small difference in the two. A comparison of the increase in correct scores between the SPK and the non-SPK through the Wilcoxon Mann-Whitney test shows that difference between the two is quite significant. There is only a .002 probability that the difference could have been due to random factors. The change in incorrect scores also appears to be significant and because of a real difference in the two groups. However, the change in the median scores of “not done” does not appear to reveal a significant difference in the two groups.

COMPARISON OF MATHS SCORES

Like in Language, the pre-test scores of SPK children were higher than the pre-test scores of the control children in Maths, too. The SPK children have on average 21.9 correct item responses out of 64 in grade 3 and on average 41.6 correct item responses in grade 5. The control children start lower, with only on average 12.6 correct item responses out of 64 in grade 3 and are still behind with an average of 30.1 correct item responses out of 64 in grade 5.

SPK MATHS	Pre-test (class 3)			Post-test (class 5)		
	Not Done	Correct	Incorrect	Not Done	Correct	Incorrect
Average Score	21.2	21.9	19.0	5.5	41.6	15.0
Median Score	19.0	19.0	18.0	1.0	46.0	12.0
Standard Deviation	13.7	14.8	9.8	9.4	16.7	11.7

CONTROL NON-SPK MATHS	Pre-test (class 3)			Post-test (class 5)		
	Not Done	Correct	Incorrect	Not Done	Correct	Incorrect
Average Score	27.6	12.6	21.8	10.8	30.1	21.2
Median Score	25.0	11.0	21.0	7.0	29.5	19.0
Standard Deviation	13.0	10.2	8.9	12.1	14.6	11.0

When we compare the growth rate through the average scores, it appears as if the difference between SPK and non-SPK increases very slightly between grade 3 and grade 5. The number of correct responses by SPK children increase on average by 19.7, with them increasing in the control by 17.5. Interestingly, whereas the number of incorrect responses decrease among the SPK children by an average of 4, they decrease only by an average of 0.6 amongst the non-SPK.

CHANGES IN MATHS AVERAGE SCORES	Not Done	Correct	Incorrect
SPK	-15.7	+19.7	-4.0
Non-SPK Control	-16.8	+17.5	-0.6

The changes in the median scores of “not done” are similar to what we see in the average scores, with the two groups showing a very similar patter. The median scores of “correct” however show a bigger difference than is apparent with the average scores. The difference was computed to correspond to a .045 probability that it was due to random factors, rather than corresponding to a real difference between the two groups. This is just across the conventional boundary of considering a .05 p value as indicative of a real difference. The difference between the two groups in the medians of correct Maths scores can therefore be considered as significant. The difference between the changes in “incorrect” median scores is also significant.

CHANGES IN MATHS MEDIAN SCORES	Not Done	Correct	Incorrect
SPK	-18.0	+27.0	-6.0
Non-SPK Control	-18.0	+18.5	-2.0
Probability of difference due to random factors (p) Significance is at less than p=0.05 Wilcoxon Mann-Whitney Test	0.296	0.045 Sign.	0.005 Sign.

SOCIAL INEQUALITY AND ACHIEVEMENT LEVELS

Gender	SPK			Non-SPK		
	Number	Mean Growth in Language	Mean Growth in Maths	Number	Mean Growth in Language	Mean Growth in Maths
Boys	101	17.7	18.5	87	13.9	19.0
Girls	107	17.2	20.8	95	14.5	16.1

While there is a difference between the SPK and non-SPK cohorts, the difference between boys and girls in each cohort is not much. Among all the children, both boys and girls are growing at a similar rate in Language. In the SPK programme girls seem to be doing slightly better in Maths, though, while amongst the non-SPK children, it is the boys who are growing slightly faster.

Castes in SPK	ST	SC	OBC	Others
Number	28	74	101	5
Percent	13.46	35.58	48.56	2.4

Castes in Non-SPK	ST	SC	OBC	Others
Number	19	59	98	6
Percent	10.44	32.42	53.85	3.3

The SPK and non-SPK cohorts have a very similar distribution of castes amongst them. They are mainly SC and OBC, with a small number of STs and a very few other castes.

Growth Across Various Castes

	SPK			Non-SPK		
	Number	Mean Growth in Language	Mean Growth in Maths	Number	Mean Growth in Language	Mean Growth in Maths
ST	28 (13%)	14.3	16.4	19 (10%)	13.3	16.0
SC	74 (36%)	18.7	21.5	59 (32%)	14.3	15.9
OBC	101 (59%	17.6	19.0	98 (54%)	14.6	13.8
OTHERS	5 (2%)	13.2	24.2	6 (3%)	10.2	15.8

In both the cohorts, the SC and the OBC are improving the most in Language. In Maths, the SPK cohort shows a considerably higher growth in the SC, the OBC and the Others. The ST lag behind the other caste groups in the SPK cohort, even while doing slightly better than all the other caste groups in the non-SPK. Amongst the non-SPK the growth pattern is quite similar across the various caste groups. The OBC are slightly behind the rest.

Growth Across Various Father Occupations

	SPK			Non-SPK		
	Number	Mean Growth in Language	Mean Growth in Maths	Number	Mean Growth in Language	Mean Growth in Maths
Agricultural Labour	45 (22%)	15.8	21.6	59 (32%)	14.2	19.2
Marginal farmer	13 (6%)	22.5	24.5	4 (2%)	8.5	8.3
Farmer	140 (67%)	17.5	18.5	Farmer (60%)	13.6	16.6
Others	10 (5%)			9 (6%)		

SPK cohort children of marginal farmers are showing the greatest improvement in Language, followed by children of farmers and agricultural labour, respectively. There is not much difference in the non-SPK cohort between children of farmers and agricultural labour in Language. The children of marginal farmers appear to be lagging behind, but the number of children with that class background is quite small, too.

SPK children of marginal farmers are doing best in Maths, too. In Maths the agricultural labour show a greater improvement of scores than the children of farmers. Non-SPK children, too show a greater improvement amongst the agricultural labour than amongst farmers.

Overall it appears there is a small effect of the SPK programme in increasing the growth rates of the more under-privileged. This is important since it reverses the conventional trend of the more advantaged improving faster than the others, even after the provision of schooling to all. At the same time the SPK facilitated improvements in the under-privileged learning rates are not very dramatic. Where present, they are only a little more than what one sees in the non-SPK cohorts.

CONCLUSIONS:

The children in the SPK programmes seem to be increasing the gap between themselves and the control group in Language. In Maths, too, the gap seems to be widening, but by a relatively smaller amount. The growth in average scores of SPK and the control are rather close in Maths, but the growth in median scores in Maths is comparable to that in Language. The changes in “correct” scores are statistically significant in both Maths and Language, implying that there is probably a real difference in the growth taking place in the SPK and the Non-SPK groups.

This trend is quite similar to the trend observed in Shahpur in the study done in 2009. At that time one lesson drawn had been that Maths needs more effort from the SPK team. Perhaps that message has been reinforced here, though to a smaller extent.

The SPK programme also appears to benefit more disadvantaged social categories to a small extent.

However this is not very pronounced and is quite uneven. This too may need more attention from the SPK team.

FUTURE WORK:

An element by element comparison of pre and post samples can be done, across each ability being tested by the questions. Maybe a workshop with the group members can be done. They could together calculate what growth took place in each question and what kind of common errors are being made. This could give feedback into what aspects of Maths and Language abilities need more emphasis from the SPK teachers. A workshop would perhaps be more effective in drawing lessons than reading a report. The workshop participants can be shown how to tabulate and write reports on different questionnaire elements. This can be put together into a consolidated report across all the different elements.

A qualitative study could be done of the various activities done by various SPK facilitators. This could help in identifying constructive practices and also in identifying what may benefit with improvement. This could examine across several centres what is done to teach the questionnaire elements which are showing good as well as not so good results.

The present quantitative study could also benefit with a larger sample, including children from more diverse social backgrounds, including urban communities. This would throw into sharper relief how the SPK processes work across a fabric of social inequality.

APPENDICES

Appendix I: Pre-test questionnaire
Appendex II: Post-test questionnaire
Appendix III: Numbers of children across both cohorts who did not attempt, correctly answered and incorrectly answered each question in the Language questionnaire.
Appendix IV: Numbers of children across both cohorts who did not attempt, correctly answered and incorrectly answered each question in the Maths questionnaire.
Appendix V: Change in numbers of children acorss both cohorts who did not attempt, correctly answered or incorrectly answered each question in Maths and Language.

REFERENCES

Madan, Amman and Ghanshyam Tiwari (2010). “ Educational Achievement Through the Lens of Social Inequality: A Tribal Belt of Madhya Pradesh”. Hoshangabad: Eklavya. http://www.eklavya.in/pdfs/reports/social_inequality_and_educational_achievement_spk-2010.pdf

APPENDIX I

Pre-Test Questionnaire

नाम पिता का नाम ---------- कक्षा --

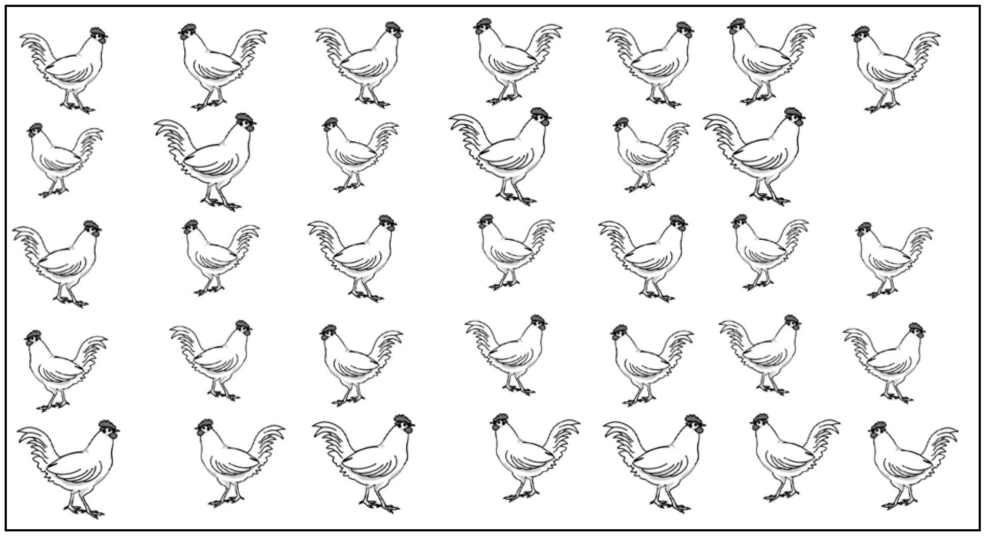
Date

S.P.K.
NON SPK

प्रश्न–1.(क) कुल कितने मुरगे हैं गिनकर लिखो। ☐

(ख) 10–10 मुरगों के समूह बनाओ और गिनकर लिखो कितने समूह बने। ☐

(ग) 10–10 के समूह बनाने के बाद कितने मुरगे बच गए लिखो। ☐



प्रश्न –2. नीचे बने खाली डिब्बे में बीच की, बाद की तथा पहले की संख्या लिखो।

34		36

199	

	446

प्रश्न –3. जोड़कर लिखो।

$$\begin{array}{r} 35 \\ +\ 24 \\ \hline \square \end{array} \qquad \begin{array}{r} 379 \\ +\ 632 \\ \hline \square \end{array} \qquad \begin{array}{r} 1023 \\ +\ 1983 \\ \hline \square \end{array}$$

123 + 26 = ☐ 132 + 14 + 403 = ☐

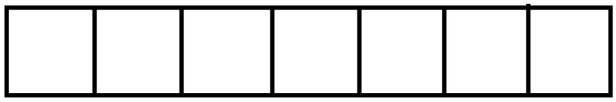
प्रश्न –4. घटाकर लिखो।

$$\begin{array}{r} 28 \\ -\ 17 \\ \hline \square \end{array} \qquad \begin{array}{r} 902 \\ -\ 336 \\ \hline \square \end{array} \qquad \begin{array}{r} 4016 \\ -\ 1327 \\ \hline \square \end{array}$$

1

प्रश्न –5. निम्न संख्याओ को छोटे से बढ़ते क्रम में जमाओ।

29, 7, 5, 82, 3, 19, 15



प्रश्न –6 भाग करो।

(1) 3 5 ÷ 5 =

(2) 2) 8 (

प्रश्न –7 गुणा करो।

(1) 8 **X** 3 = ☐

(2) 2 9 **X** 3 = ☐

प्रश्न –8 इबारती सवाल हल करो।

(1) एक पेंसिल 3 रूपये में आती है। तो 23 पेंसिल कितने रूपये में आयेगी?

(2) 18 चॉकलेट को 6 बच्चों में बराबर–बराबर बॉटना है, एक बच्चे को कितनी चॉकलेट मिलेंगी?

(3) आज पहली कक्षा में 27, दूसरी में 35, तीसरी में 18, चौथी में 28 और पॉचवी

में 19 बच्चे आए। बताओ आज स्कूल में कुल कितने बच्चे आए?

(4) कमला के पास 34 रूपये थे। उसने 5 रूपये मीना को दे दिये। अब उसके पास कितने रूपये बचे?

(5) एक डिब्बे में 10 पेंसिल आती है। बताओ 14 डिब्बे में कितनी पेंसिल आयेगी?

(6) राजू ने एक गाय 2801 रूपये में खरीदी, और उसे 2765 रूपये में बेंच दी। बताओ गाय बेचने पर राजू को लाभ हुआ या हानि, व कितने रूपये का हुआ?

प्रश्न–9. संख्याओ का श्रुतिलेखन करो?

(क)	(ख)	(ग)	(घ)	(च)	(छ)

प्रश्न–10 दी गई संख्या को पढ़ो व उसके बराबर नोट निकाल कर बताओ?

संख्या	1 के नोट	10 के नोट	100 के नोट
5 6			
2 9 9			
8 7			
5 6 0			

प्रश्न–11. मौखिक इबारती सवाल हल करो।

(1) रानी ने 18 रोटी बनाई। बच्चों ने 14 रोटी खा ली। अब रानी के पास कितनी रोटी बची ?

(2) रमेश ने 40 लड्डू बनाए और ममता ने 60 लड्डू बनाए। दोनों ने कुल कितने लड्डू बनाए ?

(3) 15 जलेबी थी, 4 बंदर ले गया और 3 बिल्ली खा गई, अब कितनी जलेबी बची ?

(4) 7 आम 30 रूपए में मिलते हैं तो 90 रूपए में कितने आम मिलेंगे?

प्रश्न–12.अंक कार्ड द्वारा 12, 3, 25, 37, 81,90,100 को बड़े से छोटे क्रम में जमाओ।

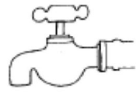
(अंक कार्ड से बच्चे द्वारा जमाया क्रम को गुरूजी नीचे बने डिब्बों में लिखें।)

प्रश्न –1.

नाम —————— पिता का नाम —————— कक्षा ————

माता का नाम ————————गॉव का नाम ————————————

प्रश्न–2. नीचे बने चित्रों के नाम लिखो।


————— ————— —————

————— ————— —————

प्रश्न–3. दिए गए अक्षर मात्रा से 10 शब्द बनाओ।

क न प ह ल म स थ र ब ा

(1)————— (2) ————— (3) ————— (4) ————— (5) —————

(6)————— (7) ————— (8) ————— (9) ————— (10)—————

प्रश्न–4. कोई चार फलों के नाम लिखो। (1) (2) (3) (4) ————

प्रश्न–5. नीचे लिखे शब्दों को शामिल कर वाक्य बनाओ।

(1) हाथी (2) स्कूल (3) ईंट (4) बाजार (5) भूत

(1) —

(2) —

(3) —

(4) —

(5) —

प्रश्न–6. कहानी पढ़कर सवालों के जवाब लिखो।

एक सेठ था। उसके घर एक सफेद गाय थी। गाय के चार सींग थे। पूरे गाँव में चर्चा थी कि जिसके पास चार सींग वाली गाय होती है वह धनवान होता है। एक रात सेठ सो रहा था तभी चार चोर सेठ के घर घुसे। चोर गाय चुराकर ले जाना चाहते थे। पहला चोर जैसे ही गाय के पास पहुँचा, गाय ने सींग हिलाए तो वह एक सींग में फंस गया। वह जोर–जोर से चिल्लाने लगा ... बचाओ..बचाओ।

(1) गाय के कितने सींग थे ?

_____

(2) धनवान किसे कहते है ?

_____

_____

(3) जब चोर घर में घुसे तो सेठ क्या कर रहा था ?

_____

(4) सेठ और चोर में दो समानता और दो अंतर बताओ।

समानता		अंतर	
(1)	_____	(1)	_____
(1)	_____	(1)	_____

(5) इस कहानी के लिए कोई चित्र बनाओ ?

12	3	25
37	81	90

12	3	25
37	81	90

APPENDIX II

POST-TEST QUESTIONNAIRE

नाम पिता का नाम ---------- कक्षा --

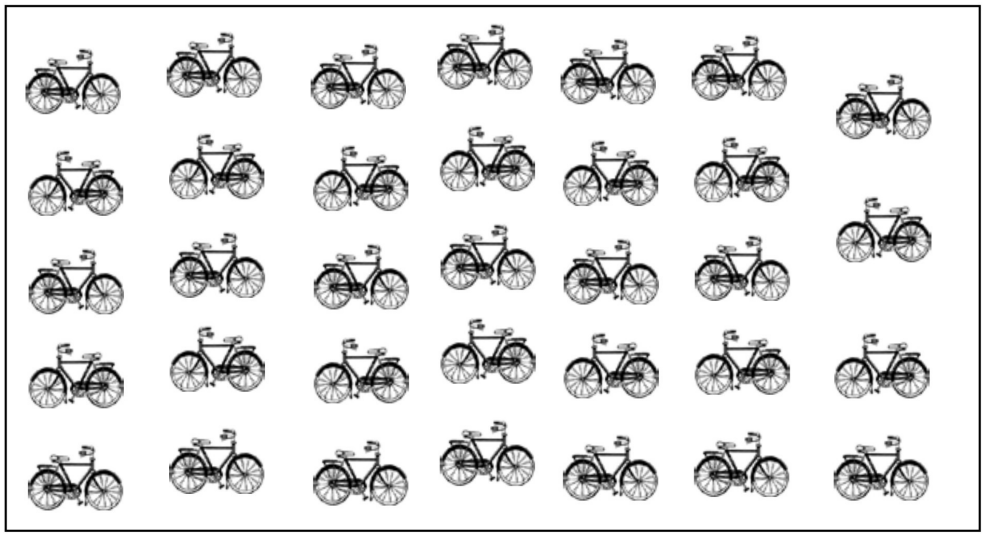
Date

S.P.K.
NON SPK

प्रश्न–1.(क) कुल कितनी साइकिलें हैं गिनकर लिखो। ☐

(ख) 10–10 साइकिलों के समूह बनाओ और गिनकर लिखो कितने समूह बने। ☐

(ग) 10–10 के समूह बनाने के बाद कितनी साइकिलें बची, लिखो। ☐



प्रश्न –2. नीचे बने खाली डिब्बे में बीच की, बाद की तथा पहले की संख्या लिखो।

32		34

199	

	446

प्रश्न –3. जोड़कर लिखो।

$$\begin{array}{r} 43 \\ +\ 35 \\ \hline \square \end{array} \qquad \begin{array}{r} 379 \\ +\ 632 \\ \hline \square \end{array} \qquad \begin{array}{r} 1023 \\ +\ 1983 \\ \hline \square \end{array}$$

123 + 26 = ☐ 132 + 14 + 403 = ☐

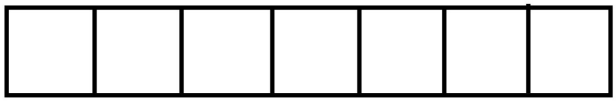
प्रश्न –4. घटाकर लिखो।

$$\begin{array}{r} 27 \\ -\ 15 \\ \hline \square \end{array} \qquad \begin{array}{r} 902 \\ -\ 336 \\ \hline \square \end{array} \qquad \begin{array}{r} 4016 \\ -\ 1327 \\ \hline \square \end{array}$$

1

प्रश्न –5. निम्न संख्याओं को छोटे से बढ़ते क्रम में जमाओ।

39, 17, 5, 92, 3, 19, 15



प्रश्न –6 भाग करो।

(1) 4 5 ÷ 5 =

(2) 2) 8 (

प्रश्न –7 गुणा करो।

(1) 8 **X** 3 =

(2) 2 9 **X** 3 =

प्रश्न –8 इबारती सवाल हल करो।

(1) एक पेंसिल 3 रूपये में आती है। तो 32 पेंसिल कितने रूपये में आयेगी?

(2) 18 चॉकलेट को 6 बच्चों में बराबर–बराबर बॉटना है, एक बच्चे को कितनी चॉकलेट मिलेंगी?

(3) आज पहली कक्षा में 27, दूसरी में 35, तीसरी में 18, चौथी में 28 और पॉचवी

में 19 बच्चे आए। बताओ आज स्कूल में कुल कितने बच्चे आए?

(4) कमला के पास 34 रूपये थे। उसने 5 रूपये मीना को दे दिये। अब उसके पास कितने रूपये बचे?

(5) एक डिब्बे में 10 पेंसिल आती है। बताओ 14 डिब्बे में कितनी पेंसिल आयेगी?

(6) राजू ने एक गाय 2801 रूपये में खरीदी, और उसे 2765 रूपये में बेंच दी। बताओ गाय बेचने पर राजू को लाभ हुआ या हानि कितने रूपये?

प्रश्न–9. संख्याओं का श्रुतिलेखन करो?

(क)	(ख)	(ग)	(घ)	(च)	(छ)

प्रश्न–10 दी गई संख्या को पढ़ो व उसके बराबर नोट निकाल कर बताओ?

संख्या	1 के नोट	10 के नोट	100 के नोट
5 6			
2 9 9			
8 7			
5 6 0			

प्रश्न–11. मौखिक इबारती सवाल हल करो।

(1) रानी ने 17 रोटी बनाई। बच्चों ने 12 रोटी खा ली। अब रानी के पास कितनी रोटी बची ?

(2) रमेश ने 60 लड्डू बनाए और ममता ने 40 लड्डू बनाए। दोनों ने कुल कितने लड्डू बनाए ?

(3) 15 जलेबी थी, 4 बंदर ले गया और 3 बिल्ली खा गई, अब कितनी जलेबी बची ?

(4) 30 रूपए में 7 आम मिलते हैं तो 90 रूपए में कितने आम मिलेंगे?

प्रश्न–12.अंक कार्ड द्वारा 12, 3, 25, 37, 81,90,100 को बड़े से छोटे क्रम में जमाओ।

(अंक कार्ड से बच्चे द्वारा जमाया क्रम को गुरूजी नीचे बने डिब्बों में लिखें।)

प्रश्न –1.

नाम ––––––– पिता का नाम ––––––– कक्षा ––––

माता का नाम ––––––––– गॉव का नाम ––––––––––––

प्रश्न–2. नीचे बने चित्रों के नाम लिखो।

–––––

–––––

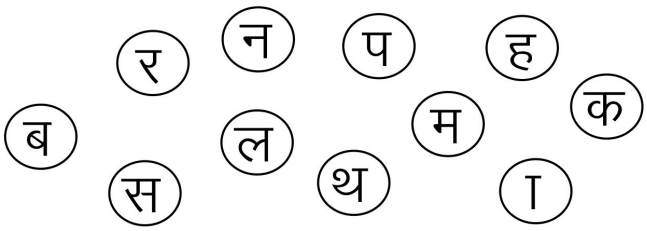
–––––

–––––

–––––

–––––

प्रश्न–3. दिए गए अक्षर मात्रा से 10 शब्द बनाओ।



(1)––––– (2) ––––– (3) ––––– (4) ––––– (5) –––––

(6)––––– (7) ––––– (8) ––––– (9) ––––– (10)–––––

प्रश्न–4. (1) _____ (2) _____ (3) _____ (4) _____ कोई चार फलों के नाम लिखो।

प्रश्न–5. नीचे लिखे शब्दों को शामिल कर वाक्य बनाओ।

(1) घोड़ा (2) शाला (3) पत्थर (4) शहर (5) सपना

(1) –

(2) –

(3) –

(4) –

(5) –

1

प्रश्न–6. कहानी पढ़कर सवालों के जवाब लिखो।

एक सेठ था। उसके घर एक सफेद गाय थी। गाय के चार सींग थे। पूरे गाँव में चर्चा थी कि जिसके पास चार सींग वाली गाय होती है वह धनवान होता है। एक रात सेठ सो रहा था तभी चार चोर सेठ के घर घुसे। चोर गाय चुराकर ले जाना चाहते थे। पहला चोर जैसे ही गाय के पास पहुँचा, गाय ने सींग हिलाए तो वह एक सींग में फंस गया। वह जोर–जोर से चिल्लाने लगा ... बचाओ..बचाओ।

(1) गाय के कितने सींग थे ?

_____

(2) धनवान किसे कहते है ?

_____

_____

(3) जब चोर घर में घुसे तो सेठ क्या कर रहा था ?

_____

(4) सेठ और चोर में दो समानता और दो अंतर बताओ।

समानता		अंतर	
(1)	_____	(1)	_____
(1)	_____	(1)	_____

(5) इस कहानी के लिए कोई चित्र बनाओ ?

मौखिक नाम _____ पिता का नाम _____ कक्षा _____

प्रश्न–7 . नीचे लिखे शब्द पढ़कर सुनाओ।

1– जग 2– हल 3– चल 4– हाथी

5– पेड़ 6– लड़की 7– हवलदार 8– ग्राहक

9– सरपंच 10– कर्तव्य

प्रश्न–8. वाक्य पढ़ो –

(1) हाथी जंगल गया।

(2) मछली पानी में रहती है।

(3) गाय घास खा रही थी।

प्रश्न–9. कहानी पढ़कर सुनाओ।

चुन्नू–मुन्नू अपनी मां से बोले– आज हम भी तुम्हारे साथ चलेंगे। चिड़िया बोली – दूर तक जाने पर दाना मिलता है। तुम दोनों इतना उड़ नही पाओगे। मत चलो। दोनों नही माने। जब चिड़िया जंगल जाने लगी दोनों को साथ ले गई।

चुन्नू–मुन्नू मां के साथ बहुत खुश थे। जंगल में खूब उड़े, उछले–कूदे, मस्ती की। शाम होने लगी। चुन्नू थक कर एक पेड़ पर सो गया। चुन्नू को सोता देख मुन्नू को भी नींद आने लगी। अब चिड़िया क्या करती उसे भी पेड़ पर रात गुजारनी पड़ी।

प्रश्न –1. चिड़िया चुन्नू–मुन्नू को जंगल क्यों नहीं ले जाना चाहती थी ?

प्रश्न –2. पहले किसे नींद आई ?

प्रश्न –3. चुन्नू–मुन्नू को सोता देख चिड़िया ने क्या किया ?

प्रश्न–10. मन से या पढ़ी/सुनी कोई कहानी लिखो।

_____

_____

_____

_____

_____

_____

_____

3

12	3	25
37	81	90

12	3	25
37	81	90

APPENDIX III

Numbers of children across both cohorts who did not attempt, correctly answered and incorrectly answered each question in the Language questionnaire

LANGUAGE		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
Q1 Personal details	Name	15	170	23	15	139	28	0	208	0	2	174	6
	Father's name	52	127	29	48	86	48	2	198	8	12	143	27
	Class	51	131	26	65	76	41	7	195	6	17	151	14
	Mother's name	83	92	33	79	58	45	14	175	19	25	131	26
	Village	84	112	12	101	61	20	21	170	17	36	117	29
Q2 Write names of figures	Lock / Rabbit	13	116	79	31	35	116	6	135	67	10	70	102
	Tap / Bus	15	149	44	32	65	85	1	192	15	8	124	50
	House / Cup	20	157	31	36	101	45	2	183	23	10	103	69
	Fish / Butterfly	17	90	101	36	41	105	4	142	62	7	99	76
	Cow / Key	19	112	77	33	58	91	3	157	48	6	80	96
	Rabbit / Lock	24	64	120	37	31	114	0	171	37	6	107	69

LANGUAGE		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
Q3 Make 10 words out of the given letters	1	34	129	45	45	67	70	11	182	15	15	115	52
	2	38	122	48	48	61	73	11	183	14	15	103	64
	3	45	99	64	50	54	78	11	186	11	17	99	66
	4	48	95	65	51	61	70	13	184	11	19	100	63
	5	56	96	56	60	52	70	13	176	19	25	93	64
	6	64	98	46	60	47	75	15	178	15	42	83	57
	7	74	79	55	62	51	69	17	172	19	42	80	60
	8	78	77	53	67	36	79	24	168	16	45	74	63
	9	78	77	53	71	40	71	20	168	20	47	81	54
	10	84	70	54	81	33	68	24	162	22	48	76	58
Q4 Write names of any four fruits	1	63	104	41	66	60	56	15	155	38	21	113	48
	2	72	95	41	76	56	50	15	151	42	21	114	47
	3	88	85	35	93	53	36	17	150	41	24	105	53

LANGUAGE		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
	4	97	88	23	95	46	41	20	149	39	25	109	48
Q5 Write sentences using these words	Elephant	178	29	1	179	3	0	33	134	41	77	56	49
	School	185	22	1	179	3	0	40	131	37	91	53	38
	Brick	185	22	1	180	2	0	52	116	40	97	48	37
	Market	184	23	1	182	0	0	53	121	34	102	46	34
	Ghost	194	13	1	179	3	0	63	115	30	103	44	35
Q6 Questions asked to test comprehension of a previously unseen passage.	1	167	40	1	152	30	0	19	142	47	39	82	61
	2	201	6	1	172	10	0	33	122	53	55	73	54
	3	191	16	1	179	3	0	38	125	45	67	53	62
	4	203	4	1	182	0	0	79	88	41	109	25	48

LANGUAGE		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
	5	201	6	1	182	0	0	82	98	28	121	23	38
Q7 Reading out of words	Tap / Jug	25	183	0	54	128	0	12	189	7	6	152	24
	House / Plough	26	182	0	56	126	0	10	193	5	7	161	14
	Bus / Come	34	174	0	66	116	0	10	193	5	9	160	13
	Elephant / Elephant	47	161	0	84	98	0	12	186	10	11	149	22
	Tree / Tree	56	152	0	89	93	0	11	183	14	13	145	24
	Fish / Girl	75	133	0	86	96	0	13	168	27	11	136	35
	Tahsildar / Havildar	156	52	0	146	36	0	18	138	52	15	93	74
	Ocean / Customer	146	62	0	134	48	0	19	126	63	20	72	90
	Sarpanch / Sarpanch	136	72	0	129	53	0	14	162	32	15	115	52
	Duty / Duty	180	28	0	157	25	0	20	101	87	21	64	97

LANGUAGE		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
Q8 Reading out of sentences	1	86	122	0	123	59	0	14	168	26	13	125	44
	2	97	111	0	118	64	0	15	163	30	13	125	44
	3	110	98	0	132	50	0	16	154	38	15	121	46
Q9 Reading and comprehension of a previously unseen passage	Reading out of a passage	111	96	1	145	37	0	27	140	41	31	99	52
	Question 1	133	73	2	157	25	0	31	137	40	38	94	50
	Question 2	145	62	1	163	19	0	27	153	28	37	112	33
	Question 3	182	24	2	177	5	0	34	129	45	44	83	55

LANGUAGE		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
Q10 Write a story which you may have read or heard	1	191	14	3	182	0	0	43	76	89	41	32	109

APPENDIX IV

Numbers of children across both cohorts who did not attempt, correctly answered and incorrectly answered each question in the Maths questionnaire.

MATHS		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
Q1 Counting discrete elements	Counting each thing	64	96	48	88	46	48	19	156	33	31	105	46
	Grouping of things	89	62	57	107	25	50	26	132	50	50	48	84
	Counting left out things	94	63	51	106	22	54	29	136	43	50	69	63
Q2 Next number in a series	In-between 2-digit numbers	42	118	48	39	88	55	10	178	20	24	128	30
	Next to a 3-digit number	48	90	70	53	27	102	14	157	37	37	71	74
	Previous to a 3-digit number	50	95	63	55	55	72	18	151	39	42	93	47

MATHS		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
Q3 Addition	2-digit addition without carryover	16	135	57	17	102	63	1	195	12	8	160	14
	3-digit addition with carryover	16	49	143	24	25	133	0	163	45	10	108	64
	4-digit addition with carryover	18	39	151	26	17	139	1	147	60	9	108	65
	addition of 3 and 2 digits numbers, written in one line, without carryover	69	28	111	48	2	132	20	110	78	31	58	93

MATHS		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
	addition of 3, 2 and 3 digits numbes, written in one line, without carryover	79	17	112	54	3	125	29	89	90	40	41	101
Q4 Subtraction	2-digit subtraction without borrowing	25	112	71	31	62	89	5	172	31	13	130	39
	3-digit subtraction with borrowing	36	7	165	40	1	141	6	85	117	15	42	125
	4-digit subtraction with borrowing	43	5	160	43	2	137	8	53	147	15	30	137

MATHS		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
Q5 Sorting numbers in ascending order	1st number in series	50	87	71	61	46	75	7	160	41	25	102	55
	2nd number in series	48	85	75	63	48	71	8	158	42	25	99	58
	3rd number in series	46	85	77	61	45	76	8	156	44	26	99	57
	4th number in series	47	86	75	61	54	67	8	151	49	26	100	56
	5th number in series	50	70	88	62	39	81	8	142	58	27	97	58
	6th number in series	54	65	89	65	38	79	8	144	56	28	88	66

MATHS		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
	7th number in series	64	55	89	71	37	74	11	143	54	28	90	64
Q6 Division	2-digit number divided by 1-digit number	163	13	32	157	3	22	60	116	32	75	59	48
	1-digit number divided by 1-digit, different notation	138	32	38	146	13	23	42	138	28	67	76	39
Q7 Multiplication	1-digit number multiplied by 1-digit number	61	80	67	70	36	76	14	162	32	31	103	48

MATHS		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
	2-digit number multiplied by 1-digit number	69	37	102	86	3	93	18	106	84	39	55	88
Q8 Word problems	2-digit multiplied by 1 digit	147	22	39	148	1	33	47	116	45	72	50	60
	2-digit divided by 1 digit	144	24	40	145	5	32	53	103	52	82	24	76
	Six 2-digit numbers addition with carryover	167	20	21	157	1	24	39	96	73	79	20	83

MATHS		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
	1-digit from 2-digit subtraction	158	24	26	145	8	29	43	119	46	80	47	55
	2-digit into 2-digit multiplicatio n	163	15	30	150	5	27	52	110	46	84	42	56
	4-digit subtraction from 4-digit, with borrowing	188	0	20	154	0	28	61	68	79	109	6	67
Q9 Writing of dictated numbers	17	18	161	29	14	126	42	4	191	13	5	154	23
	36	26	126	56	24	89	69	9	133	66	11	129	42
	65	37	87	84	31	60	91	9	151	48	14	104	64

MATHS		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
	87	35	69	104	37	35	110	13	131	64	15	86	81
	192	48	62	98	45	30	107	17	132	59	23	95	64
	409	48	62	98	41	30	111	10	149	49	16	93	73
Q10 Counting currency notes	56 reading	106	102	0	146	36	0	18	161	29	20	128	34
	Counting 1s	53	107	48	99	39	44	16	153	39	28	106	48
	Counting 10s	49	116	43	84	42	56	16	152	40	30	104	48
	299 reading	133	73	2	161	21	0	24	144	40	23	104	55
	Counting 1s	81	87	40	132	20	30	22	142	44	38	80	64
	Counting 10s	80	80	48	134	26	22	24	129	55	38	78	66

MATHS		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
	Counting 100s	112	89	7	147	28	7	23	143	42	39	81	62
	87 reading	133	75	0	157	25	0	20	152	36	25	111	46
	Counting 1s	79	81	48	119	30	33	20	145	43	36	95	51
	Counting 10s	80	82	46	124	26	32	20	142	46	37	89	56
	560 reading	116	54	38	152	5	25	24	143	41	29	104	49
	Counting 1s	145	53	10	167	7	8	26	137	45	43	86	53
	Counting 10s	55	60	93	76	11	95	24	137	47	38	91	53
	Counting 100s	63	58	87	89	6	87	25	142	41	37	88	57
Q11 Oral word problems	2-digit subtraction without borrowing	50	113	45	54	63	65	9	168	31	13	116	53

MATHS		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
	2-digit addition without carryover	58	101	49	66	56	60	12	169	27	17	127	38
	Subtraction of two 1-digit numbers from a 2-digit number	76	60	72	70	30	82	10	161	37	16	84	82
	2-digit by 1 digit multiplication, without carryover, using price rates	133	21	54	113	7	62	29	107	72	47	64	71

MATHS		Grade 3						Grade 5					
		SPK (out of 208 students)			**Control (Non-SPK) (out of 182 students)**			**SPK (out of 208 students)**			**Control (Non-SPK) (out of 182 students)**		
QUESTION	**ABILITY**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**	**Not Done**	**Correct**	**Incorrect**
Q12 Sort number cards into an ascending order	3	18	141	49	25	119	38	6	163	39	5	133	44
	12	18	125	65	26	95	61	6	153	49	5	117	60
	25	18	107	83	27	72	83	7	136	65	5	93	84
	37	18	123	67	27	80	75	6	139	63	6	89	87
	81	21	107	80	30	74	78	6	137	65	6	89	87
	90	21	123	64	31	71	80	6	142	60	6	106	70
	100	25	130	53	33	77	72	6	147	55	7	107	68

APPENDIX V

Change in numbers of children acorss both cohorts who did not attempt, correctly answered or incorrectly answered each question in Maths and Language.

LANGUAGE

QUESTION	ABILITY		SPK Not Done	SPK Correct	SPK Incorrect	Non-SPK Not Done	Non-SPK Correct	Non-SPK Incorrect
Q1 Personal details	Name		-15	38	-23	-13	35	-22
	Father's name		-50	71	-21	-36	57	-21
	Class		-44	64	-20	-48	75	-27
	Mother's name		-69	83	-14	-54	73	-19
	Village		-63	58	5	-65	56	9
Q2 Write names of figures	Lock / Rabbit		-7	19	-12	-21	35	-14
	Tap / Bus		-14	43	-29	-24	59	-35
	House / Cup		-18	26	-8	-26	2	24
	Fish / Butterfly		-13	52	-39	-29	58	-29
	Cow / Key		-16	45	-29	-27	22	5
	Rabbit / Lock		-24	107	-83	-31	76	-45

QUESTION	ABILITY		SPK Not Done	SPK Correct	SPK Incorrect	Non-SPK Not Done	Non-SPK Correct	Non-SPK Incorrect
Q3 Make 10 words out of the given letters	1		-23	53	-30	-30	48	-18
	2		-27	61	-34	-33	42	-9
	3		-34	87	-53	-33	45	-12
	4		-35	89	-54	-32	39	-7
	5		-43	80	-37	-35	41	-6
	6		-49	80	-31	-18	36	-18
	7		-57	93	-36	-20	29	-9
	8		-54	91	-37	-22	38	-16
	9		-58	91	-33	-24	41	-17
	10		-60	92	-32	-33	43	-10
Q4 Write names of any four fruits	1		-48	51	-3	-45	53	-8
	2		-57	56	1	-55	58	-3
	3		-71	65	6	-69	52	17
	4		-77	61	16	-70	63	7
Q5 Write sentences using these words	Elephant		-145	105	40	-102	53	49

QUESTION	ABILITY		SPK Not Done	SPK Correct	SPK Incorrect	Non-SPK Not Done	Non-SPK Correct	Non-SPK Incorrect
	School		-145	109	36	-88	50	38
	Brick		-133	94	39	-83	46	37
	Market		-131	98	33	-80	46	34
	Ghost		-131	102	29	-76	41	35
Q6 Questions asked to test comprehension of a previously unseen passage.	1		-148	102	46	-113	52	61
	2		-168	116	52	-117	63	54
	3		-153	109	44	-112	50	62
	4		-124	84	40	-73	25	48
	5		-119	92	27	-61	23	38
Q7 Reading out of words	Tap / Jug		-13	6	7	-48	24	24
	House / Plough		-16	11	5	-49	35	14
	Bus / Come		-24	19	5	-57	44	13
	Elephant / Elephant		-35	25	10	-73	51	22

QUESTION	ABILITY		SPK Not Done	SPK Correct	SPK Incorrect	Non-SPK Not Done	Non-SPK Correct	Non-SPK Incorrect
	Tree / Tree		-45	31	14	-76	52	24
	Fish / Girl		-62	35	27	-75	40	35
	Tahsildar / Havildar		-138	86	52	-131	57	74
	Ocean / Customer		-127	64	63	-114	24	90
	Sarpanch / Sarpanch		-122	90	32	-114	62	52
	Duty / Duty		-160	73	87	-136	39	97
Q8 Reading out of sentences	1		-72	46	26	-110	66	44
	2		-82	52	30	-105	61	44
	3		-94	56	38	-117	71	46
Q9 Reading and comprehension of a previously unseen passage	Reading out of a passage		-84	44	40	-114	62	52
	Question 1		-102	64	38	-119	69	50

QUESTION	ABILITY		SPK Not Done	SPK Correct	SPK Incorrect	Non-SPK Not Done	Non-SPK Correct	Non-SPK Incorrect
	Question 2		-118	91	27	-126	93	33
	Question 3		-148	105	43	-133	78	55
Q10 Write a story which you may have read or heard	1		-148	62	86	-141	32	109

MATHS			SPK Not Done	SPK Correct	SPK Incorrect	Non-SPK Not Done	Non-SPK Correct	Non-SPK Incorrect
Q1 Counting discrete elements	Counting each thing		-45	60	-15	-57	59	-2
	Grouping of things		-63	70	-7	-57	23	34

MATHS			**SPK Not Done**	**SPK Correct**	**SPK Incorrect**	**Non-SPK Not Done**	**Non-SPK Correct**	**Non-SPK Incorrect**
	Counting left out things		-65	73	-8	-56	47	9
Q2 Next number in a series	In-between 2-digit numbers		-32	60	-28	-15	40	-25
	Next to a 3-digit number		-34	67	-33	-16	44	-28
	Previous to a 3-digit number		-32	56	-24	-13	38	-25
Q3 Addition	2-digit addition without carryover		-15	60	-45	-9	58	-49
	3-digit addition with carryover		-16	114	-98	-14	83	-69
	4-digit addition with carryover		-17	108	-91	-17	91	-74

MATHS			**SPK Not Done**	**SPK Correct**	**SPK Incorrect**	**Non-SPK Not Done**	**Non-SPK Correct**	**Non-SPK Incorrect**
	addition of 3 and 2 digits numbers, written in one line, without carryover		-49	82	-33	-17	56	-39
	addition of 3, 2 and 3 digits numbes, written in one line, without carryover		-50	72	-22	-14	38	-24
Q4 Subtraction	2-digit subtraction without borrowing		-20	60	-40	-18	68	-50
	3-digit subtraction with borrowing		-30	78	-48	-25	41	-16
	4-digit subtraction with borrowing		-35	48	-13	-28	28	0

MATHS			SPK Not Done	SPK Correct	SPK Incorrect	Non-SPK Not Done	Non-SPK Correct	Non-SPK Incorrect
Q5 Sorting numbers in ascending order	1st number in series		-43	73	-30	-36	56	-20
	2nd number in series		-40	73	-33	-38	51	-13
	3rd number in series		-38	71	-33	-35	54	-19
	4th number in series		-39	65	-26	-35	46	-11
	5th number in series		-42	72	-30	-35	58	-23
	6th number in series		-46	79	-33	-37	50	-13
	7th number in series		-53	88	-35	-43	53	-10

MATHS			SPK Not Done	SPK Correct	SPK Incorrect	Non-SPK Not Done	Non-SPK Correct	Non-SPK Incorrect
Q6 Division	2-digit number divided by 1-digit number		-103	103	0	-82	56	26
	1-digit number divided by 1-digit, different notation		-96	106	-10	-79	63	16
Q7 Multiplication	1-digit number multiplied by 1-digit number		-47	82	-35	-39	67	-28
	2-digit number multiplied by 1-digit number		-51	69	-18	-47	52	-5
Q8 Word problems	2-digit multiplied by 1 digit		-100	94	6	-76	49	27
	2-digit divided by 1 digit		-91	79	12	-63	19	44

MATHS			SPK Not Done	SPK Correct	SPK Incorrect	Non-SPK Not Done	Non-SPK Correct	Non-SPK Incorrect
	Six 2-digit numbers addition with carryover		-128	76	52	-78	19	59
	1-digit from 2-digit subtraction		-115	95	20	-65	39	26
	2-digit into 2-digit multiplication		-111	95	16	-66	37	29
	4-digit subtraction from 4-digit, with borrowing		-127	68	59	-45	6	39
Q9 Writing of dictated numbers	17		-14	30	-16	-9	28	-19
	36		-17	7	10	-13	40	-27
	65		-28	64	-36	-17	44	-27
	87		-22	62	-40	-22	51	-29
	192		-31	70	-39	-22	65	-43

MATHS			**SPK Not Done**	**SPK Correct**	**SPK Incorrect**	**Non-SPK Not Done**	**Non-SPK Correct**	**Non-SPK Incorrect**
	409		-38	87	-49	-25	63	-38
Q10 Counting currency notes	56 reading		-88	59	29	-126	92	34
	Counting 1s		-37	46	-9	-71	67	4
	Counting 10s		-33	36	-3	-54	62	-8
	299 reading		-109	71	38	-138	83	55
	Counting 1s		-59	55	4	-94	60	34
	Counting 10s		-56	49	7	-96	52	44
	Counting 100s		-89	54	35	-108	53	55
	87 reading		-113	77	36	-132	86	46
	Counting 1s		-59	64	-5	-83	65	18
	Counting 10s		-60	60	0	-87	63	24
	560 reading		-92	89	3	-123	99	24

MATHS			SPK Not Done	SPK Correct	SPK Incorrect	Non-SPK Not Done	Non-SPK Correct	Non-SPK Incorrect
	Counting 1s		-119	84	35	-124	79	45
	Counting 10s		-31	77	-46	-38	80	-42
	Counting 100s		-38	84	-46	-52	82	-30
Q11 Oral word problems	2-digit subtraction without borrowing		-41	55	-14	-41	53	-12
	2-digit addition without carryover		-46	68	-22	-49	71	-22
	Subtraction of two 1-digit numbers from a 2-digit number		-66	101	-35	-54	54	0

MATHS			**SPK Not Done**	**SPK Correct**	**SPK Incorrect**	**Non-SPK Not Done**	**Non-SPK Correct**	**Non-SPK Incorrect**
	2-digit by 1 digit multiplication, without carryover, using price rates		-104	86	18	-66	57	9
Q12 Sort number cards into an ascending order	3		-12	22	-10	-20	14	6
	12		-12	28	-16	-21	22	-1
	25		-11	29	-18	-22	21	1
	37		-12	16	-4	-21	9	12
	81		-15	30	-15	-24	15	9
	90		-15	19	-4	-25	35	-10
	100		-19	17	2	-26	30	-4