# FOUNDATIONAL LEARNING STUDY 2022 | FLS

# NATIONAL REPORT ON BENCHMARKING FOR ORAL READING FLUENCY WITH READING COMPREHENSION AND NUMERACY

# FLS 2022
## Foundational Learning Study

National Report
on Benchmarking
for Oral Reading Fluency
with Reading Comprehension
and Numeracy

धर्मेन्द्र प्रधान
धर्मेंद्र प्रधान
**Dharmendra Pradhan**

मंत्री
शिक्षा; कौशल विकास
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**Minister**
**Education; Skill Development**
**& Entrepreneurship**
**Government of India**

# MESSAGE

The National Education Policy 2020 has most aptly pointed out that the ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. The highest priority has therefore been awarded to achieving universal foundational literacy and numeracy at the end of Grade III, by 2026-27 through a National Mission i.e., the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat).

As a crucial step towards strengthening efforts for Foundational Literacy and Numeracy, the Ministry of Education has conducted a large scale nationwide Foundational Learning Study (FLS) in collaboration with the National Council of Educational Research and Training (NCERT) during March, 2022. The study is first of its kind in the world as it aims to set-up benchmarks for reading with comprehension in 20 Indian languages. More importantly, FLS will also provide data to report on Sustainable Development Goal (SDG) 4.1.1 indicators at the global level.

With great pride, I would like to underline the fact that this Foundational Learning Study is the largest one-on-one study with a sample size of 85000+ Grade 3 students. This is also the first time the policy linking method for setting global benchmarks has been implemented on one-on-one numeracy assessments.

I would like to take this opportunity to congratulate all partners who were involved in conceptualization and implementation of this critical study. The first hand inferences of learning levels of students in the foundational stage drawn from the Foundational Learning Study will go a long way towards establishing Foundational Literacy and Numeracy as an essential pre-requisite to learning.

I extend my best wishes to all stakeholders who would be involved in this tremendous task of translating the vision of NEP 2020 for achieving universal Foundational Literacy and Numeracy.

(Dharmendra Pradhan)

सबको शिक्षा, अच्छी शिक्षा          स्वच्छ भारत          कौशल भारत, कुशल भारत

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अन्नपूर्णा देवी
**ANNPURNA DEVI**

राज्य मंत्री
शिक्षा मंत्रालय
भारत सरकार
**MINISTER OF STATE
FOR EDUCATION
GOVERNMENT OF INDIA**

0 2 SEP 2022

## MESSAGE

Attaining foundational literacy and numeracy for all children has been accorded utmost importance by the National Education Policy 2020. As a first step, the Department of School Education & Literacy has set up a National Mission for universalization of Foundational Literacy and Numeracy called National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat). The Mission aims to ensure that all children by the end of grade 3 achieve foundational learning standards by the year 2026-27.

Following the Mission mandate, the Ministry in collaboration with the National Council of Educational Research and Training (NCERT) has conducted a large scale Foundational Learning Study (FLS) in March, 2022. FLS covered Grade 3 students and aims to benchmark Foundational Literacy and Numeracy in 20 Indian languages, which will enable to track the progress of a child.

As this Foundational Learning Study provides insights into the learning level in Foundational Literacy and Numeracy skills, the interventions and the follow up steps will result in overall improvement in the system to provide required foundational literacy and numeracy skills to the learners.

I would like to extend my appreciation to the team who conducted this crucial study and convey my best wishes to all stakeholders who are involved in the mammoth task of attaining Foundational Literacy and Numeracy in consonance with the vision of NEP 2020.

**(ANNPURNA DEVI)**

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अनीता करवल, भा.प्र.से
सचिव

**Anita Karwal, IAS**
Secretary

**Message**

Early years of development of a young child is a period of rapid brain development. Research also indicates that 80-90 percent of the brain develops by the time a child is 6-7 years old. That is why the focus on building the strong foundation for better growth, development and learning in early years becomes one of the most important indicators for the development of a productive and efficient human capital. The National Education Policy, 2020 has also accorded the highest importance to the achievement of foundational literacy and numeracy skills and categorically recognizes that the rest of this policy will become relevant for our children only if this most basic learning requirement is first achieved.

Towards this end, a National Mission on Foundational Literacy and Numeracy known as NIPUN Bharat (National Initiative for Proficiency in Reading with Understanding and Numeracy) has been launched. The focus is on creating an enabling environment for ensuring universal acquisition of foundational literacy and numeracy, so that every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade III.

In keeping with this goal, we were able to conduct the largest one-on-one Foundational Learning Study in collaboration with other likeminded partners to establish reading proficiency benchmarks for fluency and comprehension in 20 Indian languages and proficiency benchmarks for numeracy. For the first time, policy linking method for setting global benchmarks has also been implemented on one-on-one numeracy assessments. Hence, the study aims to provide reliable, valid and comparable data that can be used to monitor the performance of the system in giving children a robust foundational education.

It gives me great pleasure to share the FLS report with all of you and to partner you in this incredible task ahead to achieve universal acquisition of foundational literacy and numeracy skills at the primary level.

(Anita Karwal)

# About FLS

Ministry of Education launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat in July 2021. NIPUN was announced as a national mission to enable all children at the end of Grade 3 to attain foundational skills by the year 2026-2027. As a crucial step towards strengthening efforts for Foundational Literacy and Numeracy (FLN), a large-scale Foundational Learning Study (FLS) has been undertaken by National Council of Educational Research and Training (NCERT) in March 2022.

## Objectives of the study

**Assess learning outcomes:** The study aims to provide reliable and valid data about Grade 3 students to know what they are able to do in foundational literacy and numeracy and the extent of learning outcomes being achieved.

**Set baseline for NIPUN:** The data derived from the FLS Study would help in establishing a baseline for the NIPUN Bharat mission.

**Set benchmarks:** The Study also aims 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.

**Report on SDG:** This study will also provide data to report on SDG 4.1.1 indicators at the global level.

## Coverage of the Study and Sample

Approx. 86,000 grade 3 students from 10,000 schools were covered. The Study sample included state government schools, government aided schools, private recognised and central government schools.

FLS was conducted in 20 languages which are being used as a medium of instruction in various state/UTs covering - Assamese, Bengali, Bodo, English, Garo, Gujarati, Hindi, Kannada, Khasi, Konkani, Malayalam, Manipuri, Marathi, Mizo, Nepali, Odia, Punjabi, Tamil, Telugu and Urdu.

## Study Methodology

The FLS Study is a school-based performance assessment. Selected sample of children from grade 3 were assessed by a test administrator in a one-on-one setting where each child responded to a set of questions administered orally.

Several foundational literacy skills including oral language comprehension, phonological awareness, decoding, reading comprehension, oral reading fluency with comprehension were assessed as part of assessment. For foundational numeracy, number identification & comparison, number operations, multiplication and division facts, measurement, fractions, patterns, and data handling are included.

## Study Achievements

Psychometric analysis of the data has been carried out. Benchmarks for oral reading fluency and comprehension in 20 languages and benchmarks for numeracy has been established.

A policy linking methodology has been for the first time to arrive at the benchmark in literacy and numeracy under the FLS 2022.

Foundational Learning Study 2022 is the largest study that assessed the learning levels of more than 86,000 students across India and is the only study that has been conducted in 20 different languages.

# Foundational Learning Study 2022
## Languages assessed, Number of Sampled Schools and Number of Sampled Students

**1 Assamese** অসমীয়া
- Schools 130
- Students 1501

**2 Bengali** বাংলা
- Schools 380
- Students 3735

**3 Bodo** बर'|
- Schools 87
- Students 805

**4 English** English
- Schools 3942
- Students 36808

**5 Garo** Garo
- Schools 156
- Students 1042

**6 Gujarati** ગુજરાતી
- Schools 187
- Students 1776

**7 Hindi** हिन्दी
- Schools 1588
- Students 15102

**8 Kannada** ಕನ್ನಡ
- Schools 263
- Students 2368

**9 Khasi** Khasi
- Schools 111
- Students 1104

**10 Konkani** कोंकणी
- Schools 37
- Students 632

**11 Malayalam** മലയാളം
- Schools 104
- Students 1061

**12 Manipuri** ꯃꯤꯇꯩꯂꯣꯟ
- Schools 43
- Students 400

**13 Marathi** मराठी
- Schools 401
- Students 3696

**14 Mizo** Mizo
- Schools 81
- Students 818

**15 Nepali** नेपाली
- Schools 63
- Students 432

**16 Odia** ଓଡ଼ିଆ
- Schools 205
- Students 1891

**17 Punjabi** ਪੰਜਾਬੀ
- Schools 110
- Students 1169

**18 Tamil** தமிழ்
- Schools 175
- Students 1451

**19 Telugu** తెలుగు
- Schools 183
- Students 1595

**20 Urdu** اردو
- Schools 912
- Students 8739

# FOUNDATIONAL LITERACY
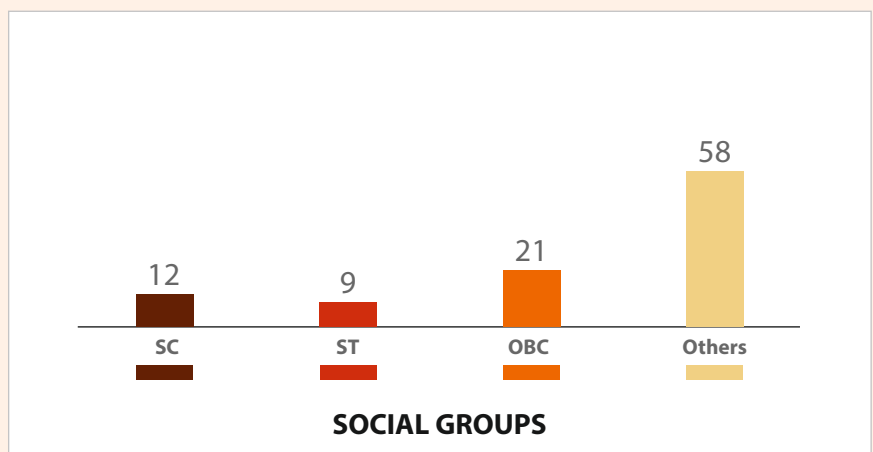
# GLIMPSES OF RESULTS
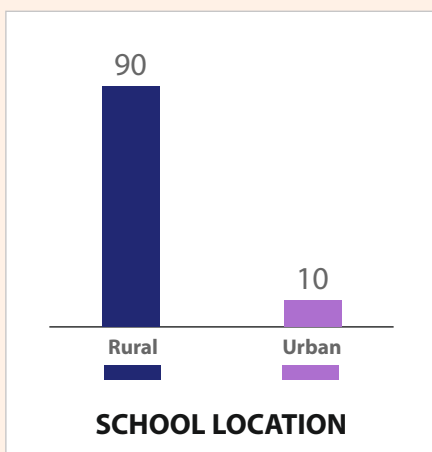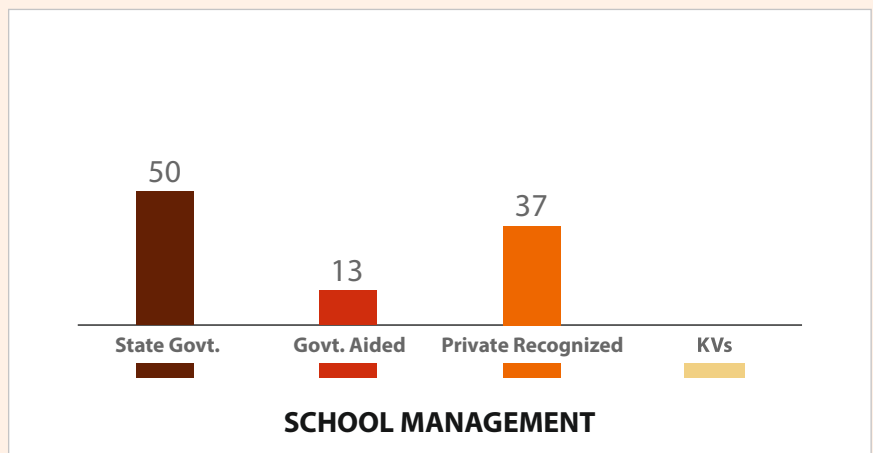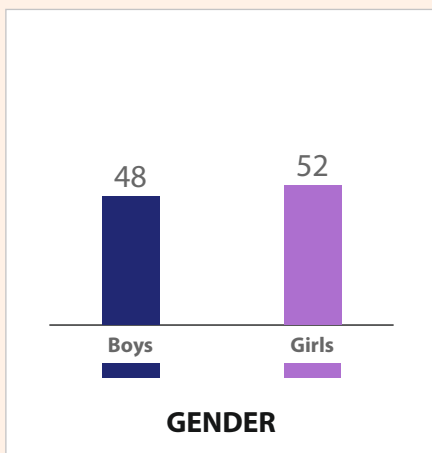
## ORAL READING FLUENCY with ORF
## RC READING COMPREHENSION

**States/UTs in which FLS was conducted in Assamese Language**

ASSAM, MEGHALAYA

## PARTICIPATION OF STUDENTS (in percentages)

**GENDER**
- Boys: 48
- Girls: 52

**SCHOOL MANAGEMENT**
- State Govt.: 50
- Govt. Aided: 13
- Private Recognized: 37
- KVs: —

**SCHOOL LOCATION**
- Rural: 90
- Urban: 10

**SOCIAL GROUPS**
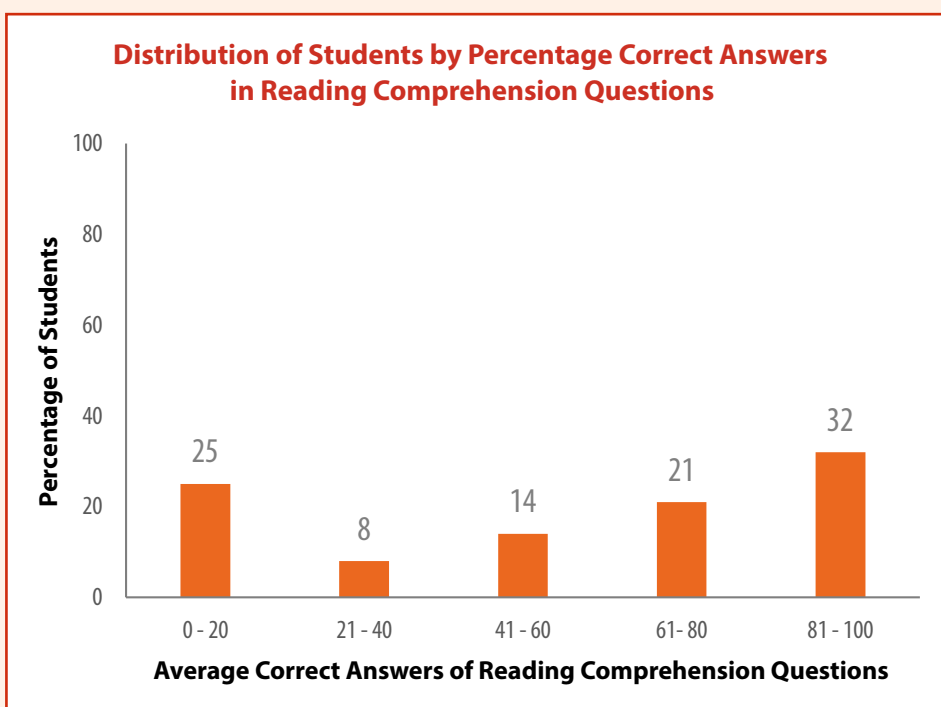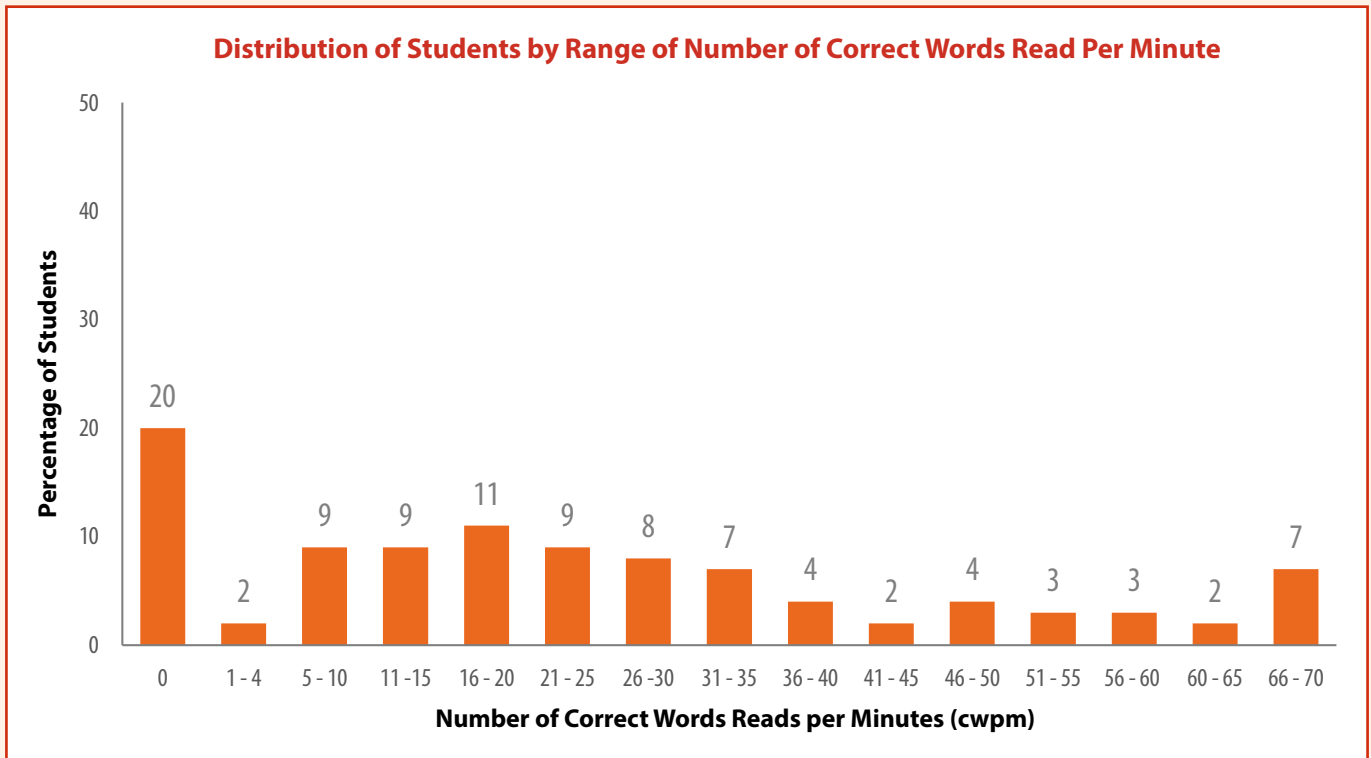- SC: 12
- ST: 9
- OBC: 21
- Others: 58

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension
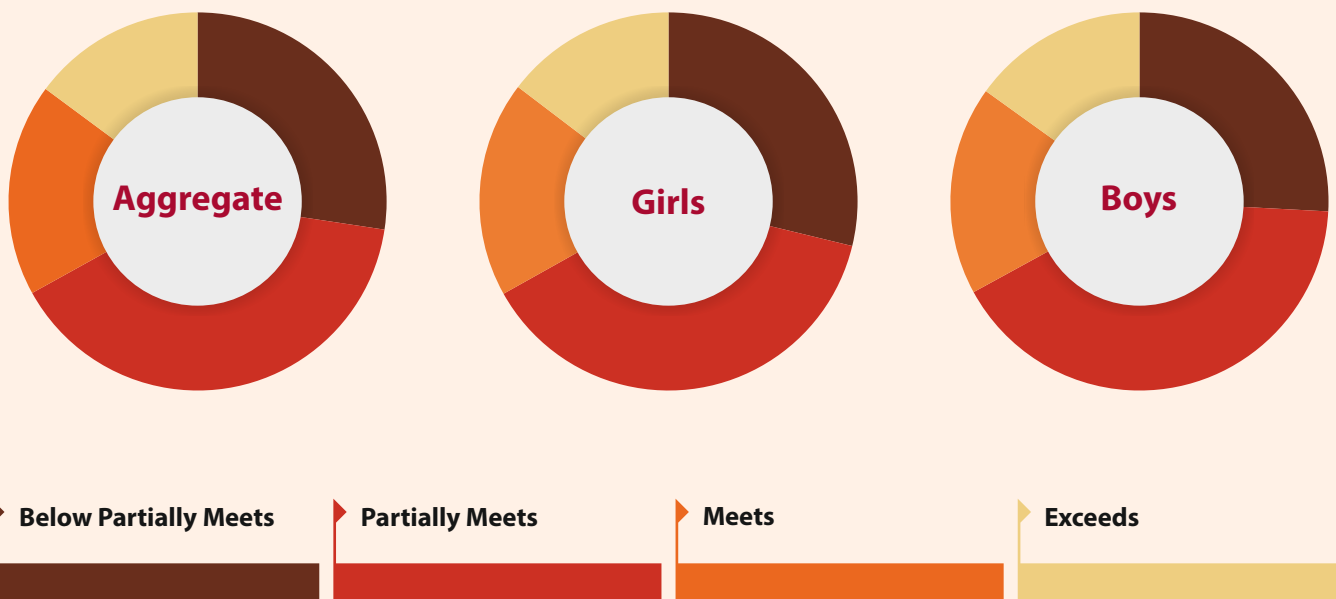
| | Average Number of cwpm |
|---|---|
| **Boys** | 25 |
| **Girls** | 24 |
| **Total** | 24 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Y-axis: Percentage of Students
X-axis: Number of Correct Words Reads per Minutes (cwpm)

| Range | Value |
|---|---|
| 0 | 20 |
| 1 – 4 | 2 |
| 5 – 10 | 9 |
| 11 – 15 | 9 |
| 16 – 20 | 11 |
| 21 – 25 | 9 |
| 26 – 30 | 8 |
| 31 – 35 | 7 |
| 36 – 40 | 4 |
| 41 – 45 | 2 |
| 46 – 50 | 4 |
| 51 – 55 | 3 |
| 56 – 60 | 3 |
| 60 – 65 | 2 |
| 66 – 70 | 7 |

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



Y-axis: Percentage of Students
X-axis: Average Correct Answers of Reading Comprehension Questions

| Range | Value |
|---|---|
| 0 – 20 | 25 |
| 21 – 40 | 8 |
| 41 – 60 | 14 |
| 61 – 80 | 21 |
| 81 – 100 | 32 |

| | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| **Definition** | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| **Benchmark** | 0 - 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. |
| **Percentage of Students meeting the standard** | 27 | 40 | 18 | 15 |
| **Percentage of Girls meeting the standard** | 29 | 38 | 18 | 15 |
| **Percentage of Boys meeting the standard** | 26 | 41 | 18 | 15 |

## Distribution of students by global proficiency levels



Aggregate    Girls    Boys

▶ **Below Partially Meets**    ▶ **Partially Meets**    ▶ **Meets**    ▶ **Exceeds**

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

# GLIMPSES OF RESULTS

**ORAL READING FLUENCY** **ORF** with

**RC** **READING COMPREHENSION**

**Language**

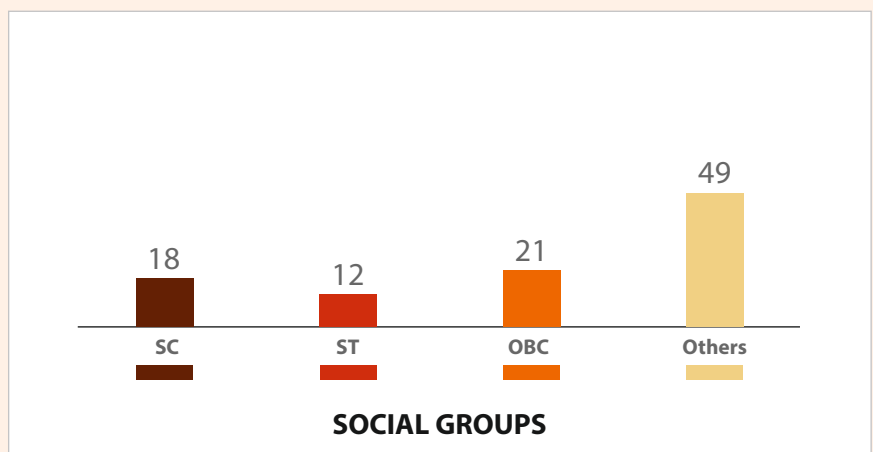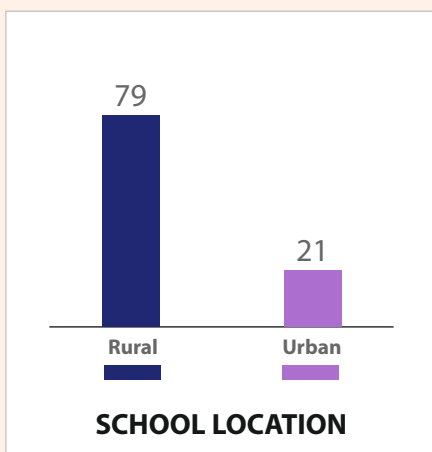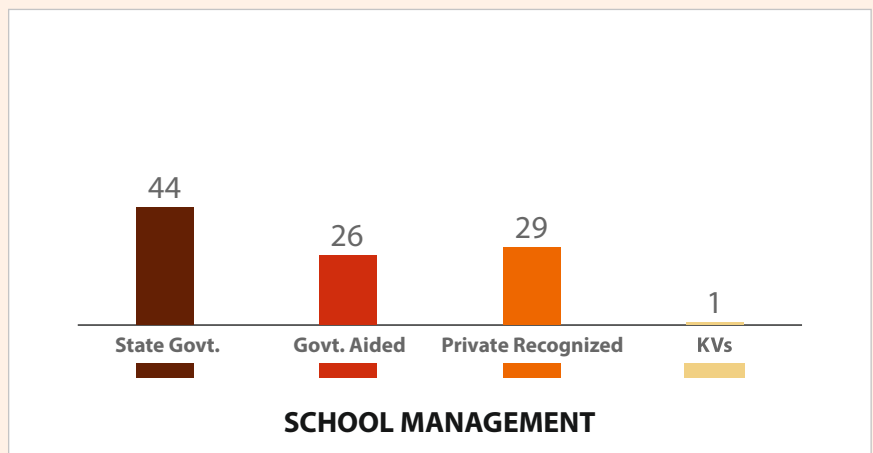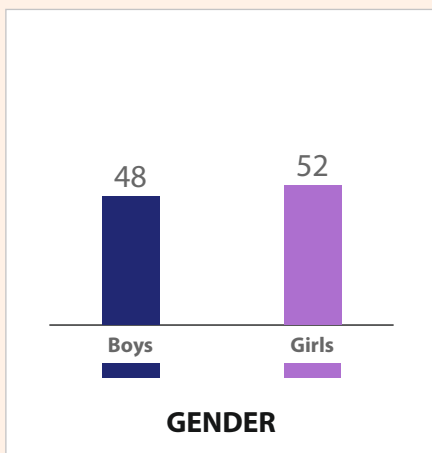## BENGALI

**States/UTs in which FLS was conducted in Bengali Language**

TRIPURA, MEGHALAYA, ASSAM, WEST BENGAL, JHARKHAND, MAHARASHTRA
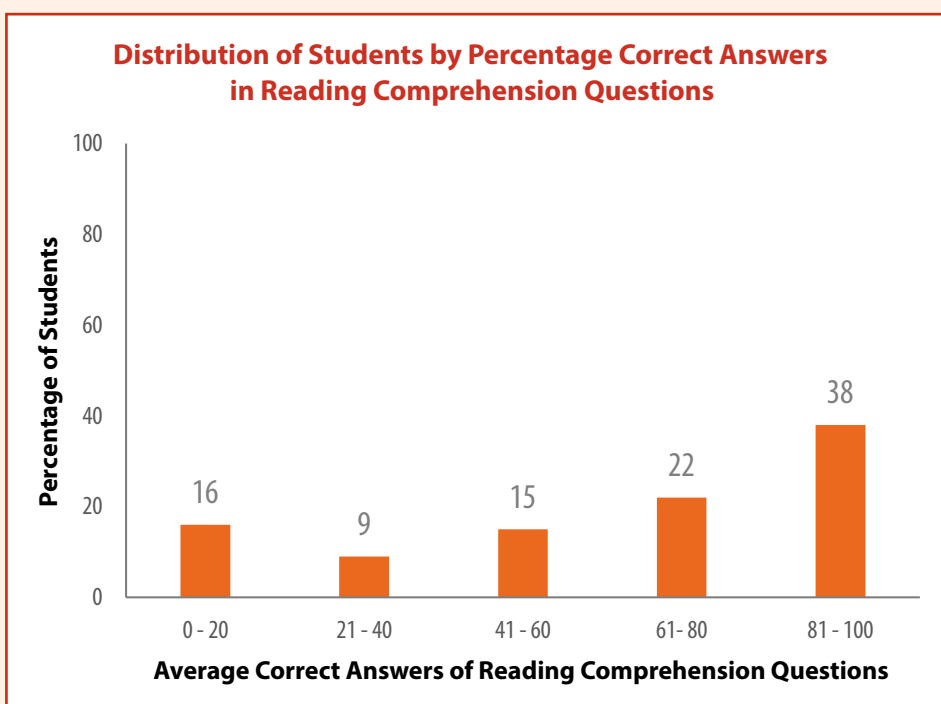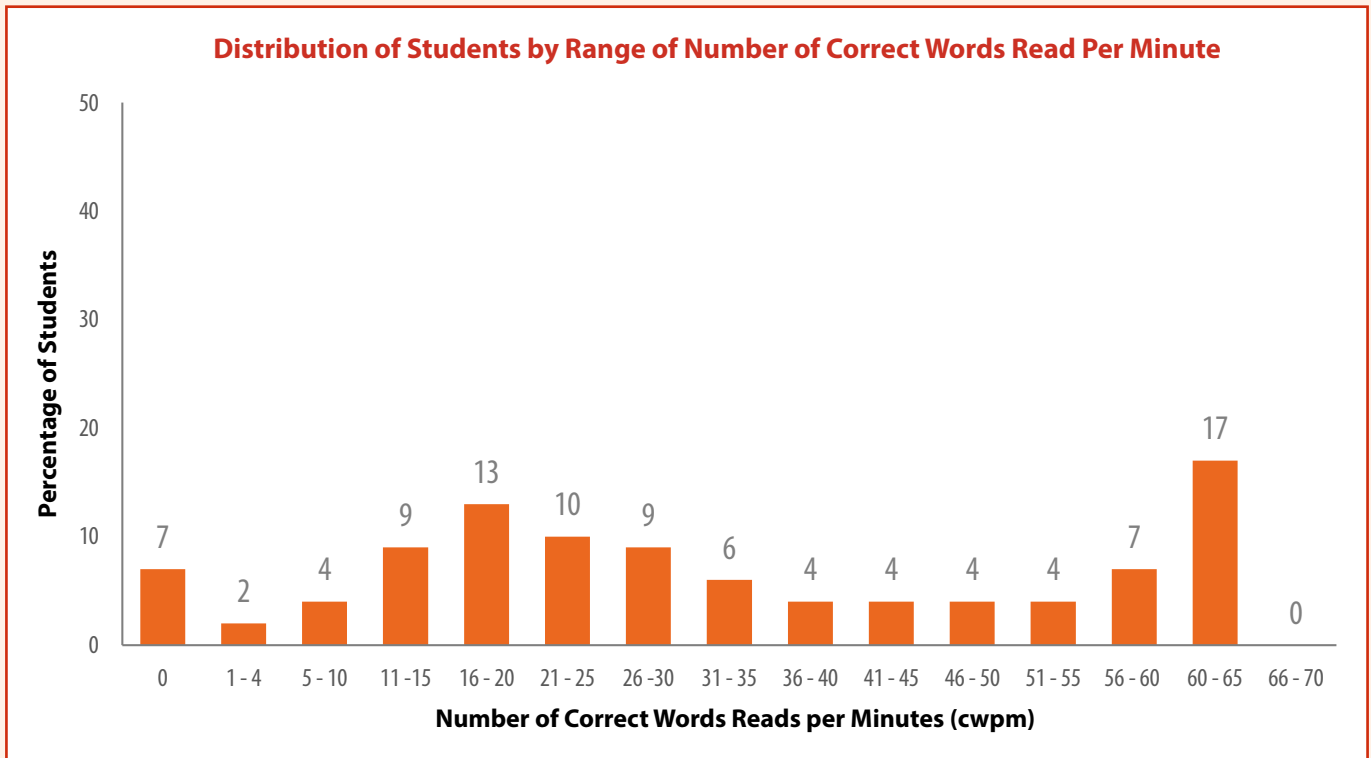
## PARTICIPATION OF STUDENTS (in percentages)

48 — Boys
52 — Girls
**GENDER**

44 — State Govt.
26 — Govt. Aided
29 — Private Recognized
1 — KVs
**SCHOOL MANAGEMENT**

79 — Rural
21 — Urban
**SCHOOL LOCATION**

18 — SC
12 — ST
21 — OBC
49 — Others
**SOCIAL GROUPS**

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension
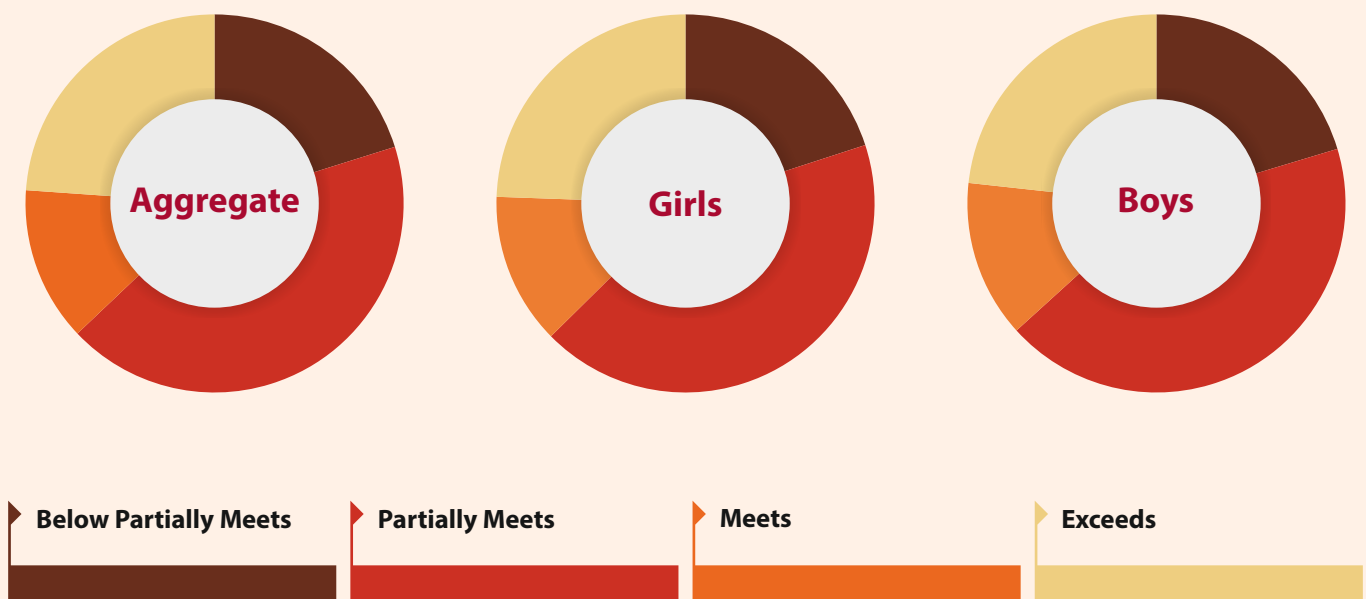
|  | Average Number of cwpm |
|---|---|
| **Boys** | 32 |
| **Girls** | 33 |
| **Total** | 33 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute

Percentage of Students

| cwpm | Value |
|---|---|
| 0 | 7 |
| 1 - 4 | 2 |
| 5 - 10 | 4 |
| 11 - 15 | 9 |
| 16 - 20 | 13 |
| 21 - 25 | 10 |
| 26 - 30 | 9 |
| 31 - 35 | 6 |
| 36 - 40 | 4 |
| 41 - 45 | 4 |
| 46 - 50 | 4 |
| 51 - 55 | 4 |
| 56 - 60 | 7 |
| 60 - 65 | 17 |
| 66 - 70 | 0 |

Number of Correct Words Reads per Minutes (cwpm)

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions

Percentage of Students

| Range | Value |
|---|---|
| 0 - 20 | 16 |
| 21 - 40 | 9 |
| 41 - 60 | 15 |
| 61- 80 | 22 |
| 81 - 100 | 38 |

Average Correct Answers of Reading Comprehension Questions

|  | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 14 correctly read words with comprehension in one minute. | 15 - 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. |
| Percentage of Students meeting the standard | 20 | 43 | 13 | 24 |
| Percentage of Girls meeting the standard | 20 | 43 | 13 | 24 |
| Percentage of Boys meeting the standard | 20 | 44 | 13 | 23 |

# Distribution of students by global proficiency levels



**Aggregate**  **Girls**  **Boys**

▶ **Below Partially Meets**  ▶ **Partially Meets**  ▶ **Meets**  ▶ **Exceeds**

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

# GLIMPSES OF RESULTS

## ORAL READING FLUENCY ORF with
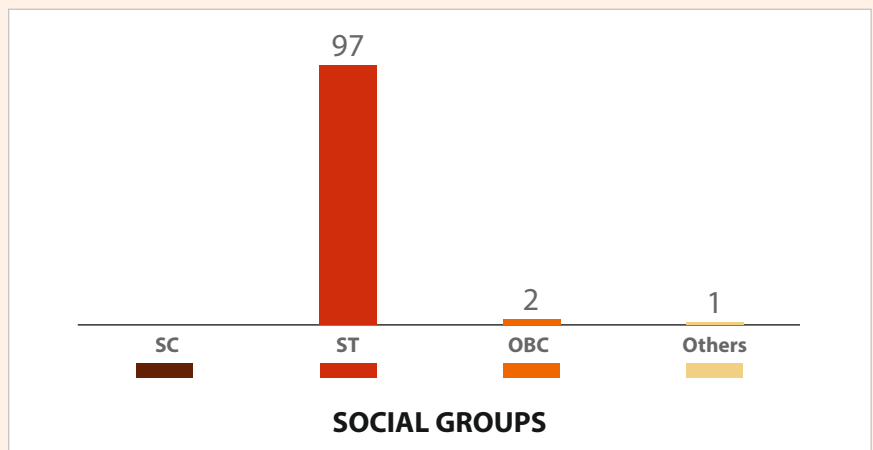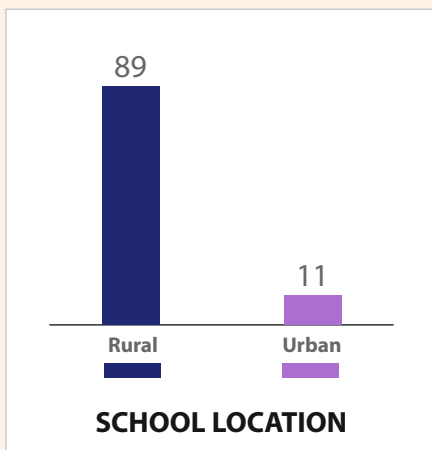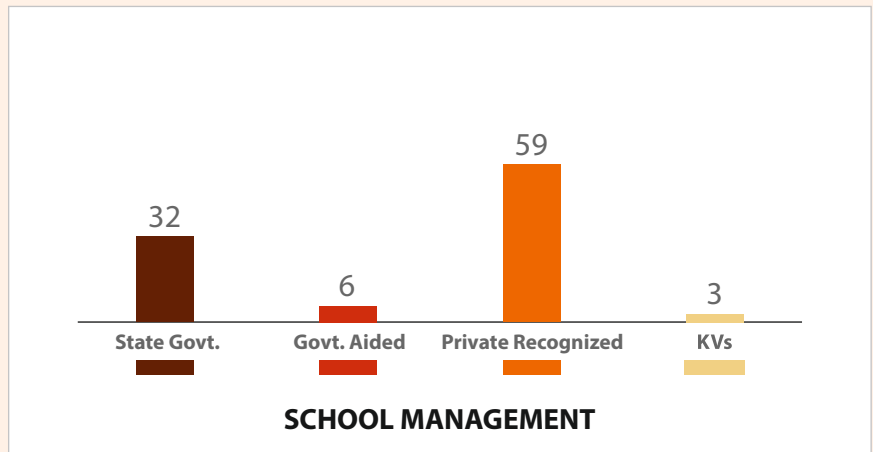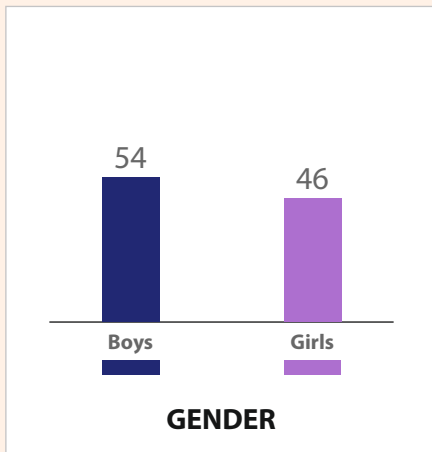## RC READING COMPREHENSION

### States/UTs in which FLS was conducted in Bodo Language

ASSAM

## PARTICIPATION OF STUDENTS (in percentages)

**GENDER**

- Boys: 54
- Girls: 46

**SCHOOL MANAGEMENT**

- State Govt.: 32
- Govt. Aided: 6
- Private Recognized: 59
- KVs: 3

**SCHOOL LOCATION**

- Rural: 89
- Urban: 11

**SOCIAL GROUPS**

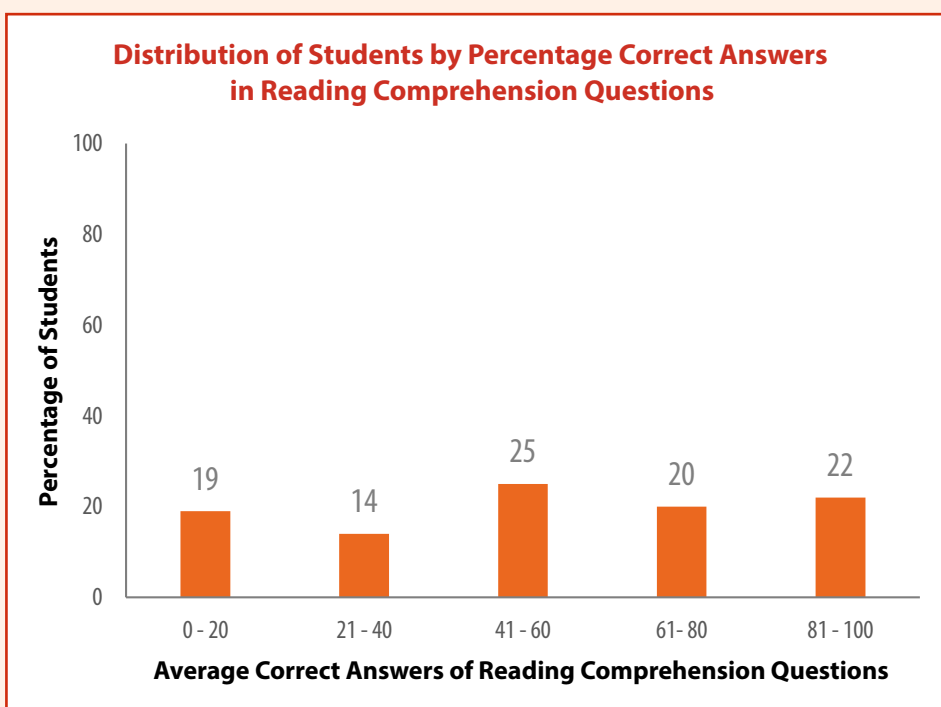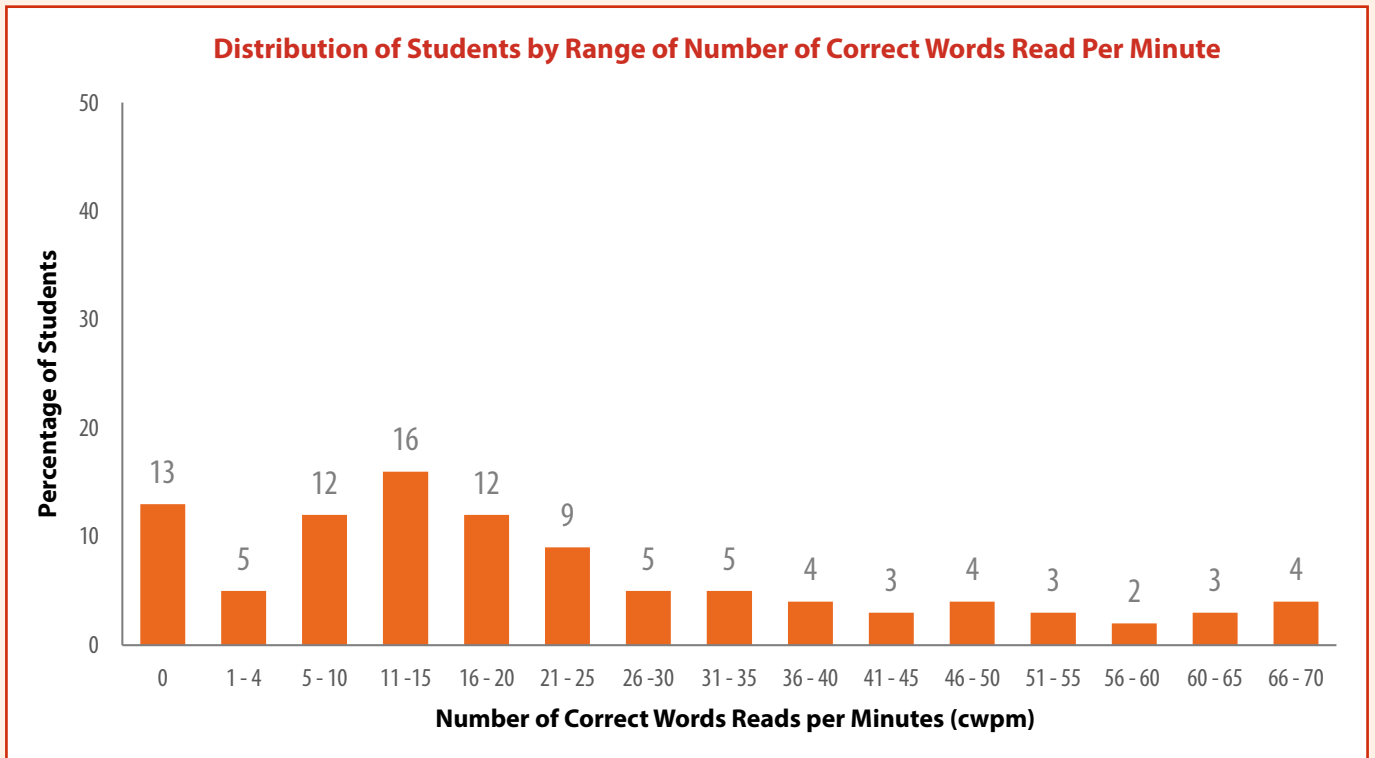- SC: (no value shown)
- ST: 97
- OBC: 2
- Others: 1

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

|  | Average Number of cwpm |
|---|---|
| **Boys** | 21 |
| **Girls** | 23 |
| **Total** | 22 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Percentage of Students (y-axis)

Number of Correct Words Reads per Minutes (cwpm) (x-axis)

| Range | Value |
|---|---|
| 0 | 13 |
| 1 – 4 | 5 |
| 5 – 10 | 12 |
| 11 – 15 | 16 |
| 16 – 20 | 12 |
| 21 – 25 | 9 |
| 26 – 30 | 5 |
| 31 – 35 | 5 |
| 36 – 40 | 4 |
| 41 – 45 | 3 |
| 46 – 50 | 4 |
| 51 – 55 | 3 |
| 56 – 60 | 2 |
| 60 – 65 | 3 |
| 66 – 70 | 4 |

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



Percentage of Students (y-axis)

Average Correct Answers of Reading Comprehension Questions (x-axis)

| Range | Value |
|---|---|
| 0 – 20 | 19 |
| 21 – 40 | 14 |
| 41 – 60 | 25 |
| 61 – 80 | 20 |
| 81 – 100 | 22 |

|  | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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 amd above correctly read words with comprehension in one minute. |
| Percentage of Students meeting the standard | 30 | 39 | 16 | 15 |
| Percentage of Girls meeting the standard | 28 | 38 | 17 | 17 |
| Percentage of Boys meeting the standard | 31 | 40 | 15 | 14 |

## Distribution of students by global proficiency levels
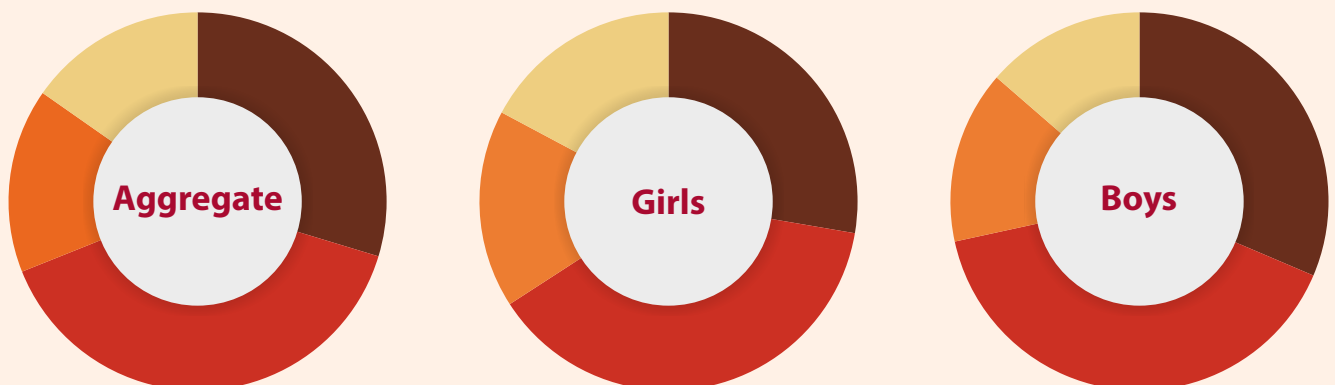


Aggregate     Girls     Boys

▶ Below Partially Meets     ▶ Partially Meets     ▶ Meets     ▶ Exceeds

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

# GLIMPSES OF RESULTS
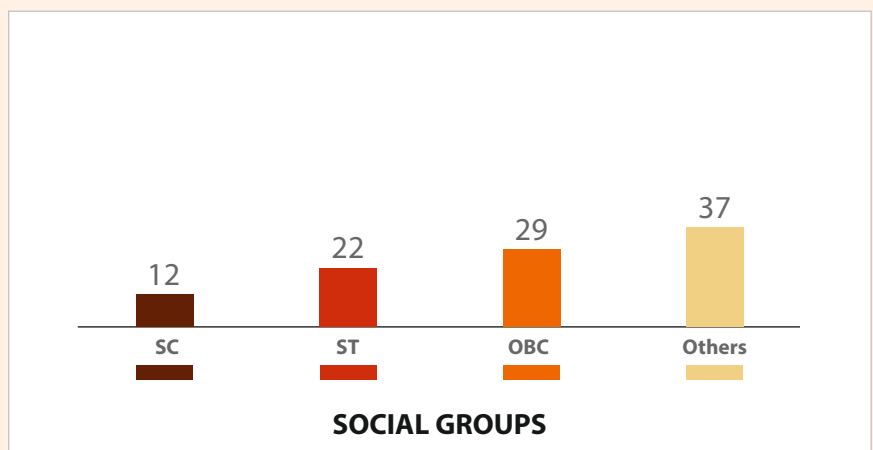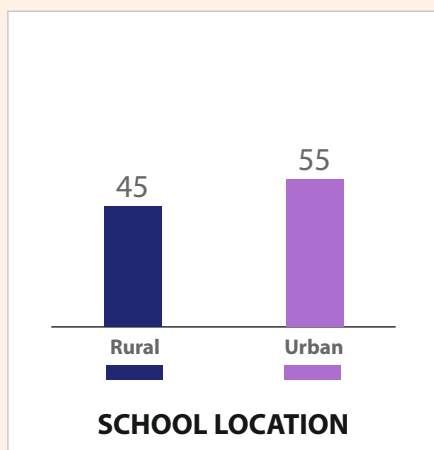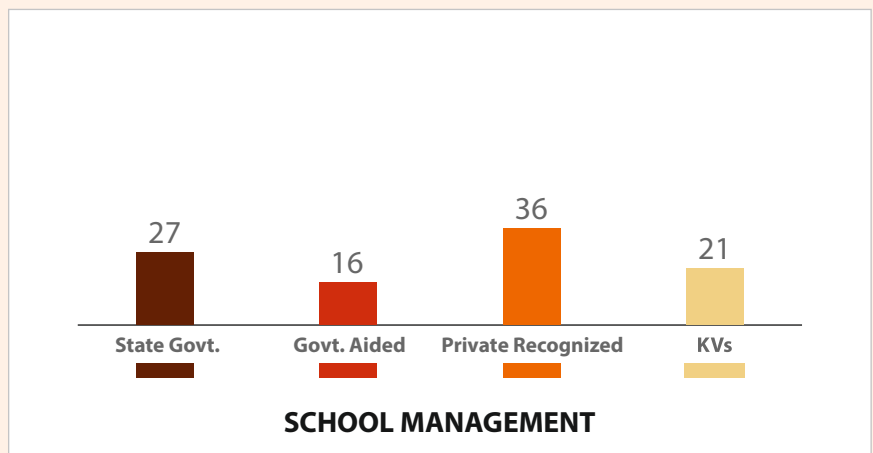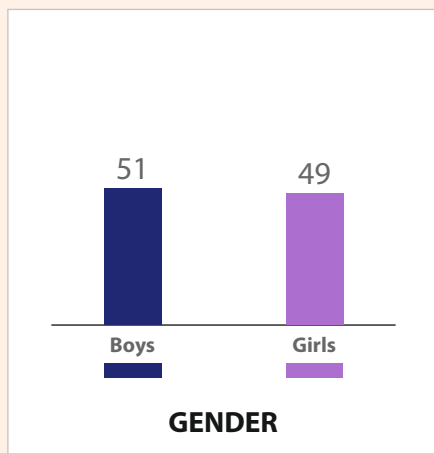
## ORAL READING FLUENCY ORF with RC READING COMPREHENSION

### States/UTs in which FLS was conducted in English Language

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, TAMILNADU, PUDUCHERRY, ANDAMAN & NICOBAR ISLANDS, TELANGANA, LADAKH, DAMAN-DIU AND DADRA NAGAR HAVELI

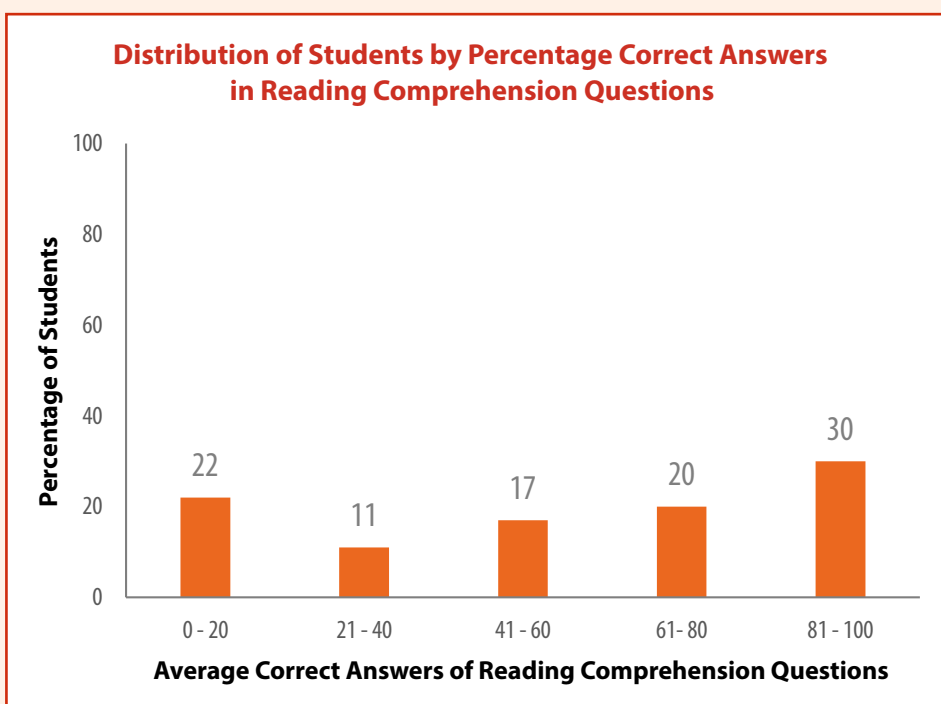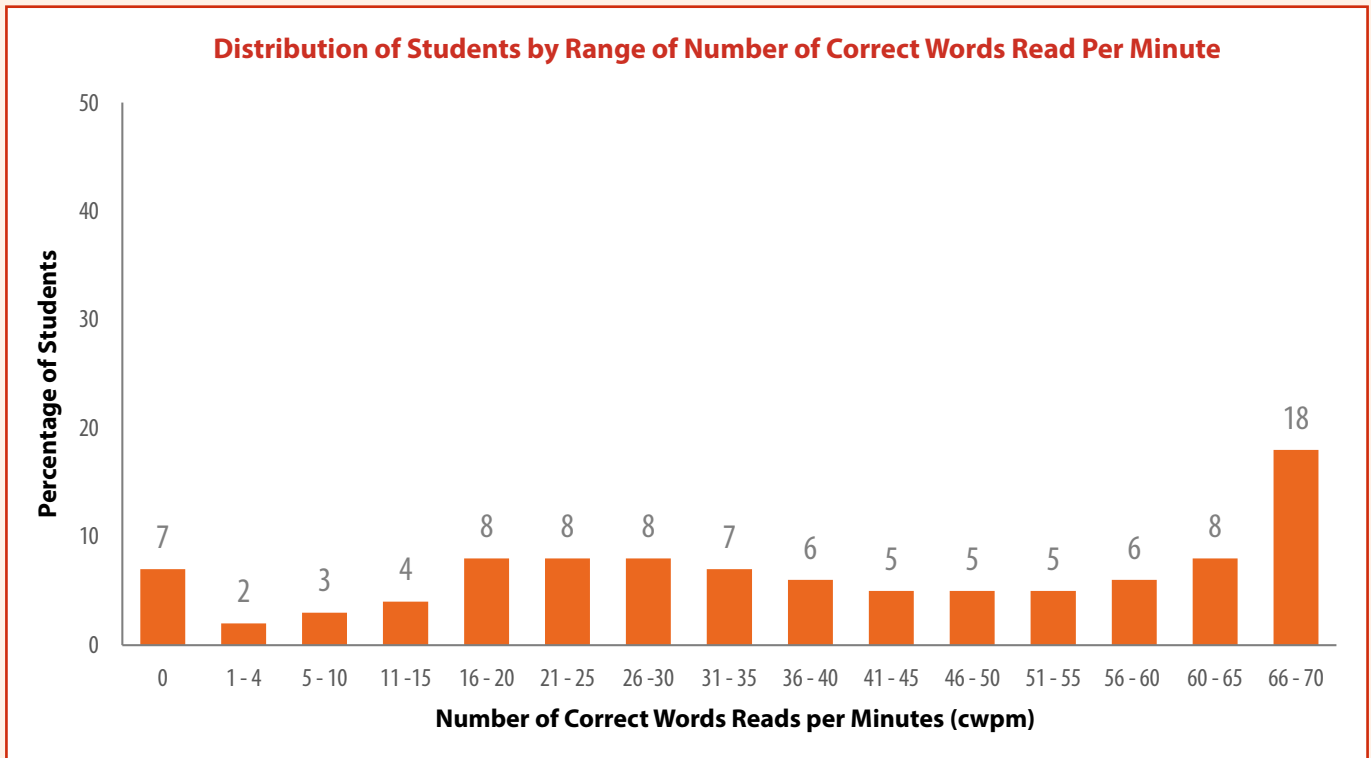## PARTICIPATION OF STUDENTS (in percentages)

**GENDER**

| Boys | Girls |
|------|-------|
| 51 | 49 |

**SCHOOL MANAGEMENT**

| State Govt. | Govt. Aided | Private Recognized | KVs |
|-------------|-------------|--------------------|-----|
| 27 | 16 | 36 | 21 |

**SCHOOL LOCATION**

| Rural | Urban |
|-------|-------|
| 45 | 55 |

**SOCIAL GROUPS**

| SC | ST | OBC | Others |
|----|----|----|--------|
| 12 | 22 | 29 | 37 |

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

| | Average Number of cwpm |
|---|---|
| **Boys** | 39 |
| **Girls** | 39 |
| **Total** | 39 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Percentage of Students vs Number of Correct Words Reads per Minutes (cwpm)

| 0 | 1-4 | 5-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 60-65 | 66-70 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7 | 2 | 3 | 4 | 8 | 8 | 8 | 7 | 6 | 5 | 5 | 5 | 6 | 8 | 18 |

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



Percentage of Students vs Average Correct Answers of Reading Comprehension Questions

| 0-20 | 21-40 | 41-60 | 61-80 | 81-100 |
|---|---|---|---|---|
| 22 | 11 | 17 | 20 | 30 |

| | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

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

# Benchmark of ORF with Comprehension and Student Performance

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

## Distribution of students by global proficiency levels
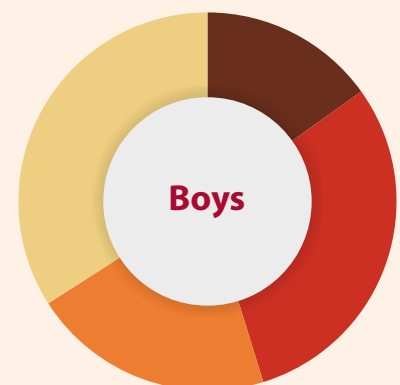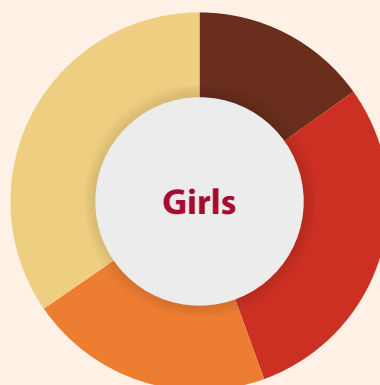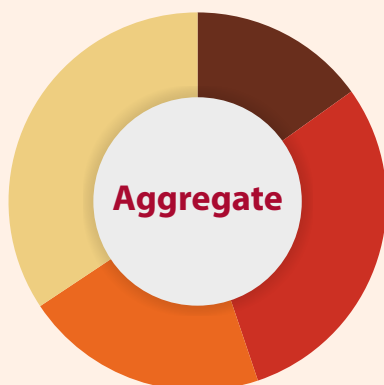


**Aggregate**

**Girls**

**Boys**

- Below Partially Meets
- Partially Meets
- Meets
- Exceeds

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

# GLIMPSES OF RESULTS

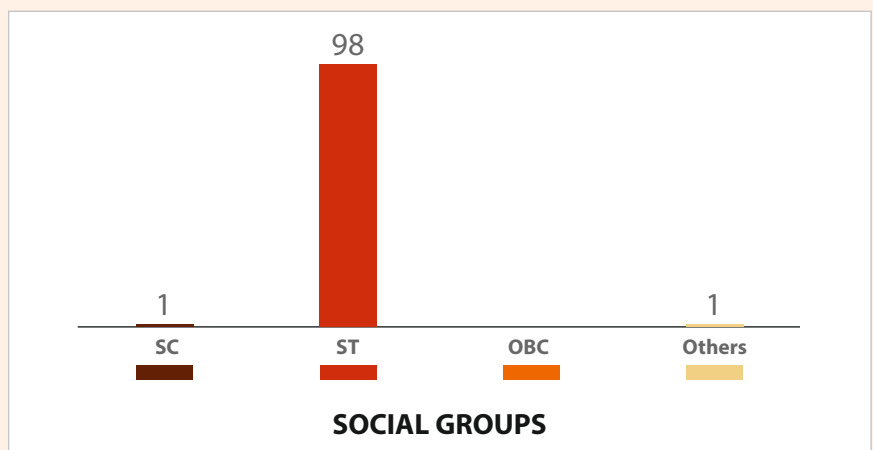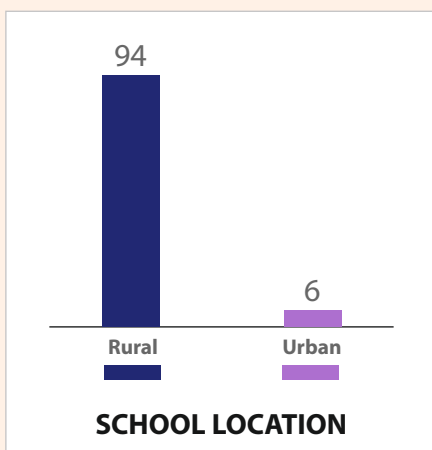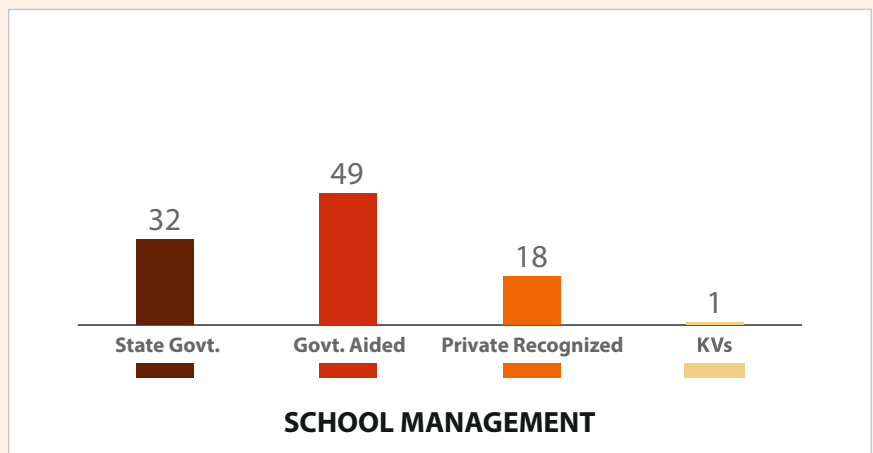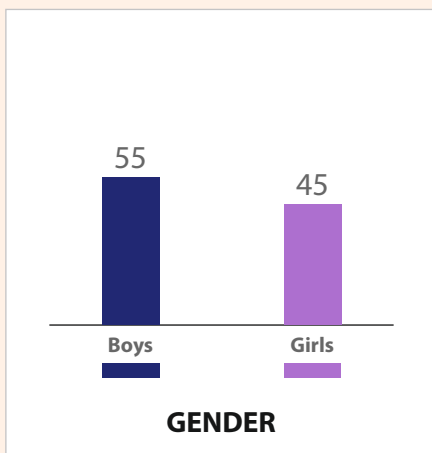## ORAL READING FLUENCY ORF with RC READING COMPREHENSION

### States/UTs in which FLS was conducted in Garo Language

ASSAM, MEGHALAYA

## PARTICIPATION OF STUDENTS (in percentages)

**GENDER**

- Boys: 55
- Girls: 45

**SCHOOL MANAGEMENT**

- State Govt.: 32
- Govt. Aided: 49
- Private Recognized: 18
- KVs: 1

**SCHOOL LOCATION**

- Rural: 94
- Urban: 6

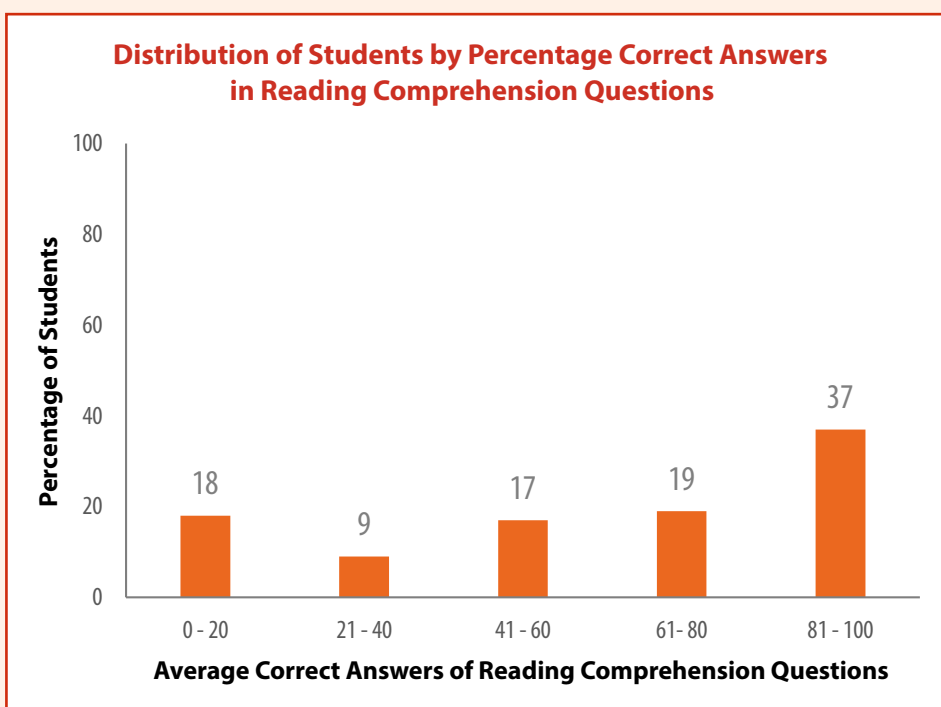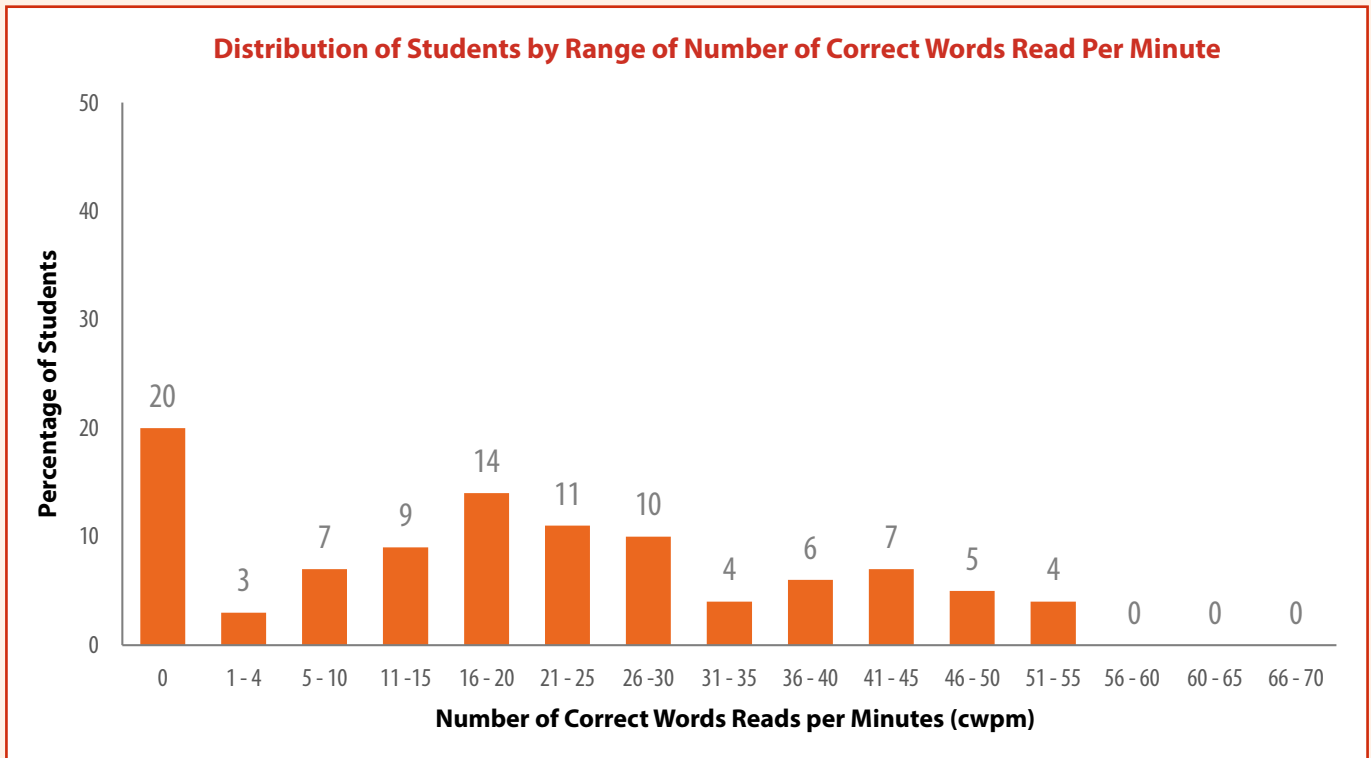**SOCIAL GROUPS**

- SC: 1
- ST: 98
- OBC: 
- Others: 1

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension
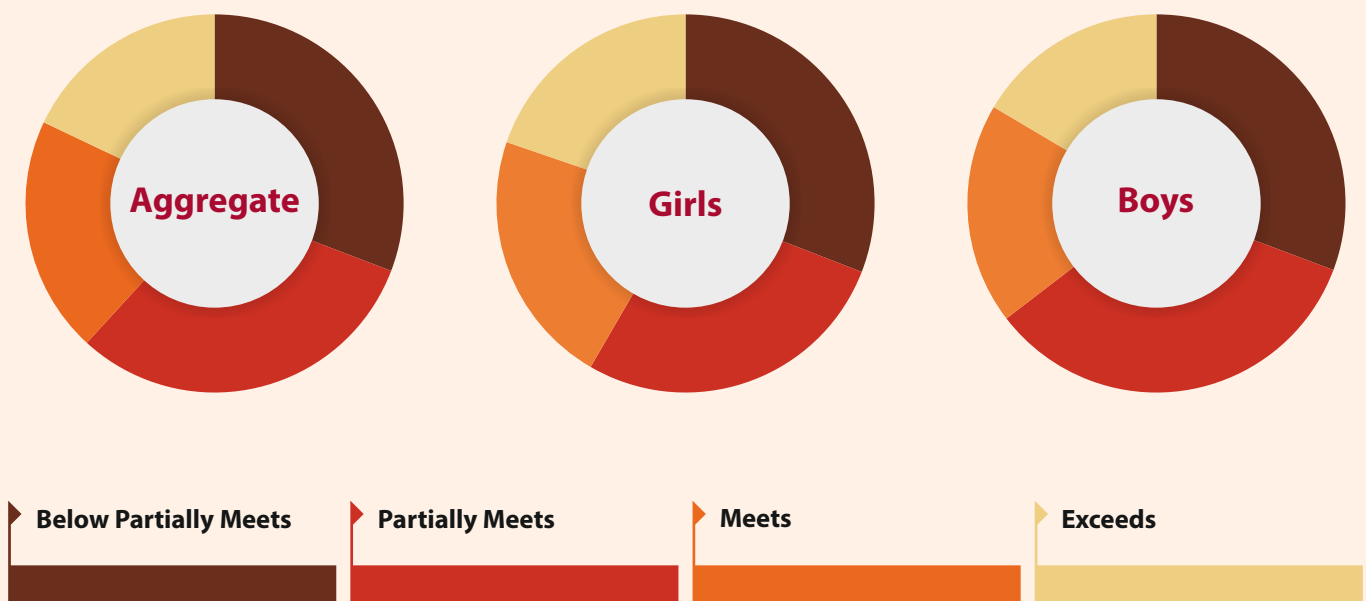
| | Average Number of cwpm |
|---|---|
| **Boys** | 20 |
| **Girls** | 22 |
| **Total** | 21 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



| | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 31 | 31 | 20 | 18 |
| Percentage of Girls meeting the standard | 31 | 27 | 22 | 20 |
| Percentage of Boys meeting the standard | 31 | 34 | 19 | 16 |

## Distribution of students by global proficiency levels



**Aggregate**  **Girls**  **Boys**

Below Partially Meets     Partially Meets     Meets     Exceeds

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

# GLIMPSES OF RESULTS
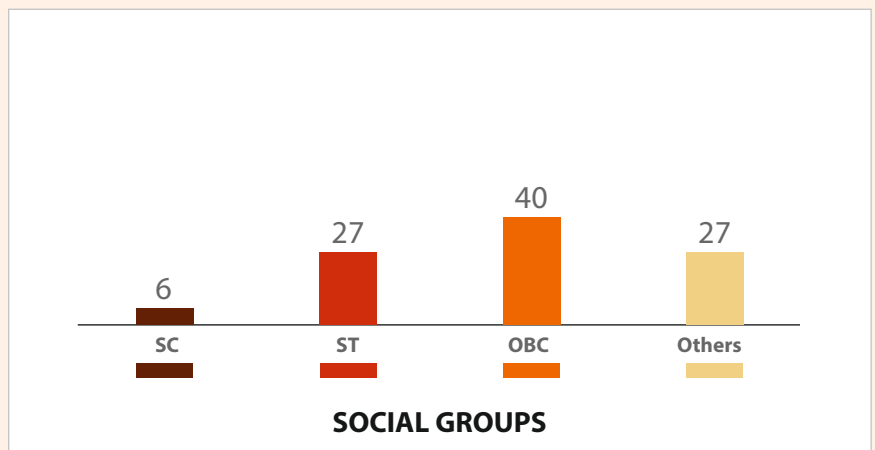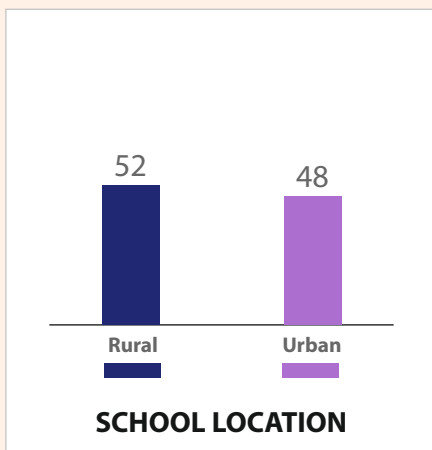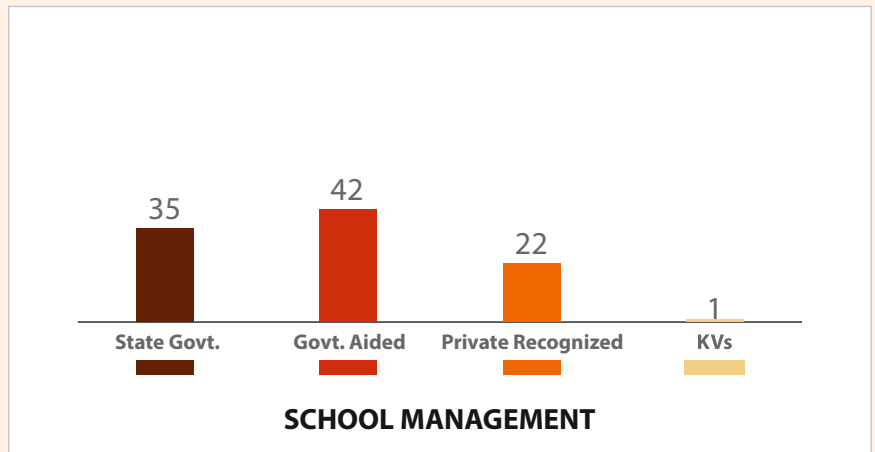
## ORAL READING FLUENCY ORF with RC READING COMPREHENSION
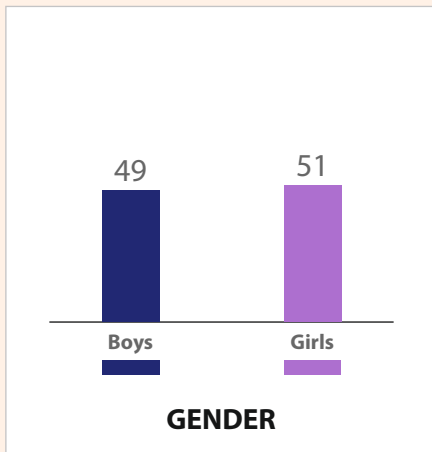
**States/UTs in which FLS was conducted in Gujarati Language**

GUJARAT, MAHARASHTRA, DAMAN-DIU AND DADRA NAGAR HAVELI

## PARTICIPATION OF STUDENTS (in percentages)

**GENDER**
- Boys: 49
- Girls: 51

**SCHOOL MANAGEMENT**
- State Govt.: 35
- Govt. Aided: 42
- Private Recognized: 22
- KVs: 1

**SCHOOL LOCATION**
- Rural: 52
- Urban: 48

**SOCIAL GROUPS**
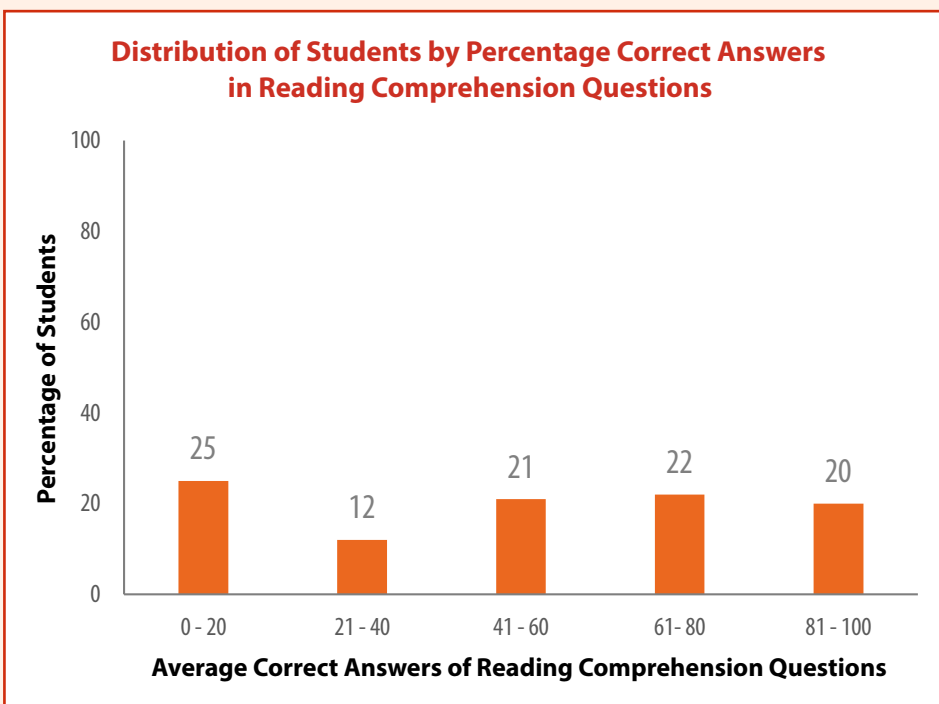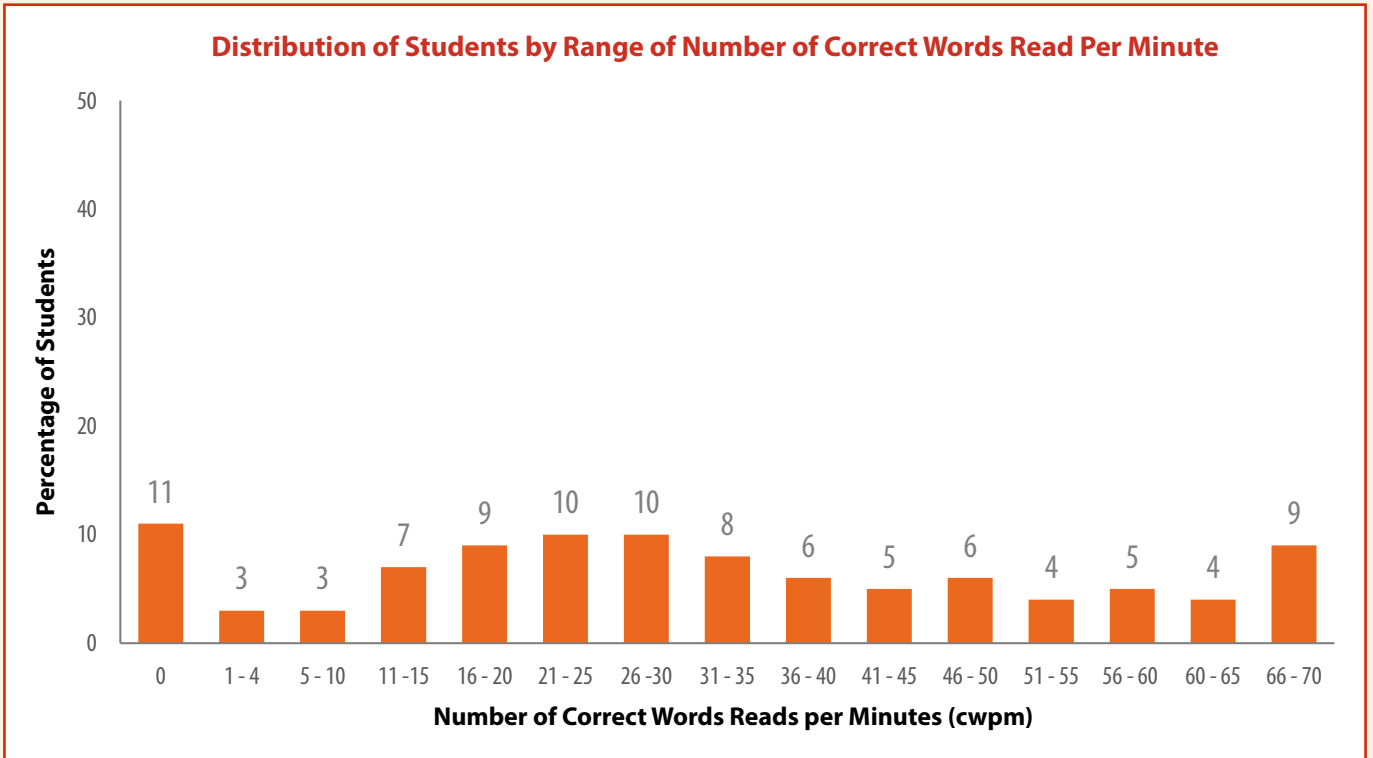- SC: 6
- ST: 27
- OBC: 40
- Others: 27

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

|  | Average Number of cwpm |
|---|---|
| Boys | 30 |
| Girls | 33 |
| Total | 31 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Percentage of Students

Number of Correct Words Reads per Minutes (cwpm)

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



Percentage of Students

Average Correct Answers of Reading Comprehension Questions

|  | Average Correct Answers of RCQ (%) |
|---|---|
| Boys | 60 |
| Girls | 60 |
| Total | 60 |

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 17 | 40 | 23 | 20 |
| Percentage of Girls meeting the standard | 15 | 39 | 24 | 22 |
| Percentage of Boys meeting the standard | 19 | 41 | 22 | 18 |

## Distribution of students by global proficiency levels
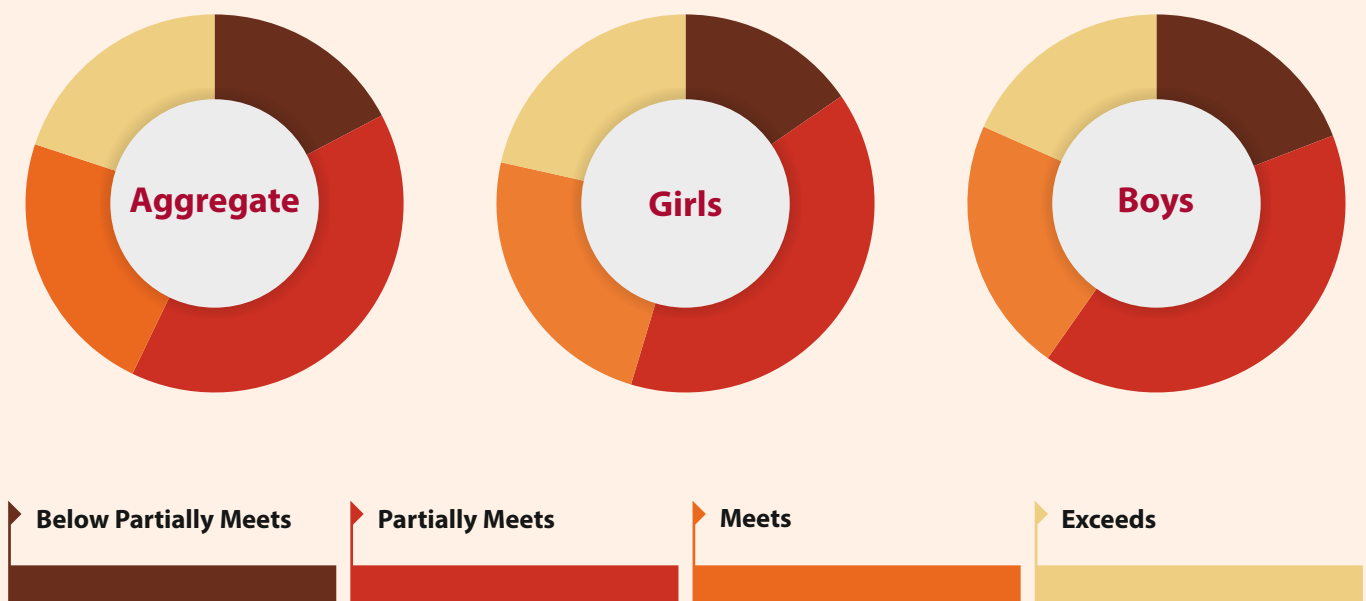


Aggregate  Girls  Boys

Below Partially Meets    Partially Meets    Meets    Exceeds

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

# GLIMPSES OF RESULTS
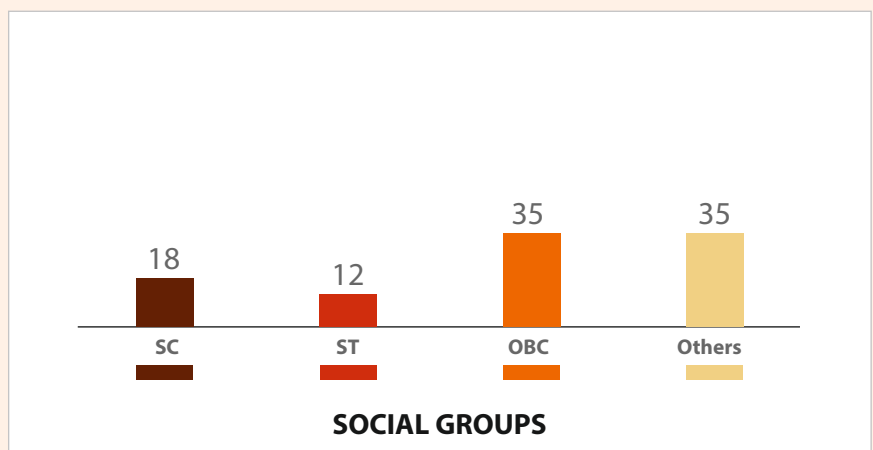
## ORAL READING FLUENCY ORF with RC READING COMPREHENSION
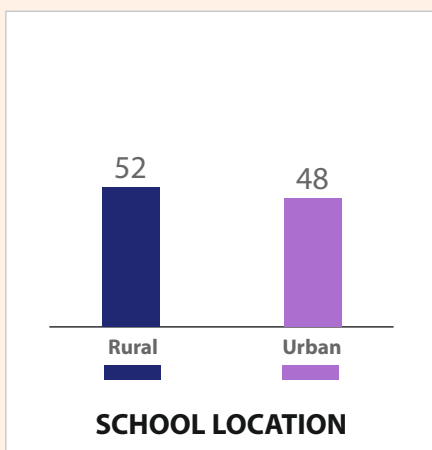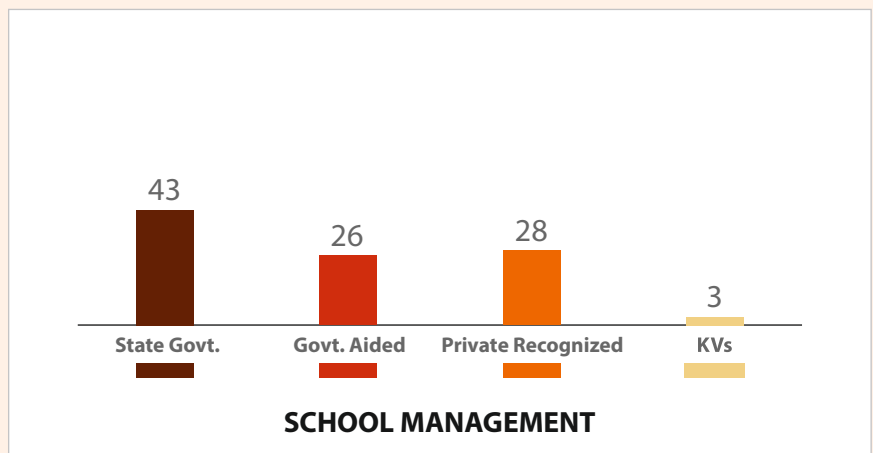
### States/UTs in which FLS was conducted in Hindi Language

HIMACHAL PRADESH, PUNJAB, CHANDIGARH, UTTARAKHAND, HARYANA, DELHI, RAJASTHAN, UTTAR PRADESH, BIHAR, ASSAM, WEST BENGAL, JHARKHAND, ODISHA, CHHATTISGARH, MADHYA PRADESH, GUJARAT, MAHARASHTRA, ANDAMAN & NICOBAR ISLANDS

## PARTICIPATION OF STUDENTS (in percentages)
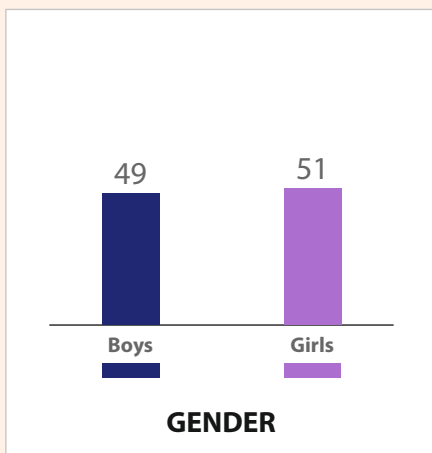
**GENDER**

| Boys | Girls |
|------|-------|
| 49 | 51 |

**SCHOOL MANAGEMENT**

| State Govt. | Govt. Aided | Private Recognized | KVs |
|-------------|-------------|--------------------|----|
| 43 | 26 | 28 | 3 |

**SCHOOL LOCATION**

| Rural | Urban |
|-------|-------|
| 52 | 48 |

**SOCIAL GROUPS**

| SC | ST | OBC | Others |
|----|----|----|--------|
| 18 | 12 | 35 | 35 |

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

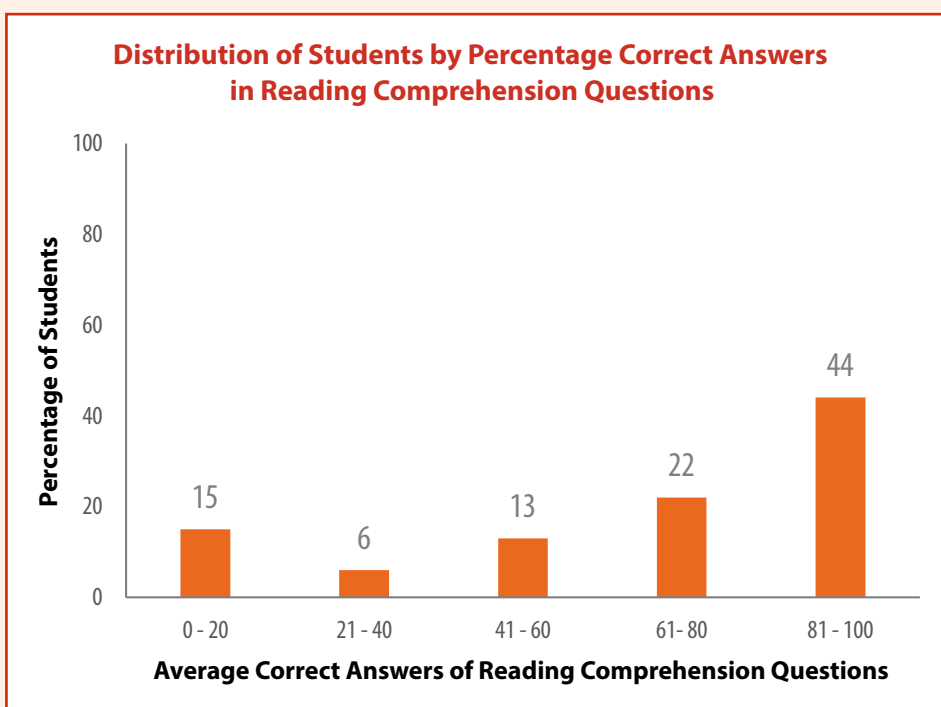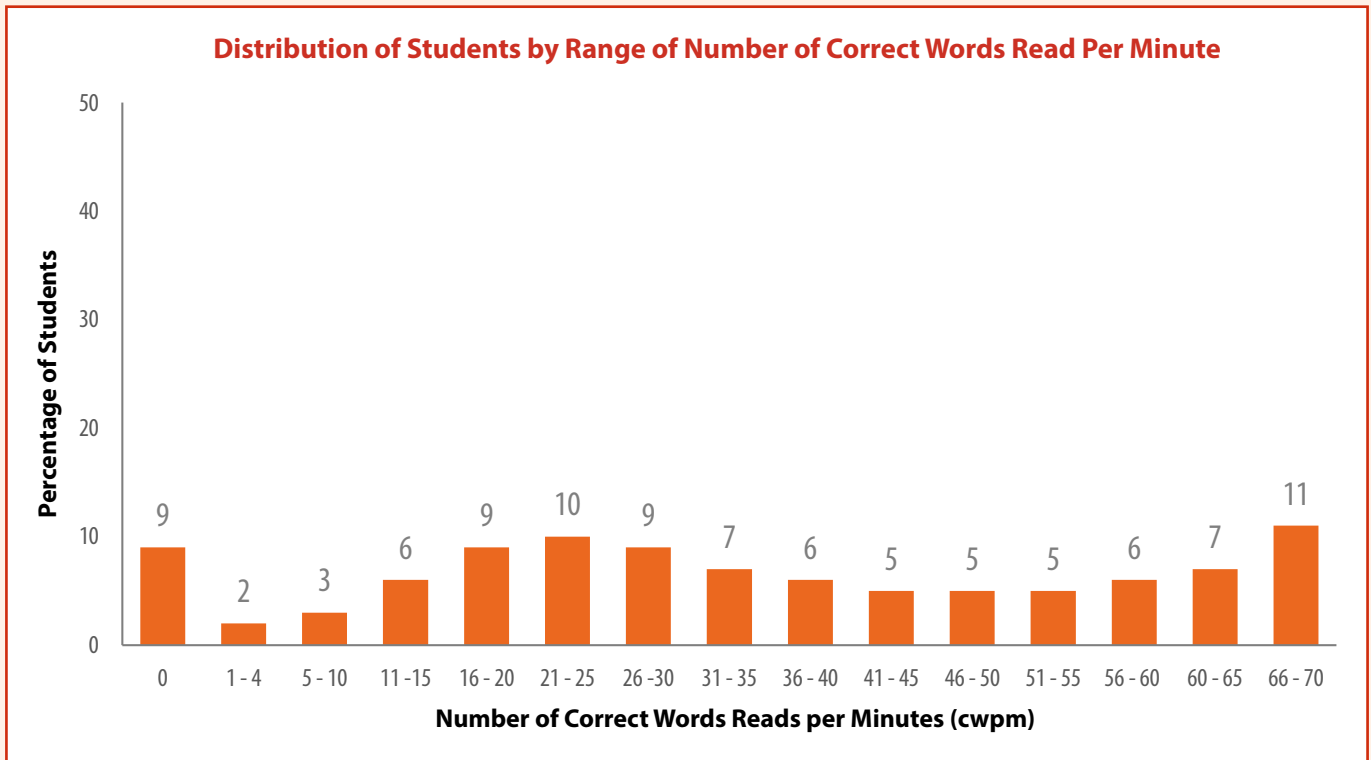|  | Average Number of cwpm |
|---|---|
| **Boys** | 35 |
| **Girls** | 35 |
| **Total** | 35 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Percentage of Students

| cwpm | % |
|---|---|
| 0 | 9 |
| 1 – 4 | 2 |
| 5 – 10 | 3 |
| 11 – 15 | 6 |
| 16 – 20 | 9 |
| 21 – 25 | 10 |
| 26 – 30 | 9 |
| 31 – 35 | 7 |
| 36 – 40 | 6 |
| 41 – 45 | 5 |
| 46 – 50 | 5 |
| 51 – 55 | 5 |
| 56 – 60 | 6 |
| 60 – 65 | 7 |
| 66 – 70 | 11 |

Number of Correct Words Reads per Minutes (cwpm)

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



|  | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

| Range | % |
|---|---|
| 0 – 20 | 15 |
| 21 – 40 | 6 |
| 41 – 60 | 13 |
| 61 – 80 | 22 |
| 81 – 100 | 44 |

Average Correct Answers of Reading Comprehension Questions

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 21 | 32 | 22 | 25 |
| Percentage of Girls meeting the standard | 21 | 31 | 22 | 26 |
| Percentage of Boys meeting the standard | 22 | 32 | 21 | 25 |

## Distribution of students by global proficiency levels
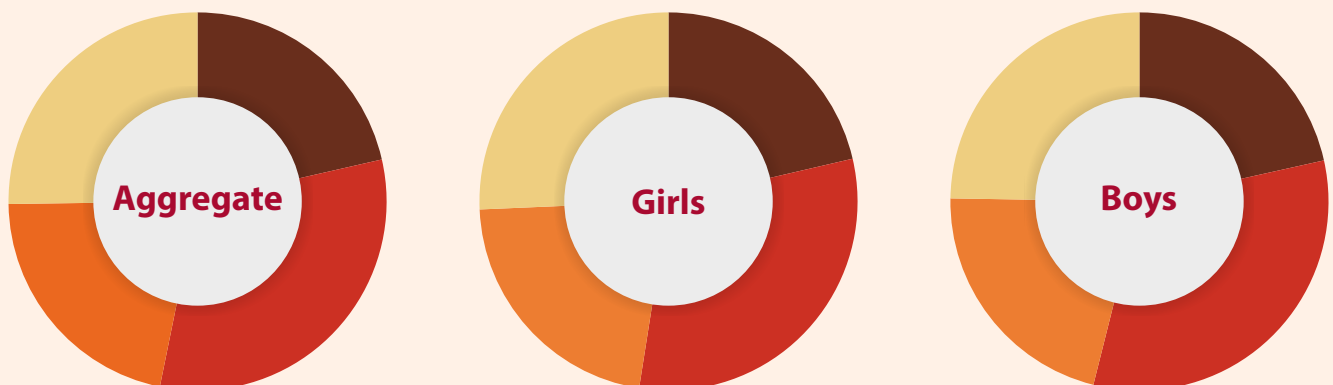


Aggregate    Girls    Boys

Below Partially Meets    Partially Meets    Meets    Exceeds

**Note:** Decimal figures in the data set has been rounded up to whole numbers and hence my not add up to 100.
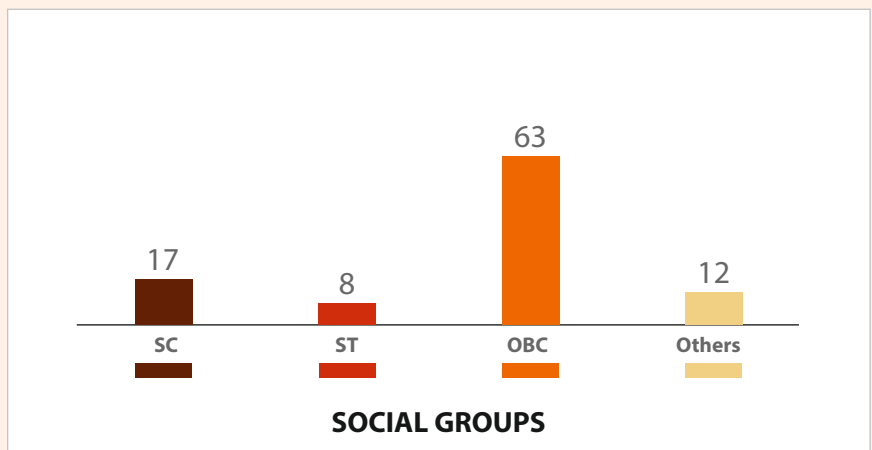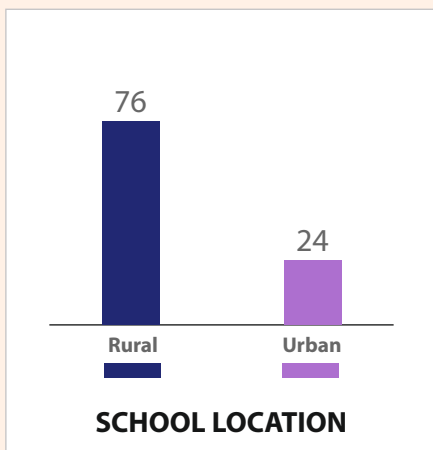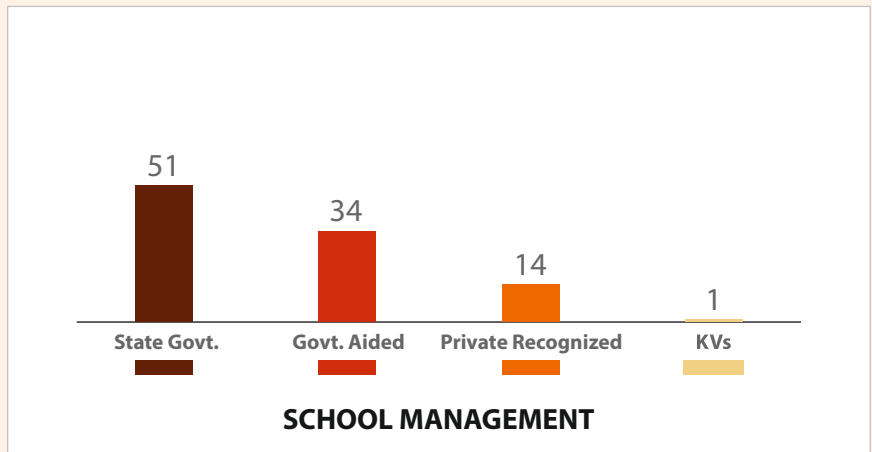
# GLIMPSES OF RESULTS

## ORAL READING ORF FLUENCY with RC READING COMPREHENSION

**States/UTs in which FLS was conducted in Kannada Language**

MAHARASHTRA, ANDHRA PRADESH, KARNATAKA, KERALA

## PARTICIPATION OF STUDENTS (in percentages)
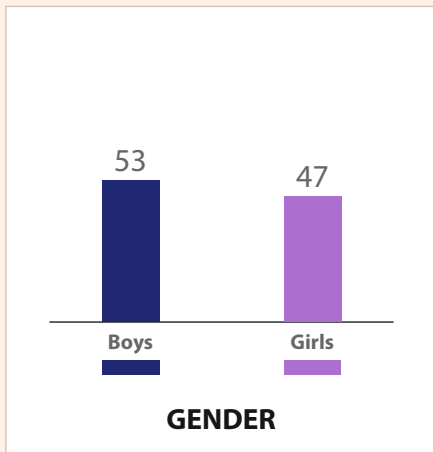
### GENDER

| Boys | Girls |
|------|-------|
| 53 | 47 |

### SCHOOL MANAGEMENT

| State Govt. | Govt. Aided | Private Recognized | KVs |
|-------------|-------------|--------------------|-----|
| 51 | 34 | 14 | 1 |

### SCHOOL LOCATION

| Rural | Urban |
|-------|-------|
| 76 | 24 |

### SOCIAL GROUPS

| SC | ST | OBC | Others |
|----|----|----|--------|
| 17 | 8 | 63 | 12 |

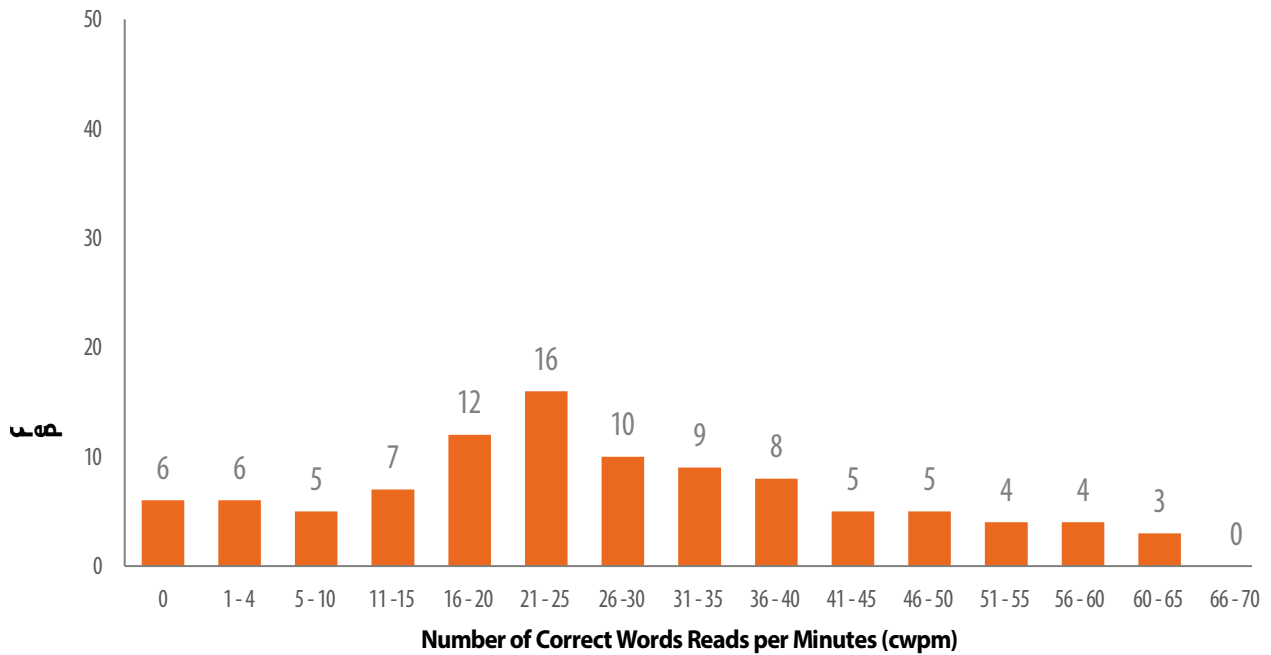**Note:** Decimal figures in the data set has been rounded up to whole numbers and hence my not add up to 100.
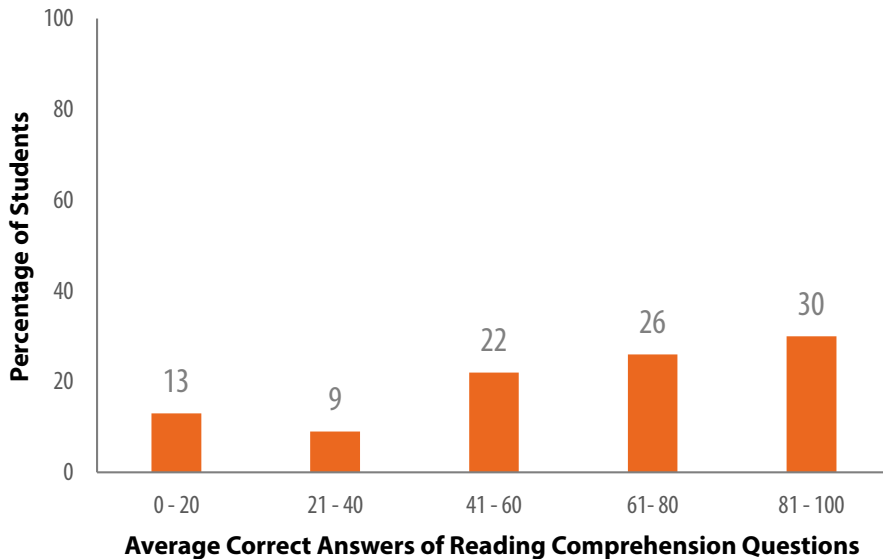
# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

|  | Average Number of cwpm |
|---|---|
| **Boys** | 26 |
| **Girls** | 28 |
| **Total** | 27 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Number of Correct Words Reads per Minutes (cwpm)

Values (left to right): 0: 6, 1-4: 6, 5-10: 5, 11-15: 7, 16-20: 12, 21-25: 16, 26-30: 10, 31-35: 9, 36-40: 8, 41-45: 5, 46-50: 5, 51-55: 4, 56-60: 4, 60-65: 3, 66-70: 0

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



Average Correct Answers of Reading Comprehension Questions

Values (left to right): 0-20: 13, 21-40: 9, 41-60: 22, 61-80: 26, 81-100: 30

|  | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| **Definition** | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| **Benchmark** | 0 - 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. |
| **Percentage of Students meeting the standard** | 21 | 38 | 28 | 13 |
| **Percentage of Girls meeting the standard** | 18 | 40 | 29 | 13 |
| **Percentage of Boys meeting the standard** | 24 | 37 | 26 | 13 |

## Distribution of students by global proficiency levels
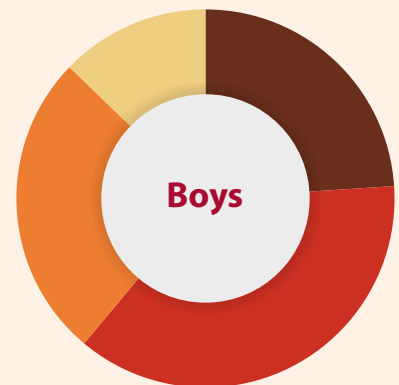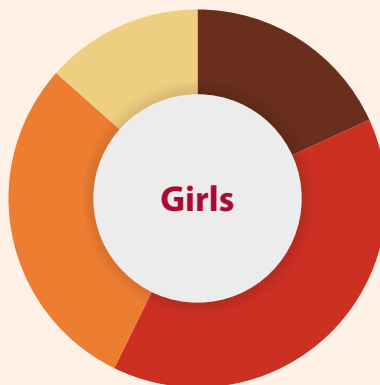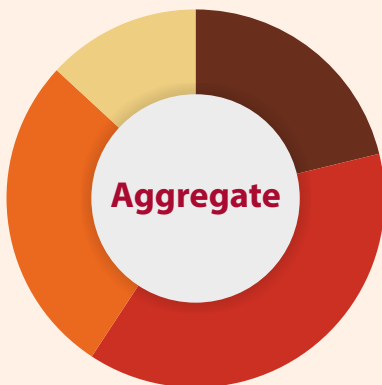


Aggregate

Girls

Boys

▶ **Below Partially Meets**      ▶ **Partially Meets**      ▶ **Meets**      ▶ **Exceeds**

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

# GLIMPSES OF RESULTS

**ORAL READING FLUENCY** **ORF** with

**RC** **READING COMPREHENSION**

## Language
## KHASI

### States/UTs in which FLS was conducted in Khasi Language

MEGHALAYA

## PARTICIPATION OF STUDENTS (in percentages)

**GENDER**

- Boys: 50
- Girls: 50

**SCHOOL MANAGEMENT**

- State Govt.: 22
- Govt. Aided: 50
- Private Recognized: 28
- KVs:

**SCHOOL LOCATION**

- Rural: 94
- Urban: 6

**SOCIAL GROUPS**

- SC: 2
- ST: 98
- OBC:
- Others:

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

| | Average Number of cwpm |
|---|---|
| **Boys** | 40 |
| **Girls** | 40 |
| **Total** | 40 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Bar chart — Percentage of Students vs Number of Correct Words Reads per Minutes (cwpm):
- 0: 1
- 1 – 4: 1
- 5 – 10: 0
- 11 – 15: 3
- 16 – 20: 7
- 21 – 25: 11
- 26 – 30: 11
- 31 – 35: 13
- 36 – 40: 9
- 41 – 45: 6
- 46 – 50: 7
- 51 – 55: 6
- 56 – 60: 9
- 60 – 65: 8
- 66 – 70: 8

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions

| | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 80 |
| **Girls** | 80 |
| **Total** | 80 |



Bar chart — Percentage of Students vs Average Correct Answers of Reading Comprehension Questions:
- 0 – 20: 4
- 21 – 40: 3
- 41 – 60: 12
- 61 – 80: 20
- 81 – 100: 61

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 20 | 41 | 26 | 13 |
| Percentage of Girls meeting the standard | 22 | 41 | 23 | 14 |
| Percentage of Boys meeting the standard | 19 | 40 | 29 | 12 |

## Distribution of students by global proficiency levels
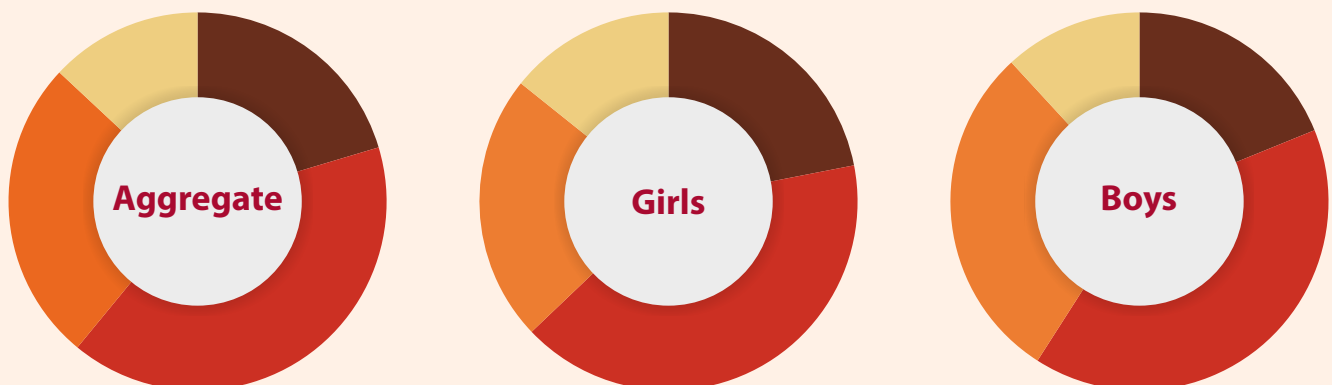


Aggregate    Girls    Boys

Below Partially Meets    Partially Meets    Meets    Exceeds

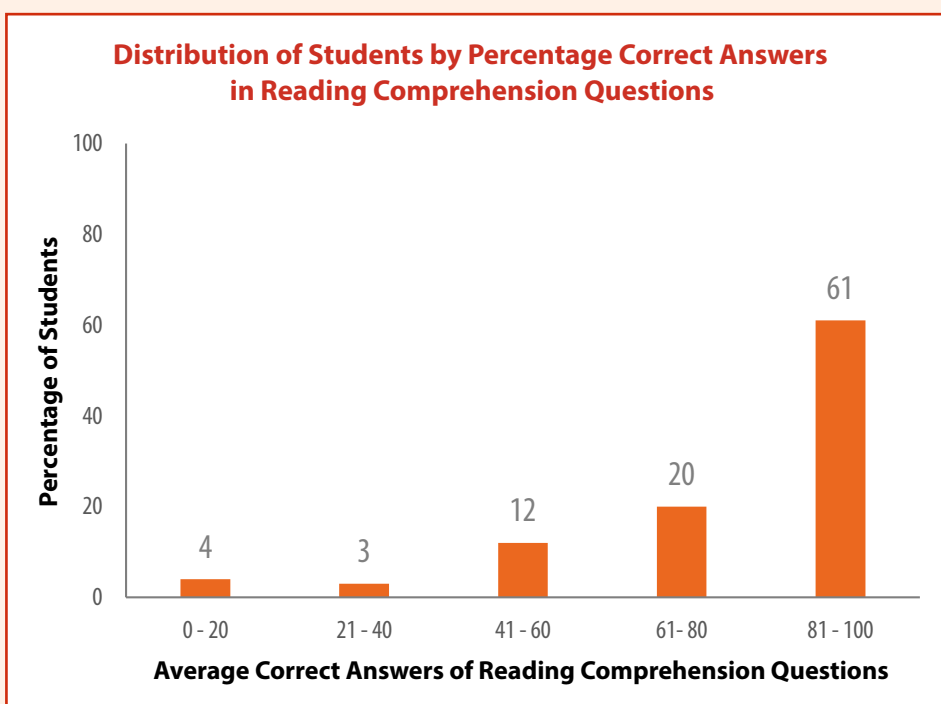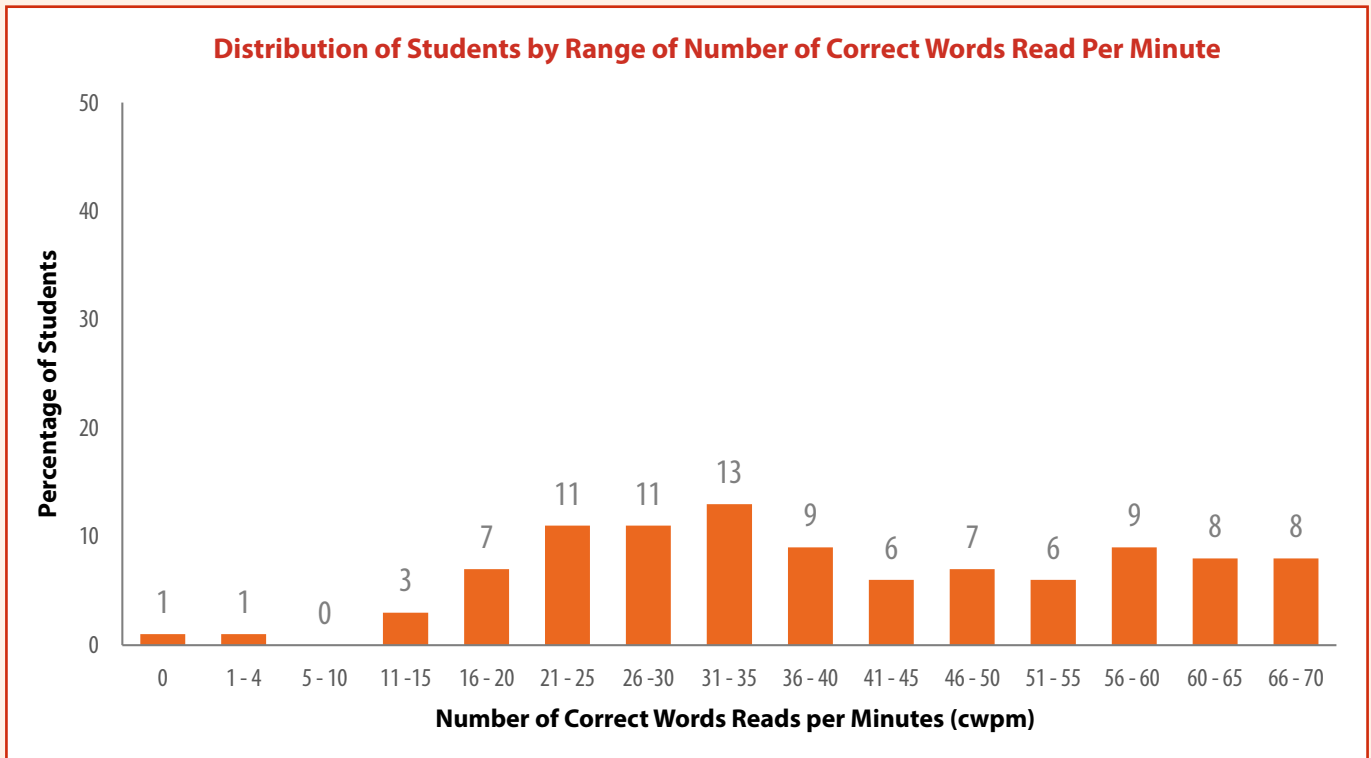**Note:** Decimal figures in the data set has been rounded up to whole numbers and hence my not add up to 100.

**ORAL READING FLUENCY** **ORF** with
**RC** **READING COMPREHENSION**

**States/UTs in which FLS was conducted in Konkani Language**

GOA

## PARTICIPATION OF STUDENTS (in percentages)
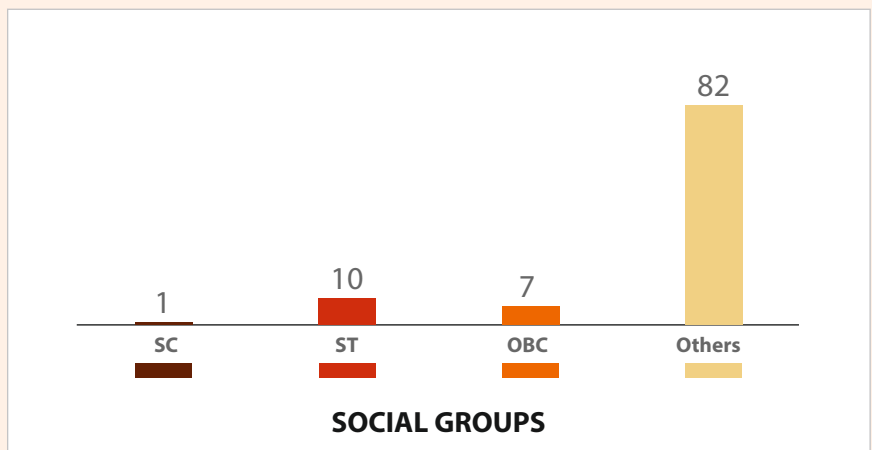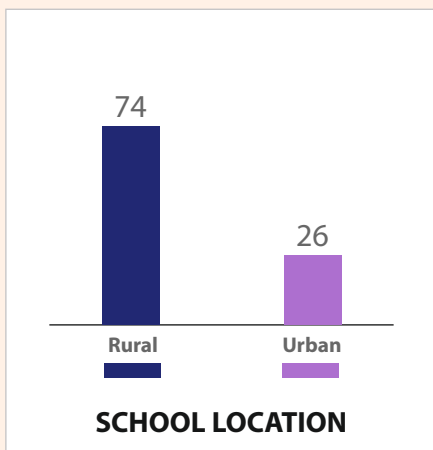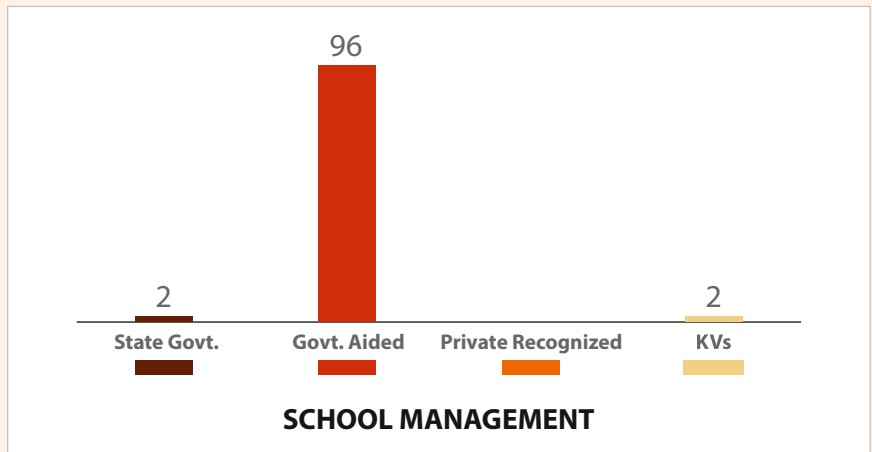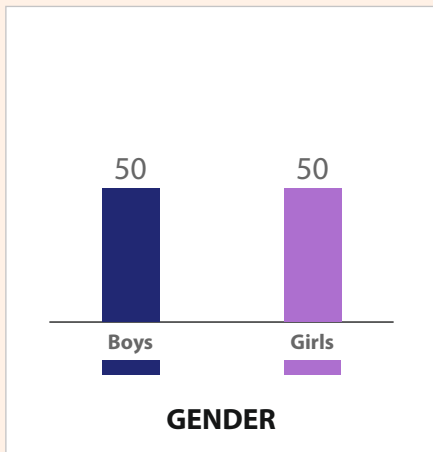
### GENDER

| Boys | Girls |
|------|-------|
| 50 | 50 |

### SCHOOL MANAGEMENT

| State Govt. | Govt. Aided | Private Recognized | KVs |
|-------------|-------------|--------------------|-----|
| 2 | 96 | | 2 |

### SCHOOL LOCATION

| Rural | Urban |
|-------|-------|
| 74 | 26 |

### SOCIAL GROUPS

| SC | ST | OBC | Others |
|----|----|-----|--------|
| 1 | 10 | 7 | 82 |

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

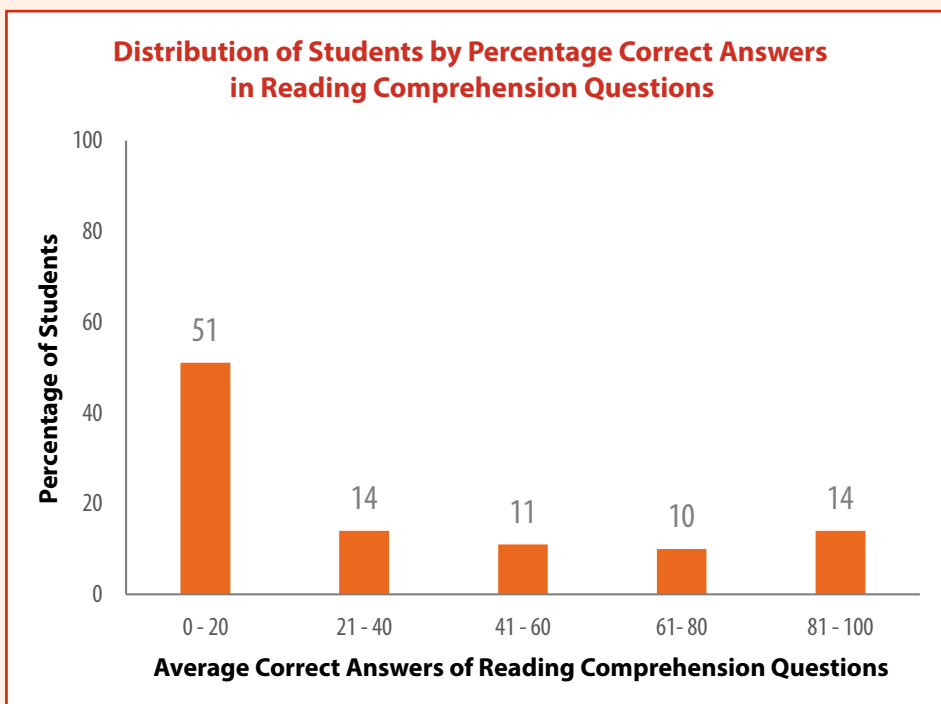| | Average Number of cwpm |
|---|---|
| **Boys** | 23 |
| **Girls** | 27 |
| **Total** | 25 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Percentage of Students (y-axis)

| cwpm range | Percentage |
|---|---|
| 0 | 24 |
| 1 – 4 | 10 |
| 5 – 10 | 4 |
| 11 – 15 | 3 |
| 16 – 20 | 6 |
| 21 – 25 | 7 |
| 26 – 30 | 7 |
| 31 – 35 | 6 |
| 36 – 40 | 6 |
| 41 – 45 | 6 |
| 46 – 50 | 5 |
| 51 – 55 | 5 |
| 56 – 60 | 2 |
| 60 – 65 | 3 |
| 66 – 70 | 6 |

Number of Correct Words Reads per Minutes (cwpm)

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



| Average correct answers range | Percentage |
|---|---|
| 0 – 20 | 51 |
| 21 – 40 | 14 |
| 41 – 60 | 11 |
| 61 – 80 | 10 |
| 81 – 100 | 14 |

Average Correct Answers of Reading Comprehension Questions

| | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 40 |
| **Girls** | 40 |
| **Total** | 40 |

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 38 | 21 | 23 | 18 |
| Percentage of Girls meeting the standard | 35 | 23 | 22 | 20 |
| Percentage of Boys meeting the standard | 43 | 18 | 24 | 15 |

## Distribution of students by global proficiency levels
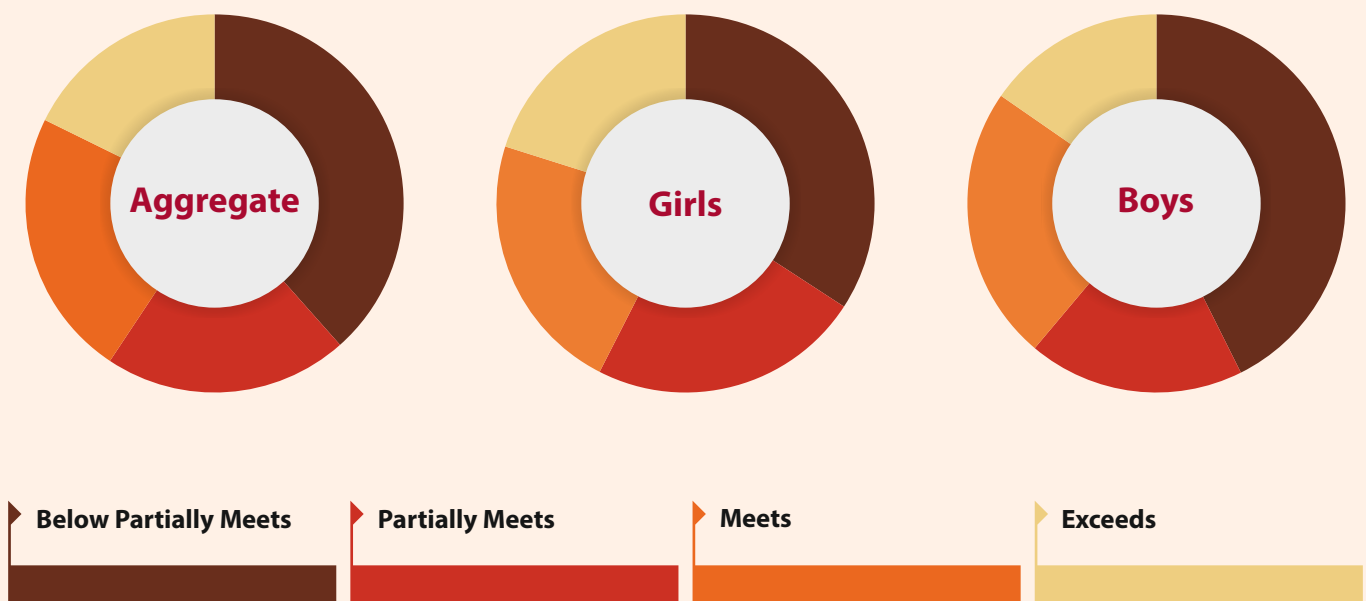


Aggregate

Girls

Boys

▶ Below Partially Meets    ▶ Partially Meets    ▶ Meets    ▶ Exceeds

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

# GLIMPSES OF RESULTS

## ORAL READING FLUENCY ORF with
## RC READING COMPREHENSION

**States/UTs in which FLS was conducted in Malayalam Language**

KERALA

## PARTICIPATION OF STUDENTS (in percentages)



| Boys | Girls |
|------|-------|
| 53 | 47 |

**GENDER**

| State Govt. | Govt. Aided | Private Recognized | KVs |
|-------------|-------------|--------------------|----|
| 37 | 51 | 11 | 1 |

**SCHOOL MANAGEMENT**

| Rural | Urban |
|-------|-------|
| 77 | 23 |

**SCHOOL LOCATION**

| SC | ST | OBC | Others |
|----|----|-----|--------|
| 14 | 6 | 64 | 16 |

**SOCIAL GROUPS**

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

| | Average Number of cwpm |
|---|---|
| **Boys** | 26 |
| **Girls** | 29 |
| **Total** | 28 |

**Distribution of Students by Range of Number of Correct Words Read Per Minute**



| | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 80 |
| **Total** | 80 |

**Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions**



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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 17 | 39 | 28 | 16 |
| Percentage of Girls meeting the standard | 14 | 38 | 30 | 18 |
| Percentage of Boys meeting the standard | 19 | 41 | 26 | 14 |

## Distribution of students by global proficiency levels
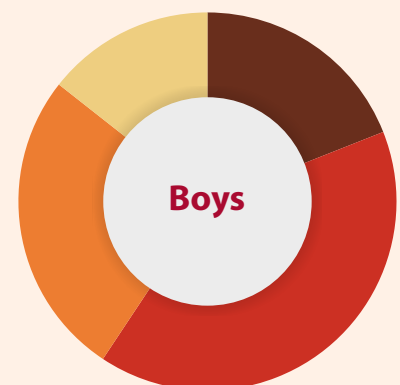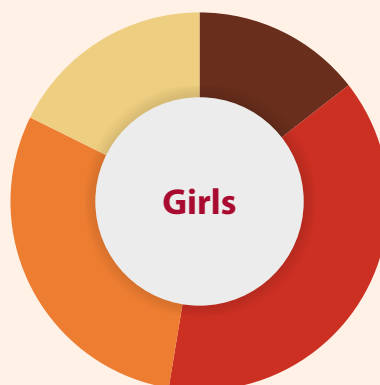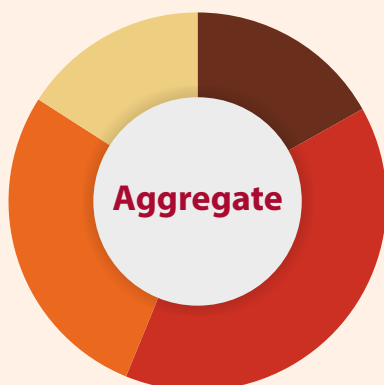


Aggregate | Girls | Boys

▶ **Below Partially Meets**　　▶ **Partially Meets**　　▶ **Meets**　　▶ **Exceeds**

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

# GLIMPSES OF RESULTS

## ORAL READING FLUENCY **ORF** with
## **RC** READING COMPREHENSION

### Language
### MANIPURI

**States/UTs in which FLS was conducted in Manipuri Language**

MANIPUR

## PARTICIPATION OF STUDENTS (in percentages)
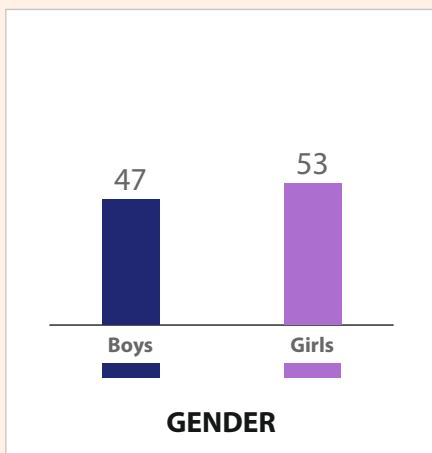
### GENDER
- Boys: 47
- Girls: 53

### SCHOOL MANAGEMENT
- State Govt.: 86
- Govt. Aided: 9
- Private Recognized: 5
- KVs:

### SCHOOL LOCATION
- Rural: 80
- Urban: 20

### SOCIAL GROUPS
- SC: 6
- ST: 3
- OBC: 82
- Others: 9

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

| | Average Number of cwpm |
|---|---|
| **Boys** | 34 |
| **Girls** | 33 |
| **Total** | 33 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



| | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 23 | 31 | 22 | 24 |
| Percentage of Girls meeting the standard | 26 | 28 | 24 | 22 |
| Percentage of Boys meeting the standard | 21 | 33 | 20 | 26 |

# Distribution of students by global proficiency levels



**Aggregate**   **Girls**   **Boys**

▸ **Below Partially Meets**   ▸ **Partially Meets**   ▸ **Meets**   ▸ **Exceeds**

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

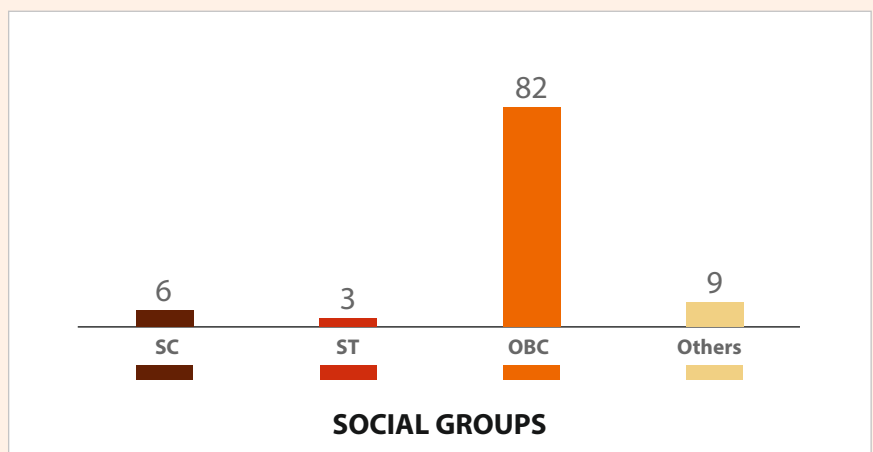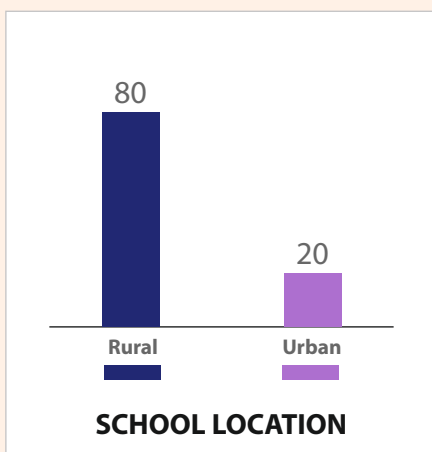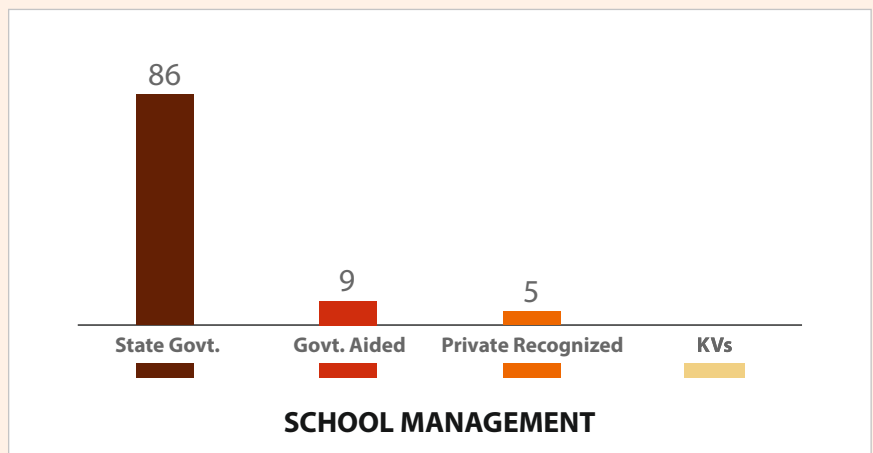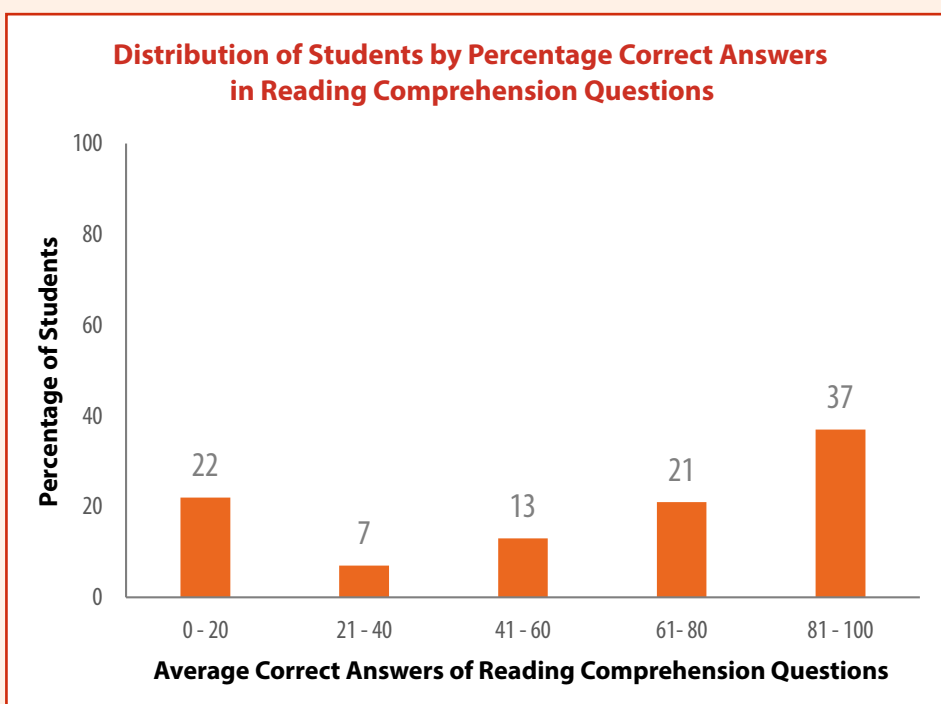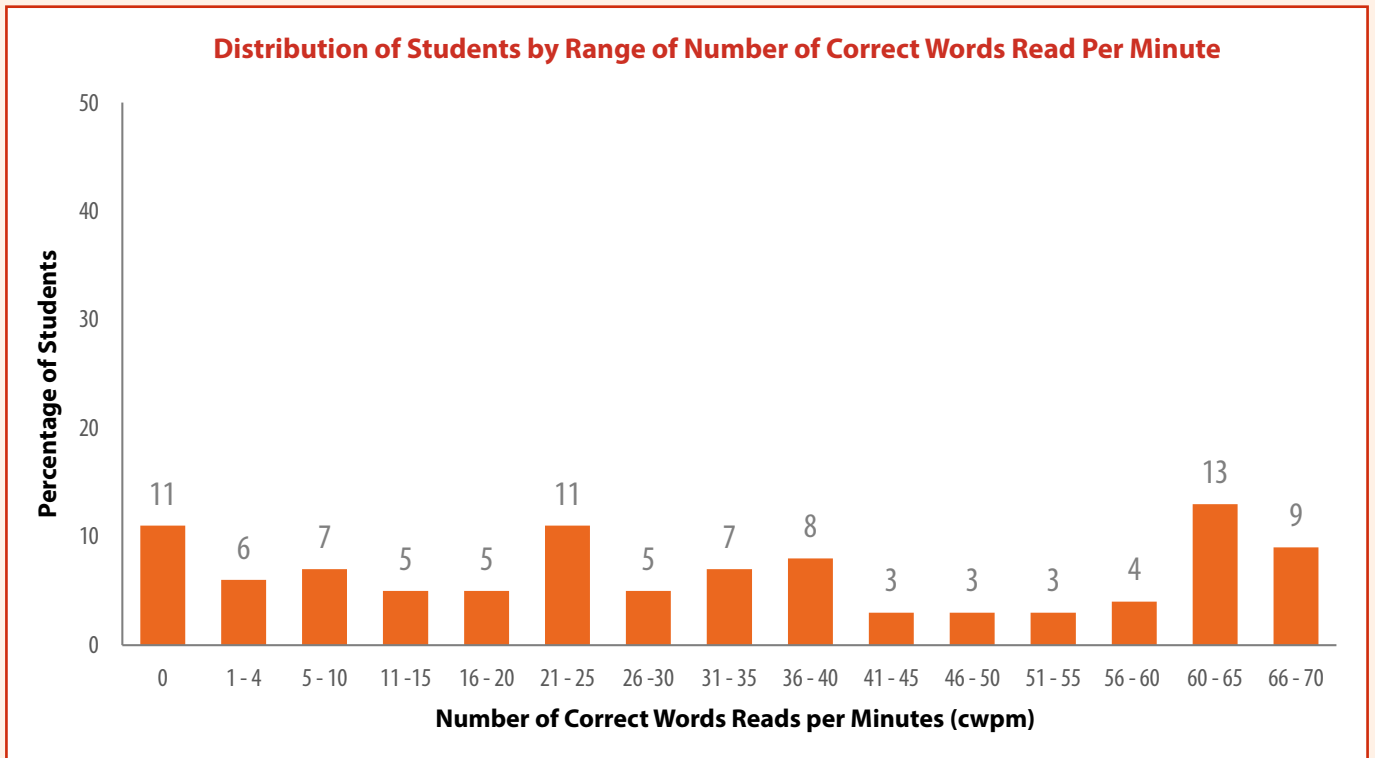**ORAL READING FLUENCY** **ORF** with

**RC** **READING COMPREHENSION**

### States/UTs in which FLS was conducted in Marathi Language

MAHARASHTRA, GUJARAT, MADHYA PRADESH, KARNATAKA, GOA, DAMAN-DIU AND DADRA NAGAR HAVELI
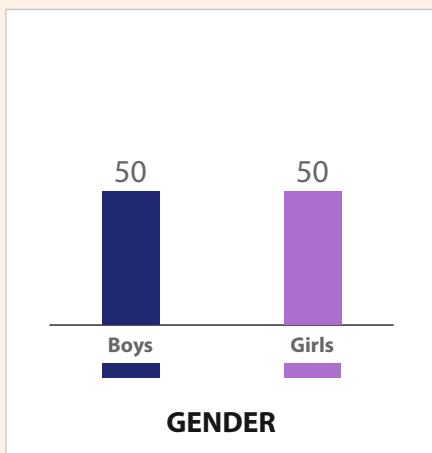
## PARTICIPATION OF STUDENTS (in percentages)

**GENDER**

- Boys: 50
- Girls: 50

**SCHOOL MANAGEMENT**

- State Govt.: 48
- Govt. Aided: 28
- Private Recognized: 22
- KVs: 2

**SCHOOL LOCATION**

- Rural: 59
- Urban: 41

**SOCIAL GROUPS**

- SC: 11
- ST: 18
- OBC: 32
- Others: 39

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

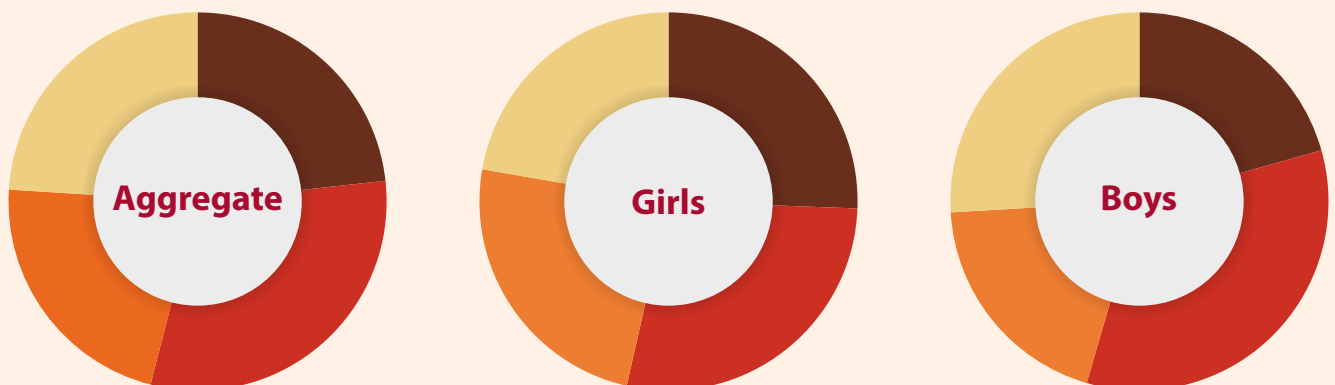| | Average Number of cwpm |
|---|---|
| **Boys** | 30 |
| **Girls** | 32 |
| **Total** | 31 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Y-axis: Percentage of Students
X-axis: Number of Correct Words Reads per Minutes (cwpm)

| cwpm range | Percentage |
|---|---|
| 0 | 8 |
| 1 – 4 | 4 |
| 5 – 10 | 4 |
| 11 – 15 | 7 |
| 16 – 20 | 9 |
| 21 – 25 | 13 |
| 26 – 30 | 10 |
| 31 – 35 | 8 |
| 36 – 40 | 8 |
| 41 – 45 | 6 |
| 46 – 50 | 5 |
| 51 – 55 | 4 |
| 56 – 60 | 3 |
| 60 – 65 | 3 |
| 66 – 70 | 8 |

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



Y-axis: Percentage of Students
X-axis: Average Correct Answers of Reading Comprehension Questions

| Range | Percentage |
|---|---|
| 0 – 20 | 22 |
| 21 – 40 | 10 |
| 41 – 60 | 20 |
| 61 – 80 | 23 |
| 81 – 100 | 25 |

| | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 17 | 39 | 25 | 19 |
| Percentage of Girls meeting the standard | 16 | 38 | 26 | 20 |
| Percentage of Boys meeting the standard | 19 | 39 | 24 | 18 |

## Distribution of students by global proficiency levels
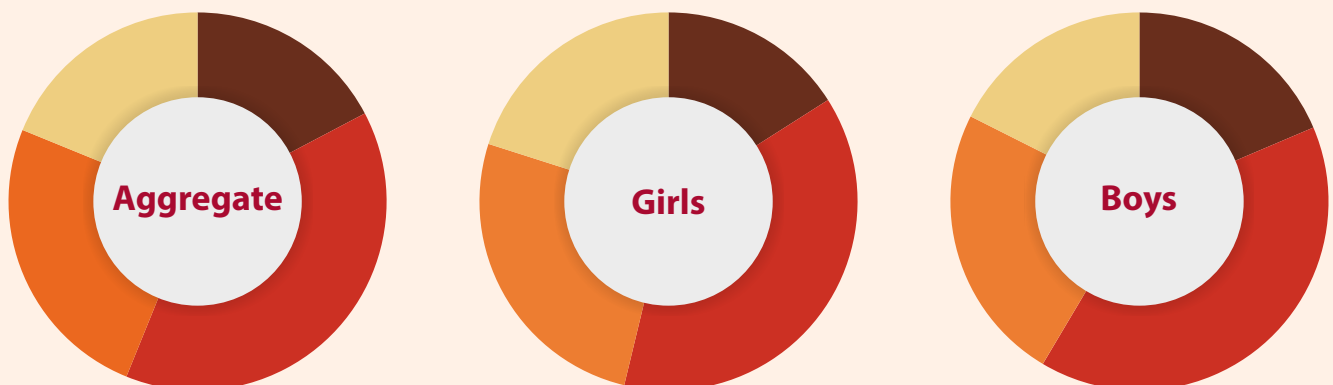


**Below Partially Meets**  **Partially Meets**  **Meets**  **Exceeds**

**Note:** Decimal figures in the data set has been rounded up to whole numbers and hence my not add up to 100.
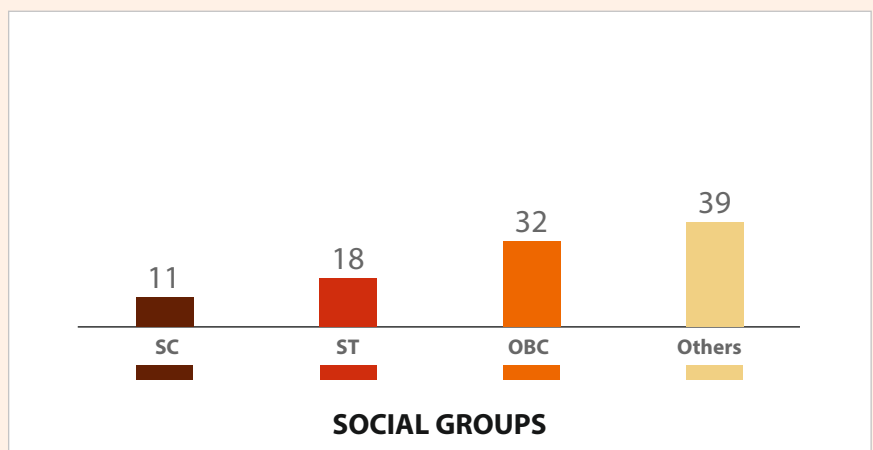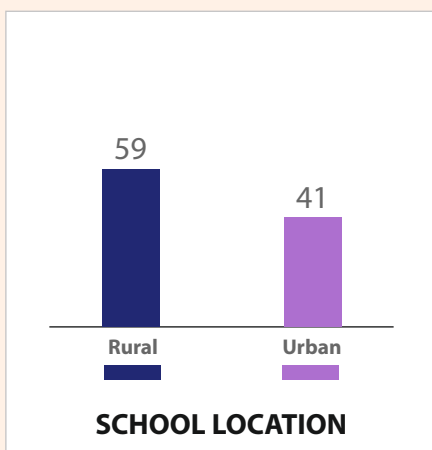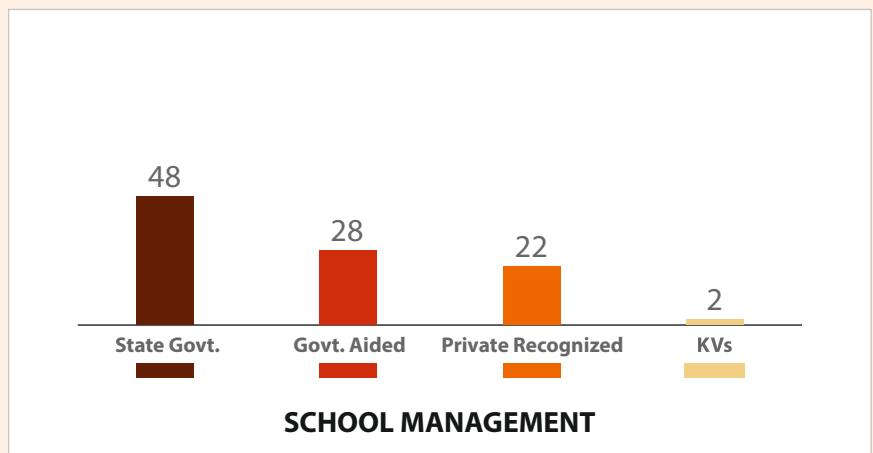
# GLIMPSES OF RESULTS
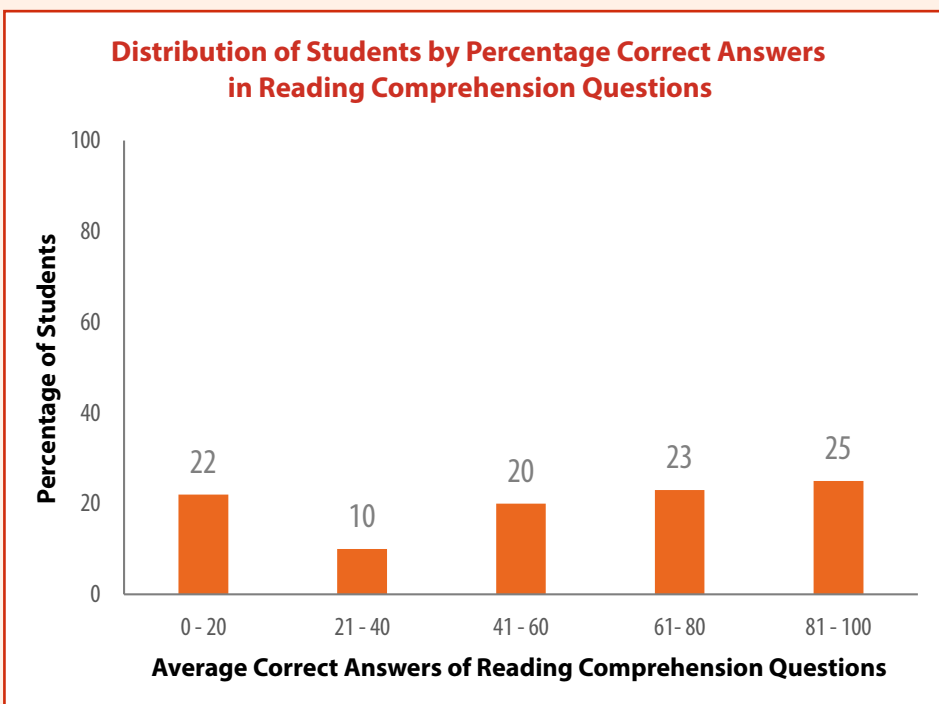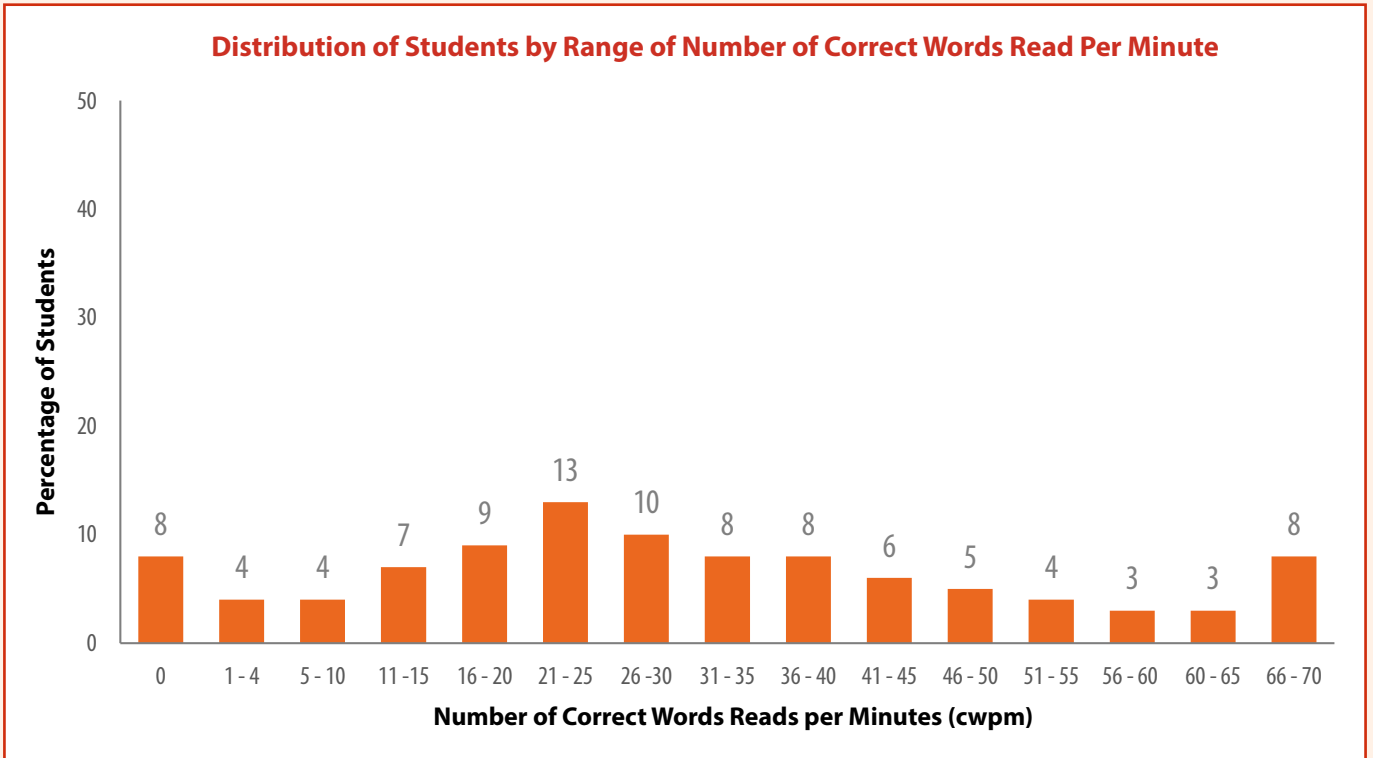
**ORAL READING FLUENCY** **ORF** with

**RC** **READING COMPREHENSION**

## MIZO

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### States/UTs in which FLS was conducted in Mizo Language

MIZORAM

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## PARTICIPATION OF STUDENTS (in percentages)
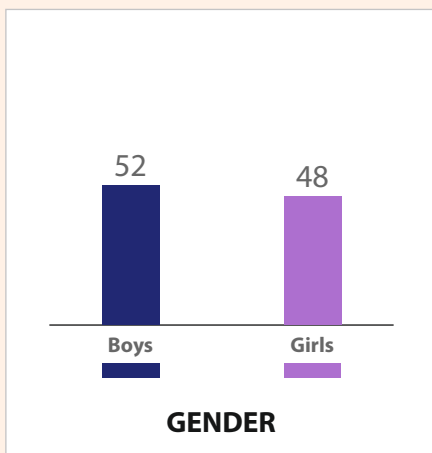
**GENDER**

- Boys: 52
- Girls: 48

**SCHOOL MANAGEMENT**

- State Govt.: 67
- Govt. Aided: 5
- Private Recognized: 28
- KVs:

**SCHOOL LOCATION**

- Rural: 76
- Urban: 24

**SOCIAL GROUPS**

- SC: 1
- ST: 99
- OBC:
- Others:

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

|  | Average Number of cwpm |
|---|---|
| **Boys** | 48 |
| **Girls** | 51 |
| **Total** | 49 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Percentage of Students

| 0 | 1 - 4 | 5 - 10 | 11 - 15 | 16 - 20 | 21 - 25 | 26 - 30 | 31 - 35 | 36 - 40 | 41 - 45 | 46 - 50 | 51 - 55 | 56 - 60 | 60 - 65 | 66 - 70 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | 0 | 0 | 0 | 0 | 0 | 1 | 6 | 9 | 10 | 6 | 5 | 6 | 12 | 33 |

Number of Correct Words Reads per Minutes (cwpm)

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



Percentage of Students

| 0 - 20 | 21 - 40 | 41 - 60 | 61- 80 | 81 - 100 |
|---|---|---|---|---|
| 10 | 3 | 7 | 16 | 64 |

Average Correct Answers of Reading Comprehension Questions

|  | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 80 |
| **Girls** | 80 |
| **Total** | 80 |

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 12 | 21 | 34 | 33 |
| Percentage of Girls meeting the standard | 11 | 19 | 32 | 38 |
| Percentage of Boys meeting the standard | 12 | 23 | 36 | 29 |

## Distribution of students by global proficiency levels
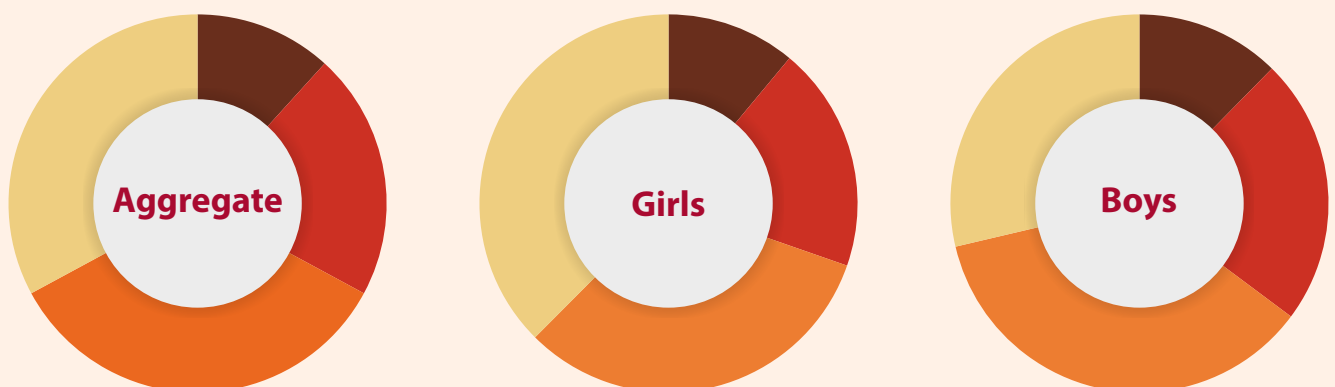


Aggregate

Girls

Boys

Below Partially Meets    Partially Meets    Meets    Exceeds

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

# GLIMPSES OF RESULTS

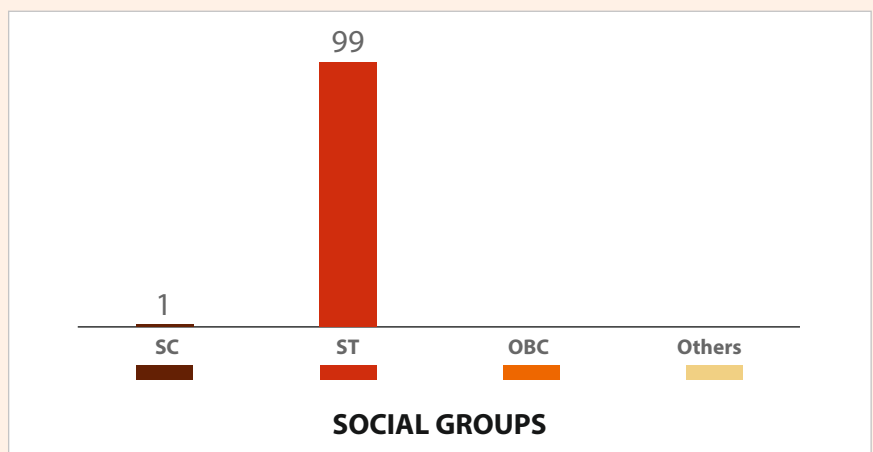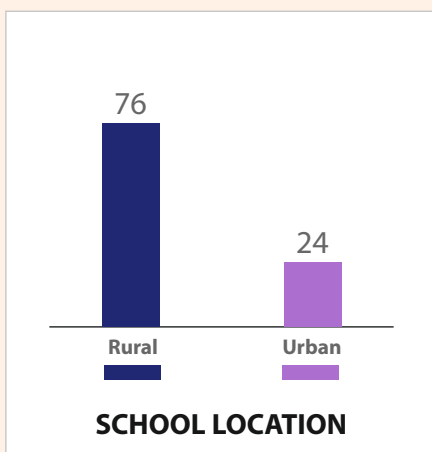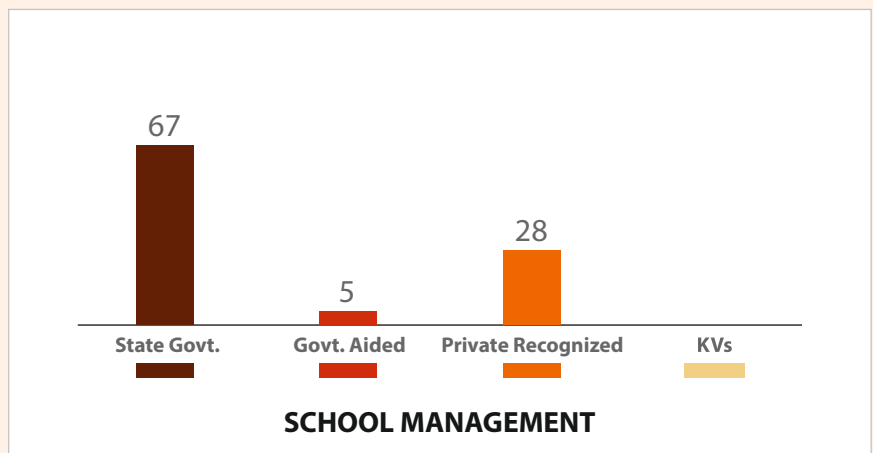**ORAL READING FLUENCY** **ORF** with
**RC** **READING COMPREHENSION**

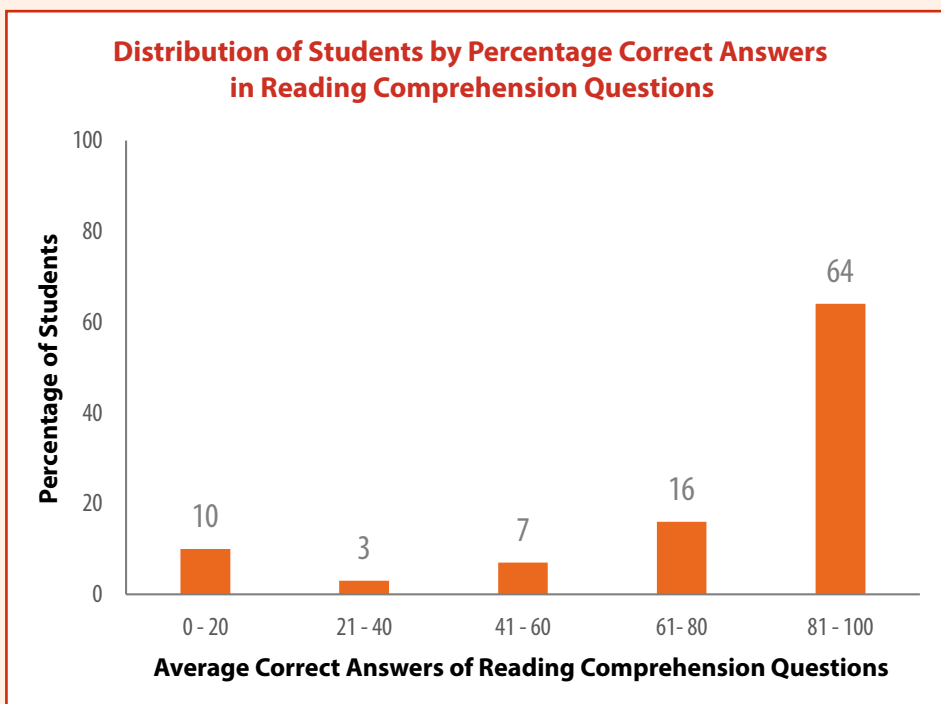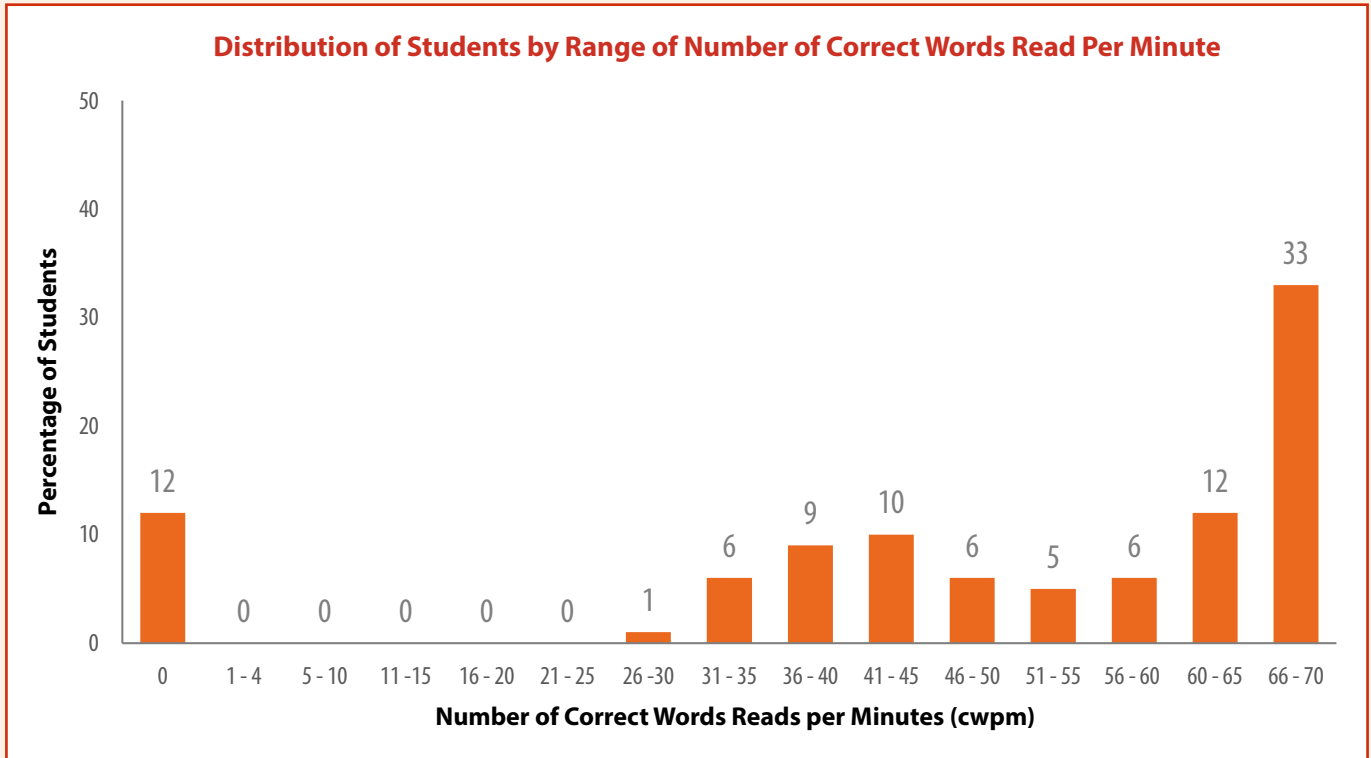### States/UTs in which FLS was conducted in Nepali Language

WEST BENGAL

## PARTICIPATION OF STUDENTS (in percentages)

### GENDER

| Boys | Girls |
|------|-------|
| 49 | 51 |

### SCHOOL MANAGEMENT

| State Govt. | Govt. Aided | Private Recognized | KVs |
|-------------|-------------|--------------------|-----|
| 38 | 51 | 4 | 7 |

### SCHOOL LOCATION

| Rural | Urban |
|-------|-------|
| 69 | 31 |

### SOCIAL GROUPS

| SC | ST | OBC | Others |
|----|----|-----|--------|
| 14 | 32 | 36 | 18 |

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

|  | Average Number of cwpm |
|---|---|
| **Boys** | 26 |
| **Girls** | 26 |
| **Total** | 26 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



**Percentage of Students** (y-axis)

Values by range:
- 0: 16
- 1 – 4: 3
- 5 – 10: 7
- 11 – 15: 3
- 16 – 20: 9
- 21 – 25: 14
- 26 – 30: 13
- 31 – 35: 7
- 36 – 40: 5
- 41 – 45: 5
- 46 – 50: 4
- 51 – 55: 3
- 56 – 60: 4
- 60 – 65: 2
- 66 – 70: 5

**Number of Correct Words Reads per Minutes (cwpm)**

|  | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



**Percentage of Students** (y-axis)

Values by range:
- 0 – 20: 16
- 21 – 40: 7
- 41 – 60: 14
- 61 – 80: 21
- 81 – 100: 42

**Average Correct Answers of Reading Comprehension Questions**

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 26 | 36 | 21 | 17 |
| Percentage of Girls meeting the standard | 27 | 36 | 21 | 16 |
| Percentage of Boys meeting the standard | 25 | 36 | 22 | 17 |

## Distribution of students by global proficiency levels
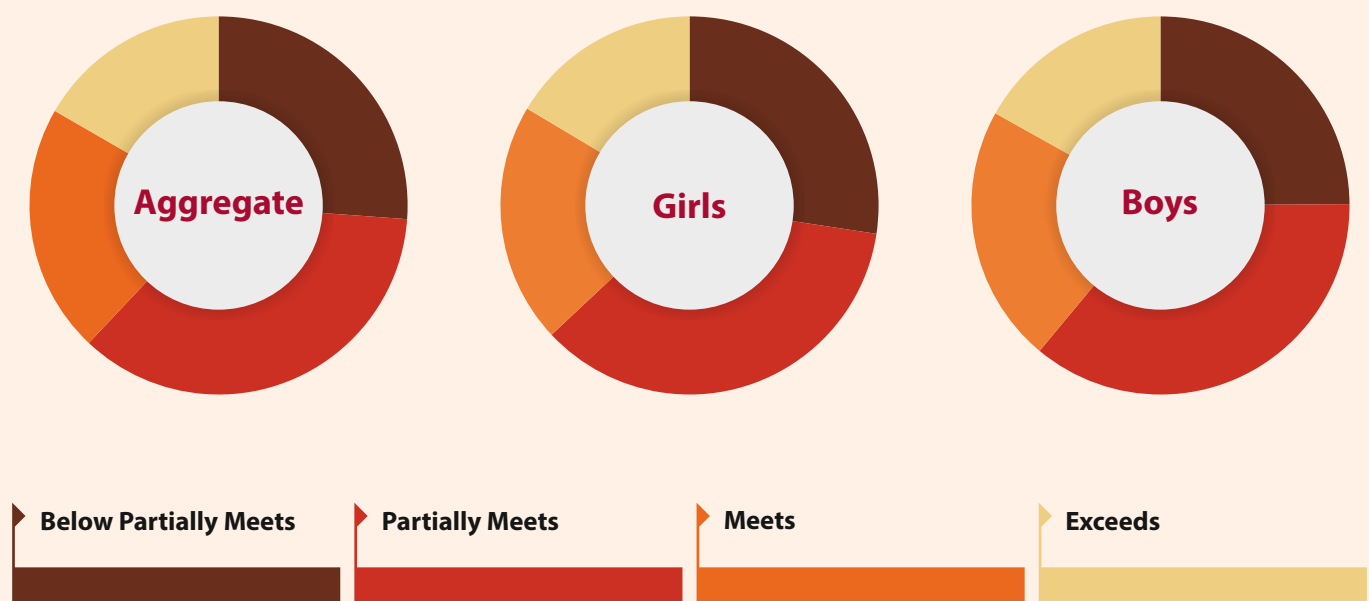


**Below Partially Meets**  **Partially Meets**  **Meets**  **Exceeds**

**Note:** Decimal figures in the data set has been rounded up to whole numbers and hence my not add up to 100.
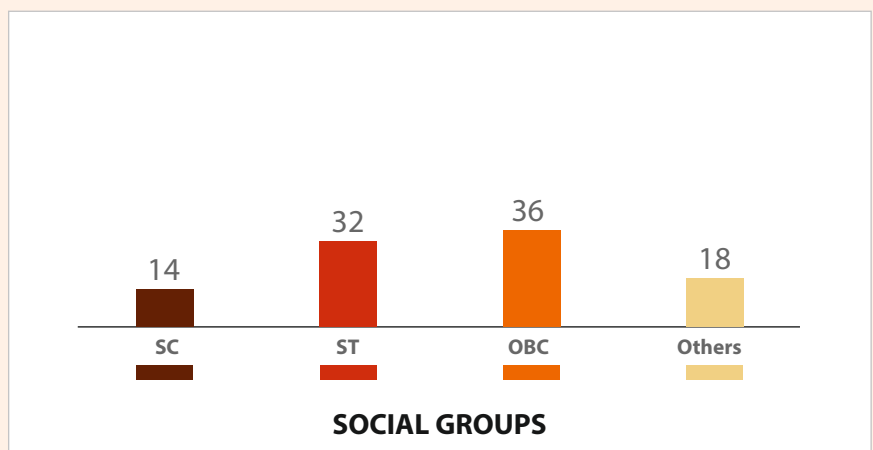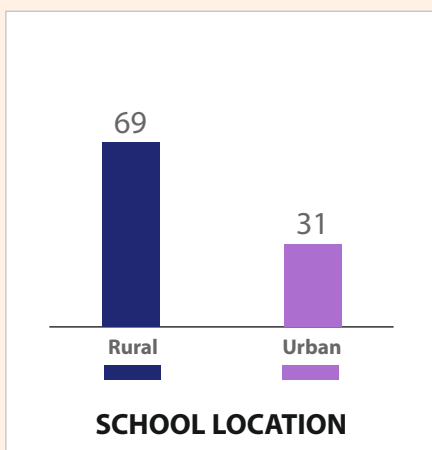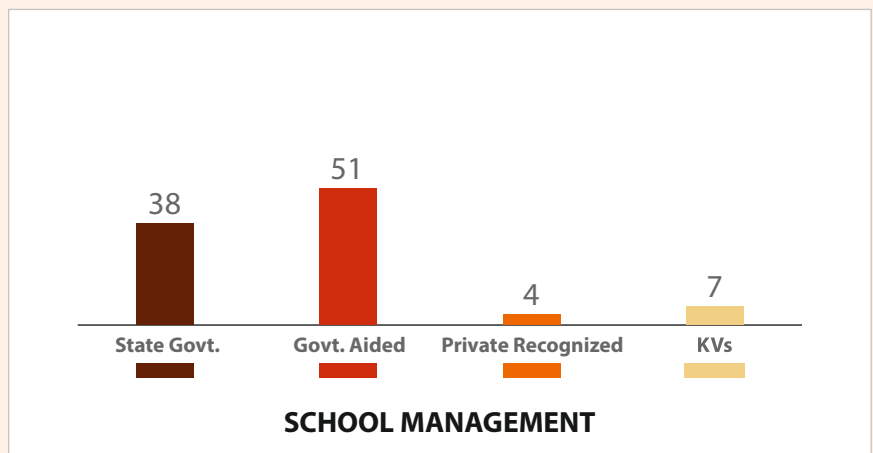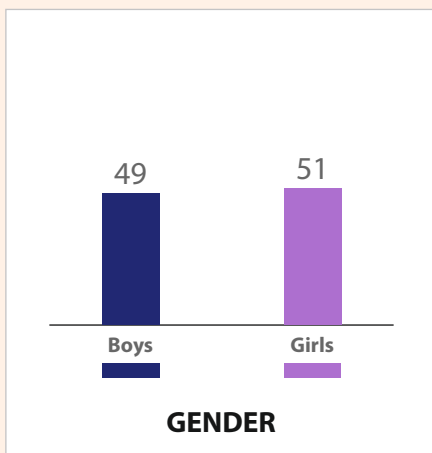
# GLIMPSES OF RESULTS

## ORAL READING ORF FLUENCY with RC READING COMPREHENSION

### States/UTs in which FLS was conducted in Odia Language

ODISHA, ANDHRA PRADESH

## PARTICIPATION OF STUDENTS (in percentages)
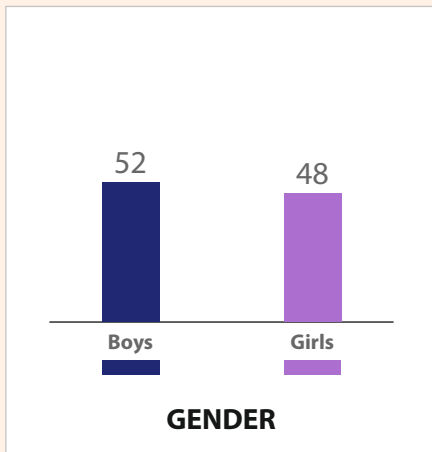
**GENDER**

- Boys: 52
- Girls: 48

**SCHOOL MANAGEMENT**

- State Govt.: 55
- Govt. Aided: 22
- Private Recognized: 20
- KVs: 3

**SCHOOL LOCATION**

- Rural: 77
- Urban: 23

**SOCIAL GROUPS**

- SC: 14
- ST: 26
- OBC: 38
- Others: 22

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

|  | Average Number of cwpm |
|---|---|
| **Boys** | 33 |
| **Girls** | 35 |
| **Total** | 34 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Percentage of Students

Number of Correct Words Reads per Minutes (cwpm)

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



Percentage of Students

Average Correct Answers of Reading Comprehension Questions

|  | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 19 | 40 | 17 | 24 |
| Percentage of Girls meeting the standard | 19 | 37 | 18 | 26 |
| Percentage of Boys meeting the standard | 19 | 42 | 16 | 23 |

# Distribution of students by global proficiency levels
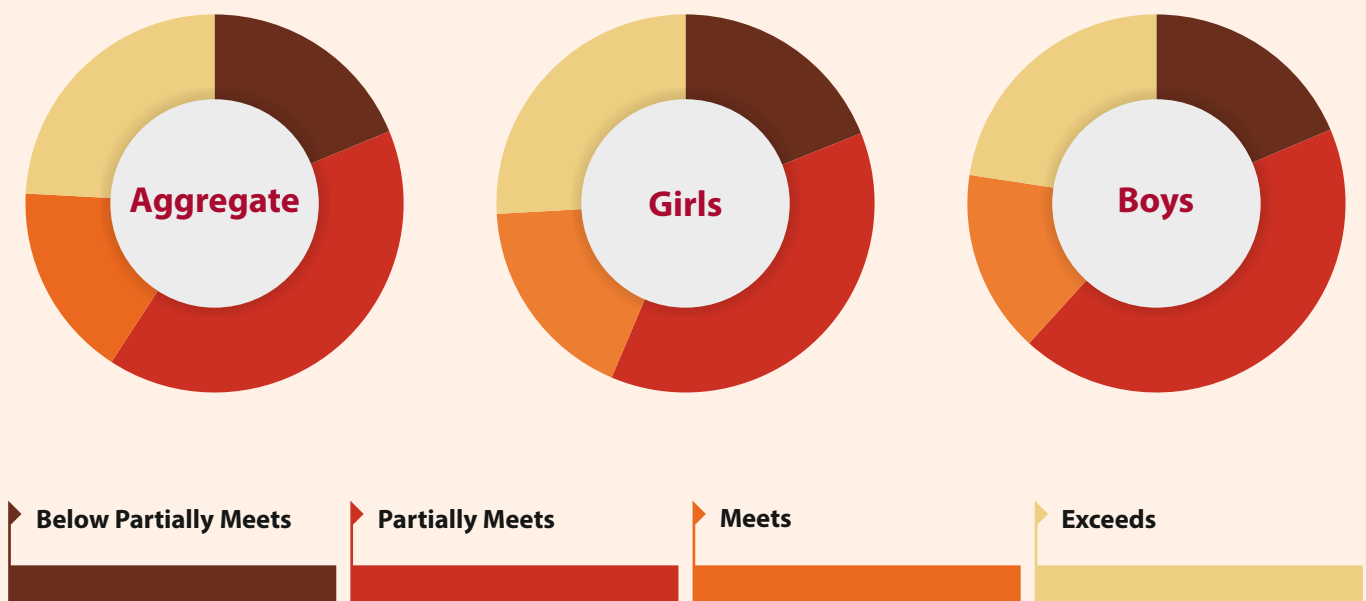


Aggregate    Girls    Boys

Below Partially Meets    Partially Meets    Meets    Exceeds

**Note:** Decimal figures in the data set has been rounded up to whole numbers and hence my not add up to 100.
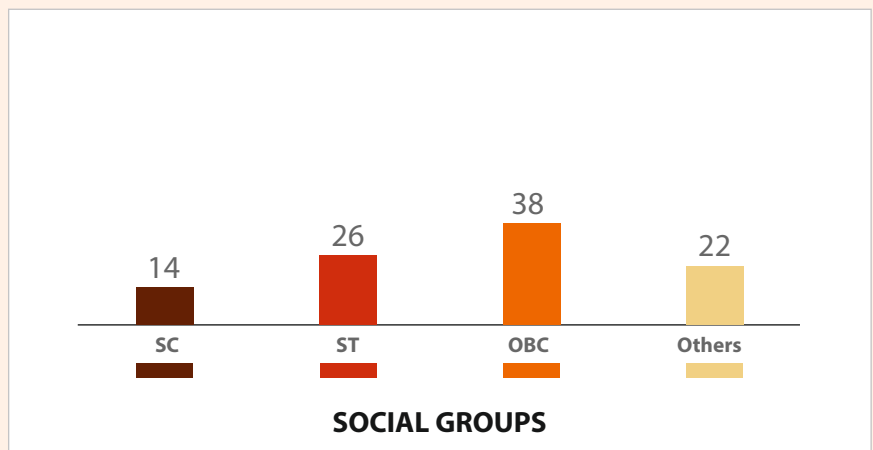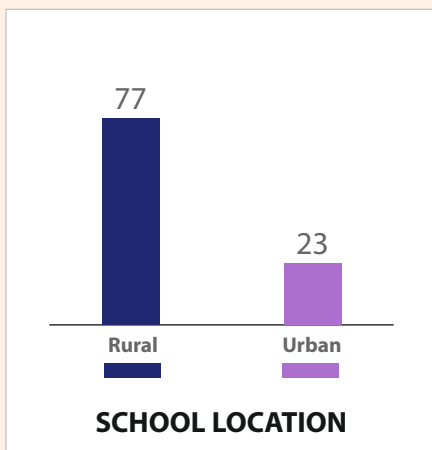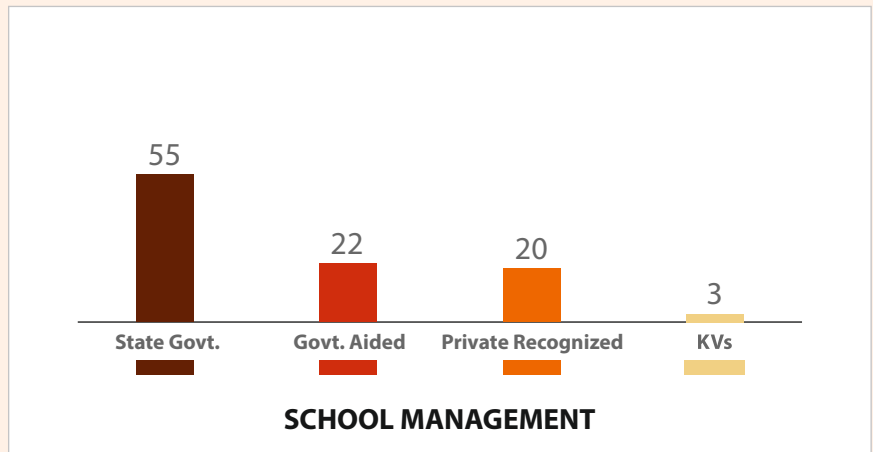
# GLIMPSES OF RESULTS

**ORAL READING FLUENCY** **ORF** with

**RC** **READING COMPREHENSION**

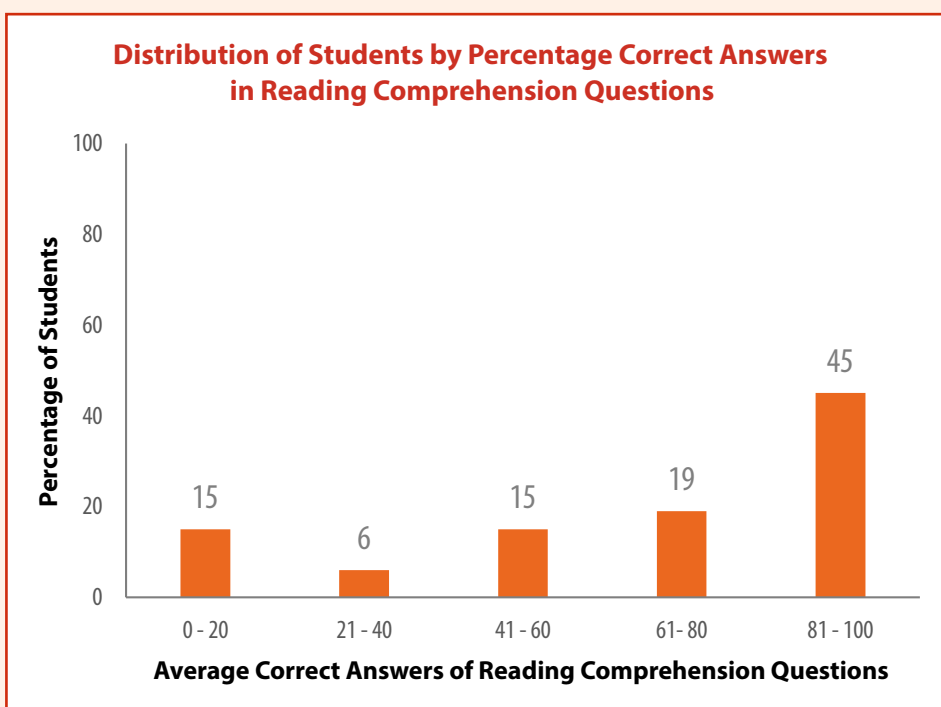**PUNJABI**

**States/UTs in which FLS was conducted in Punjabi Language**

PUNJAB

## PARTICIPATION OF STUDENTS (in percentages)

| | |
|---|---|
| Boys 52 | Girls 48 |

**GENDER**

| | | | |
|---|---|---|---|
| State Govt. 39 | Govt. Aided 41 | Private Recognized 20 | KVs |

**SCHOOL MANAGEMENT**

| | |
|---|---|
| Rural 44 | Urban 56 |

**SCHOOL LOCATION**

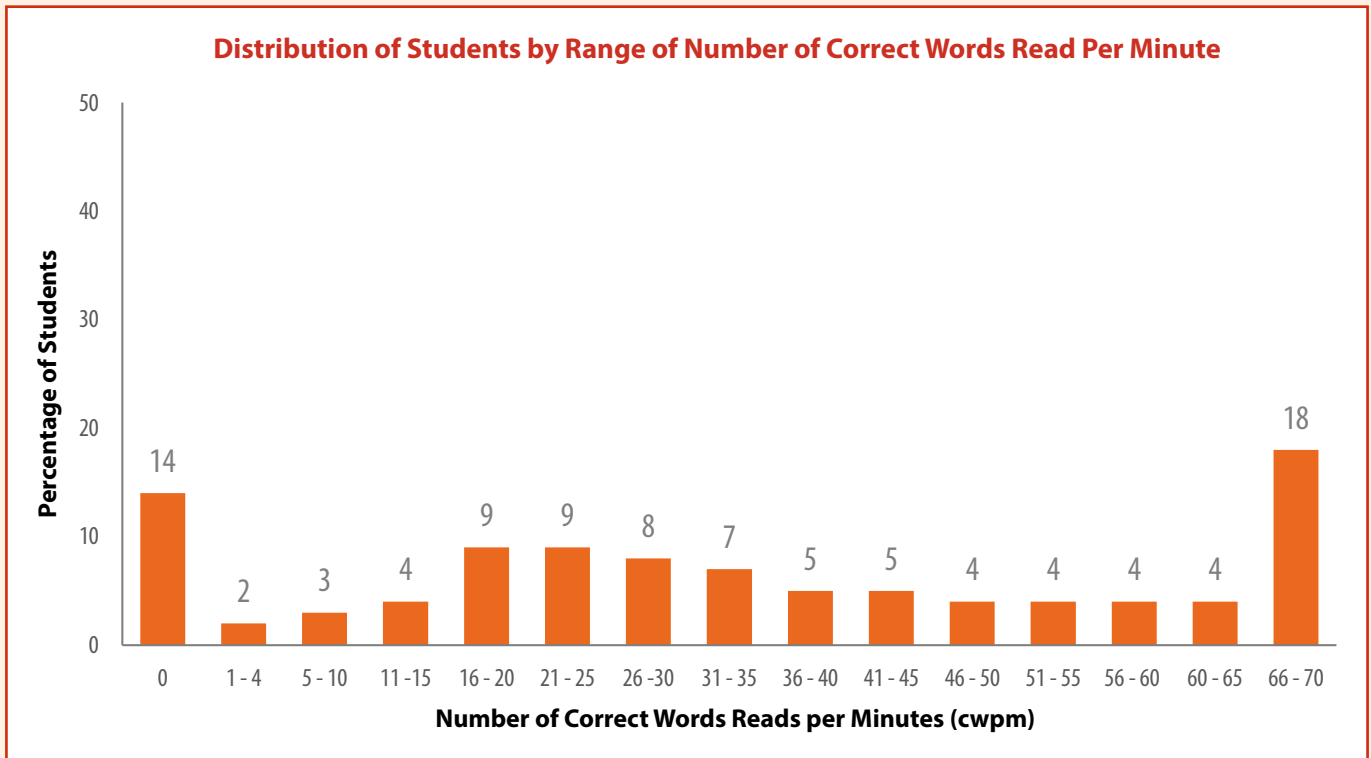| | | | |
|---|---|---|---|
| SC 52 | ST | OBC 22 | Others 26 |

**SOCIAL GROUPS**

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

| | Average Number of cwpm |
|---|---|
| **Boys** | 45 |
| **Girls** | 48 |
| **Total** | 46 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Percentage of Students vs Number of Correct Words Reads per Minutes (cwpm)

| cwpm range | Percentage |
|---|---|
| 0 | 4 |
| 1 – 4 | 1 |
| 5 – 10 | 2 |
| 11 – 15 | 5 |
| 16 – 20 | 6 |
| 21 – 25 | 6 |
| 26 – 30 | 6 |
| 31 – 35 | 5 |
| 36 – 40 | 5 |
| 41 – 45 | 5 |
| 46 – 50 | 4 |
| 51 – 55 | 5 |
| 56 – 60 | 6 |
| 60 – 65 | 7 |
| 66 – 70 | 33 |

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



Percentage of Students vs Average Correct Answers of Reading Comprehension Questions

| Range | Percentage |
|---|---|
| 0 – 20 | 22 |
| 21 – 40 | 7 |
| 41 – 60 | 10 |
| 61 – 80 | 16 |
| 81 – 100 | 45 |

| | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 7 | 24 | 22 | 47 |
| Percentage of Girls meeting the standard | 7 | 20 | 23 | 50 |
| Percentage of Boys meeting the standard | 7 | 28 | 22 | 43 |

# Distribution of students by global proficiency levels



**Aggregate**

**Girls**

**Boys**

▶ **Below Partially Meets**    ▶ **Partially Meets**    ▶ **Meets**    ▶ **Exceeds**

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

# GLIMPSES OF RESULTS

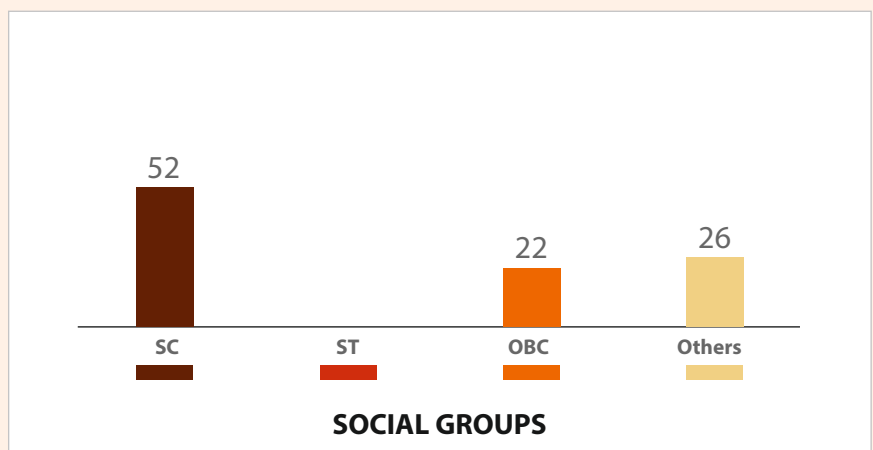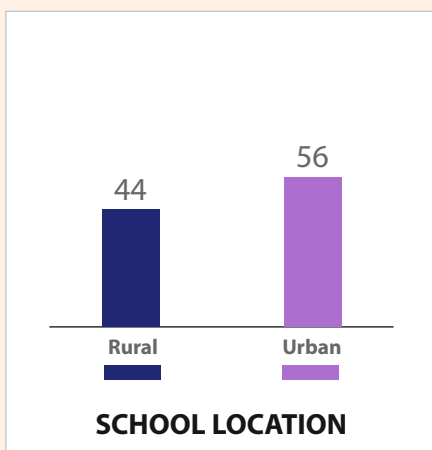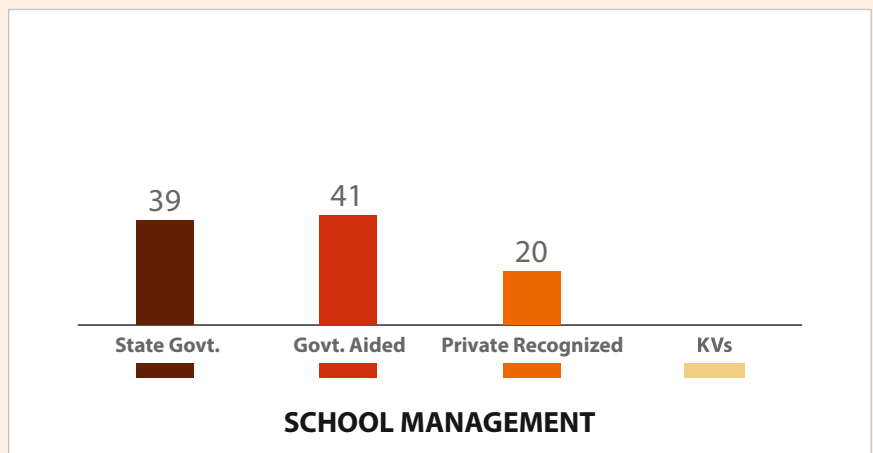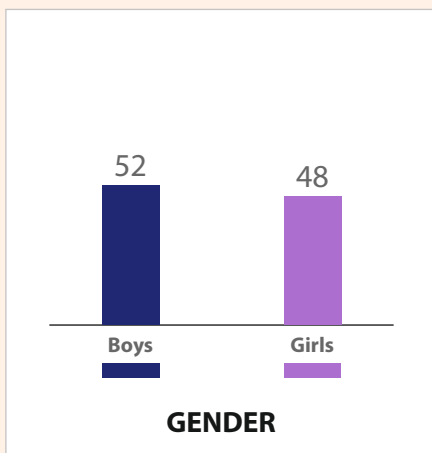## ORAL READING ORF FLUENCY with
## RC READING COMPREHENSION

**Language**

## TAMIL

### States/UTs in which FLS was conducted in Tamil Language

KERALA, TAMILNADU

## PARTICIPATION OF STUDENTS (in percentages)

### GENDER

| Boys | Girls |
|------|-------|
| 53 | 47 |

### SCHOOL MANAGEMENT

| State Govt. | Govt. Aided | Private Recognized | KVs |
|-------------|-------------|--------------------|-----|
| 41 | 40 | 18 | 1 |

### SCHOOL LOCATION

| Rural | Urban |
|-------|-------|
| 79 | 21 |

### SOCIAL GROUPS

| SC | ST | OBC | Others |
|----|----|----|--------|
| 36 | 2 | 50 | 12 |

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

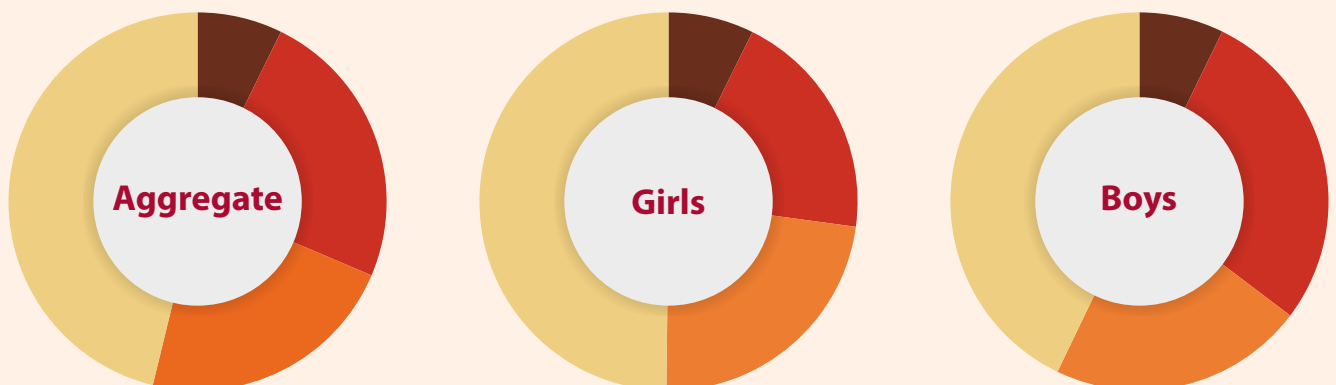| | Average Number of cwpm |
|---|---|
| **Boys** | 16 |
| **Girls** | 18 |
| **Total** | 17 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Percentage of Students

| cwpm | % |
|---|---|
| 0 | 28 |
| 1 - 4 | 9 |
| 5 - 10 | 9 |
| 11 - 15 | 11 |
| 16 - 20 | 9 |
| 21 - 25 | 7 |
| 26 - 30 | 5 |
| 31 - 35 | 3 |
| 36 - 40 | 3 |
| 41 - 45 | 3 |
| 46 - 50 | 3 |
| 51 - 55 | 3 |
| 56 - 60 | 3 |
| 60 - 65 | 2 |
| 66 - 70 | 2 |

Number of Correct Words Reads per Minutes (cwpm)

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



Percentage of Students

| Average Correct Answers | % |
|---|---|
| 0 - 20 | 34 |
| 21 - 40 | 9 |
| 41 - 60 | 11 |
| 61 - 80 | 13 |
| 81 - 100 | 33 |

Average Correct Answers of Reading Comprehension Questions

| | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 42 | 35 | 14 | 9 |
| Percentage of Girls meeting the standard | 40 | 35 | 16 | 9 |
| Percentage of Boys meeting the standard | 45 | 34 | 12 | 9 |

## Distribution of students by global proficiency levels



**Aggregate**  **Girls**  **Boys**

▶ **Below Partially Meets**   ▶ **Partially Meets**   ▶ **Meets**   ▶ **Exceeds**

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

# GLIMPSES OF RESULTS

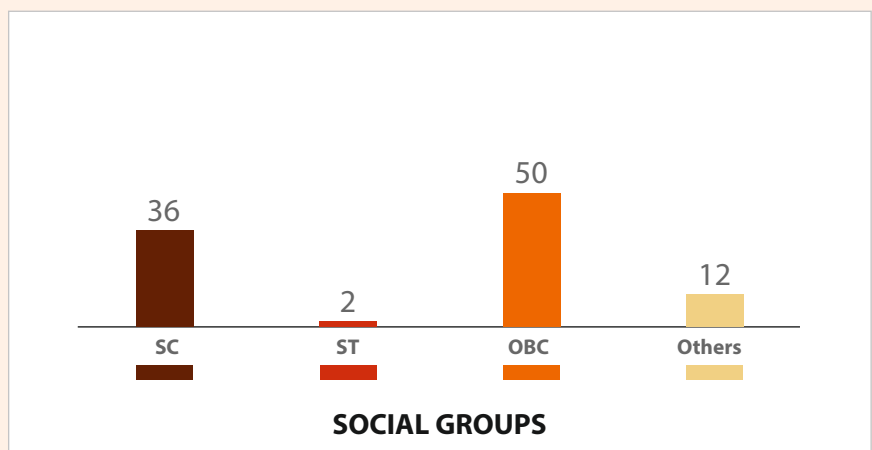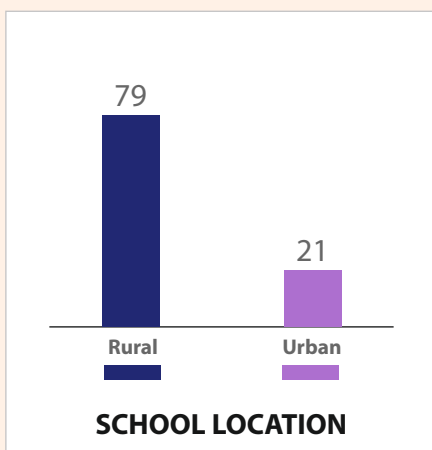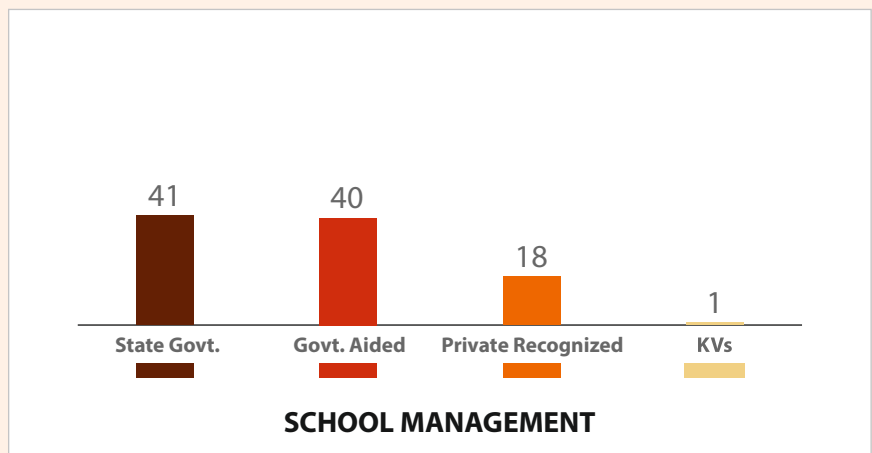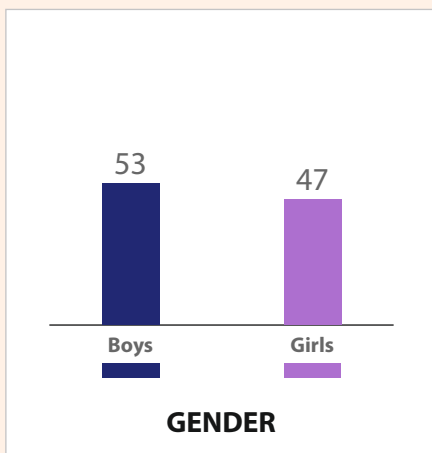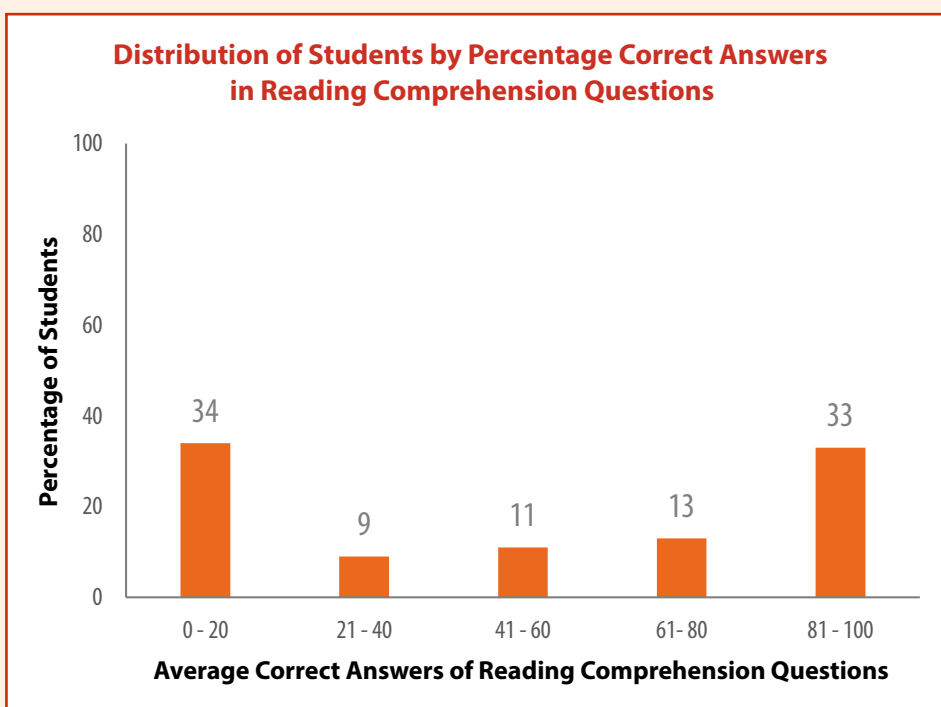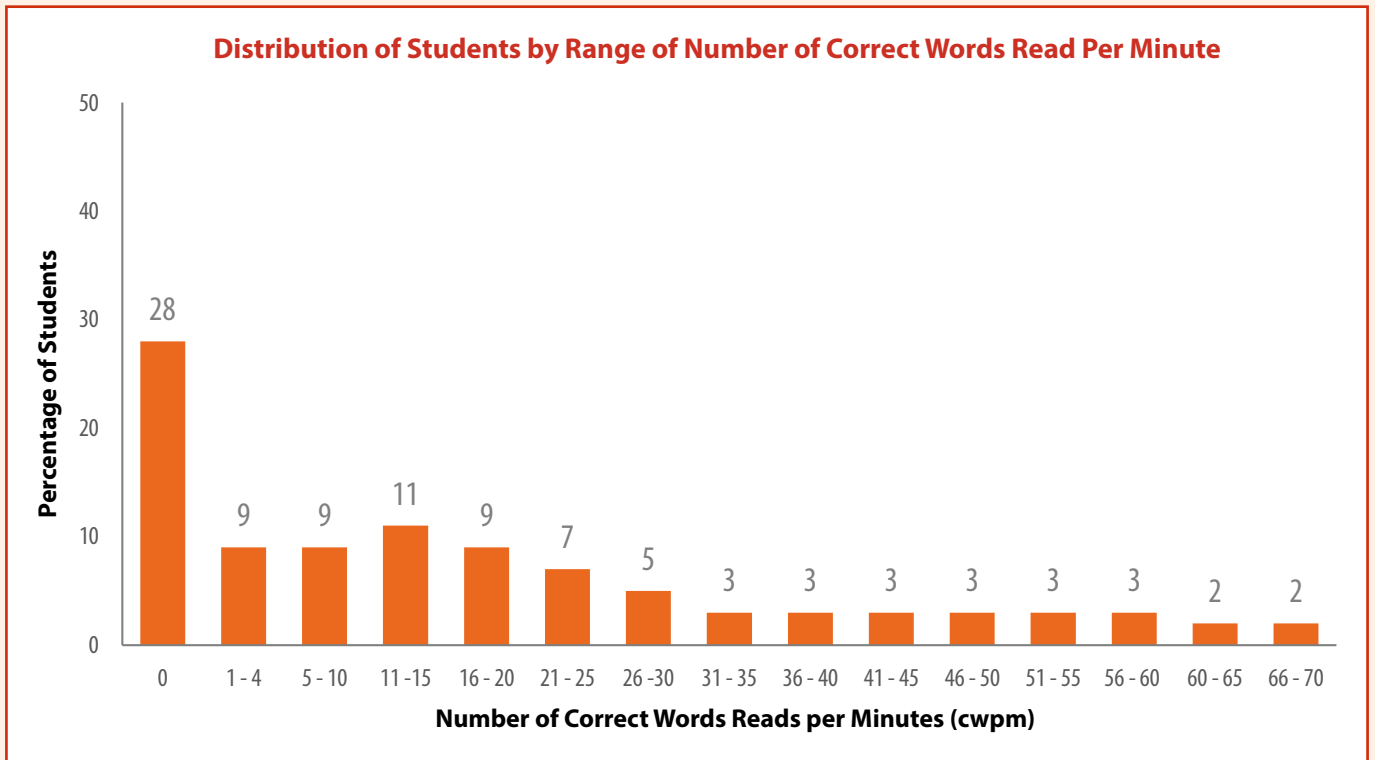## ORAL READING FLUENCY ORF with RC READING COMPREHENSION

**Language**
**TELUGU**

### States/UTs in which FLS was conducted in Telugu Language

ANDHRA PRADESH, TELANGANA

## PARTICIPATION OF STUDENTS (in percentages)
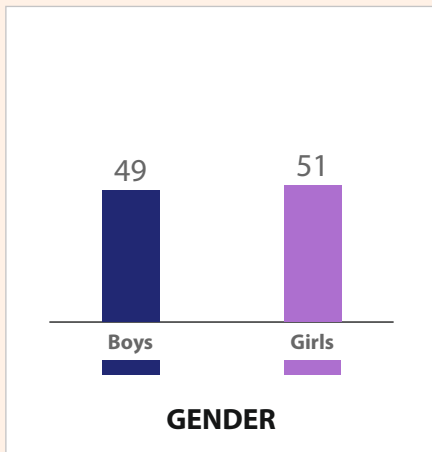
### GENDER

| Boys | Girls |
|------|-------|
| 49 | 51 |

### SCHOOL MANAGEMENT

| State Govt. | Govt. Aided | Private Recognized | KVs |
|-------------|-------------|--------------------|-----|
| 40 | 39 | 18 | 3 |

### SCHOOL LOCATION

| Rural | Urban |
|-------|-------|
| 62 | 38 |

### SOCIAL GROUPS

| SC | ST | OBC | Others |
|----|----|----|--------|
| 23 | 16 | 48 | 13 |

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

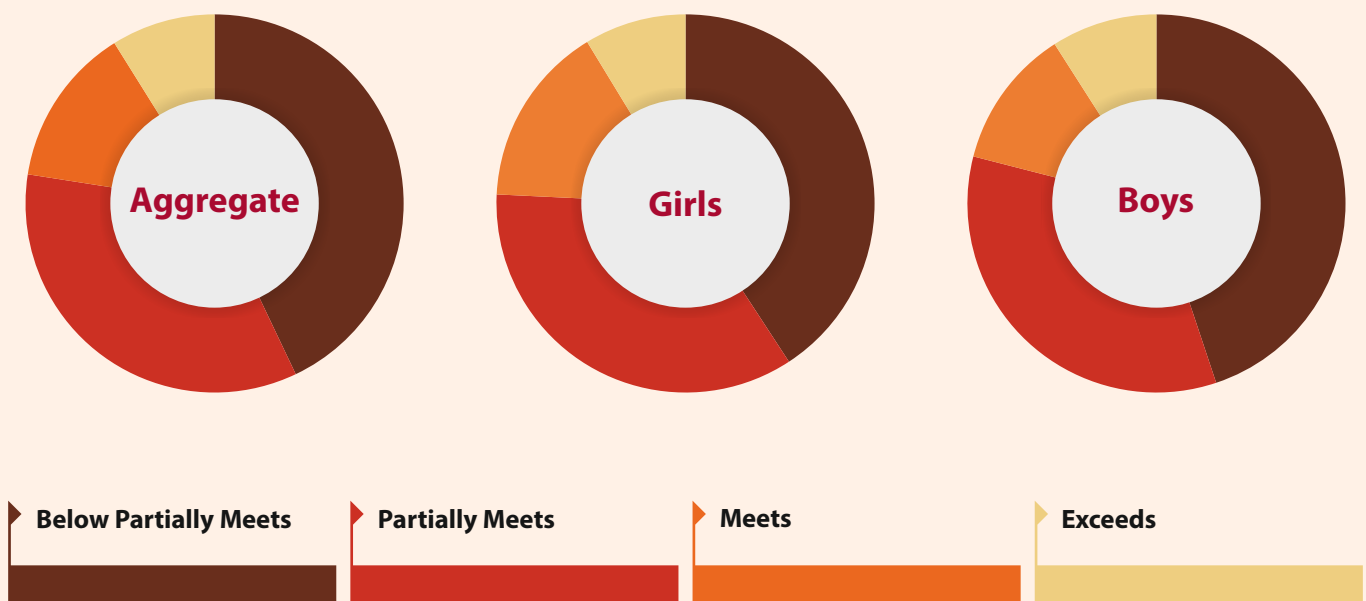|  | Average Number of cwpm |
|---|---|
| **Boys** | 22 |
| **Girls** | 23 |
| **Total** | 22 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Percentage of Students

| 0 | 1 - 4 | 5 - 10 | 11 - 15 | 16 - 20 | 21 - 25 | 26 - 30 | 31 - 35 | 36 - 40 | 41 - 45 | 46 - 50 | 51 - 55 | 56 - 60 | 60 - 65 | 66 - 70 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 23 | 4 | 5 | 6 | 8 | 11 | 11 | 8 | 6 | 5 | 3 | 2 | 3 | 2 | 3 |

**Number of Correct Words Reads per Minutes (cwpm)**

|  | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 60 |
| **Girls** | 60 |
| **Total** | 60 |

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



Percentage of Students

| 0 - 20 | 21 - 40 | 41 - 60 | 61 - 80 | 81 - 100 |
|---|---|---|---|---|
| 22 | 8 | 16 | 20 | 34 |

**Average Correct Answers of Reading Comprehension Questions**

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 30 | 30 | 31 | 9 |
| Percentage of Girls meeting the standard | 31 | 30 | 30 | 9 |
| Percentage of Boys meeting the standard | 32 | 29 | 31 | 8 |

## Distribution of students by global proficiency levels
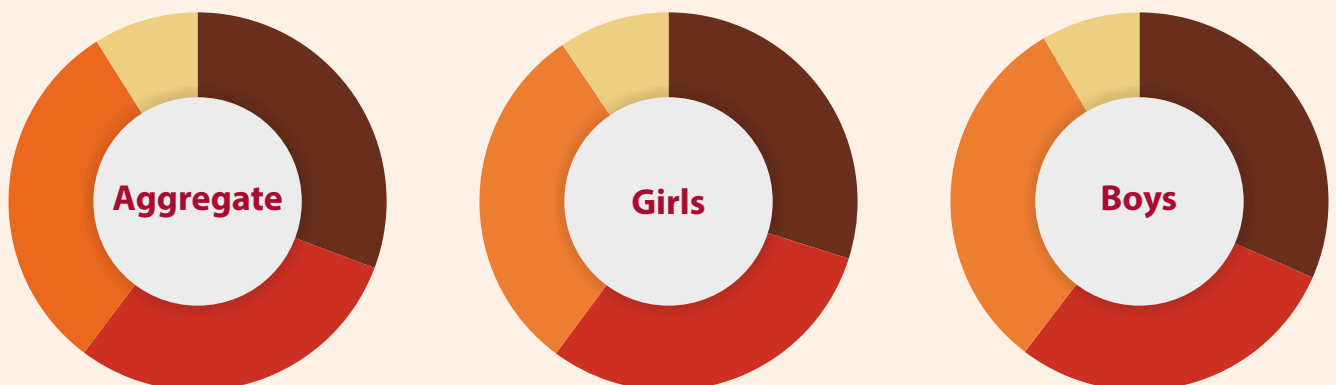


Aggregate    Girls    Boys

▶ **Below Partially Meets**    ▶ **Partially Meets**    ▶ **Meets**    ▶ **Exceeds**

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

# GLIMPSES OF RESULTS
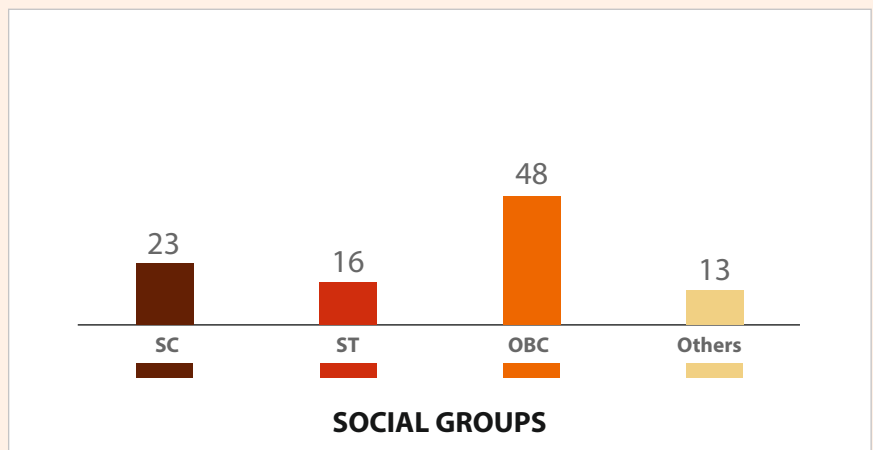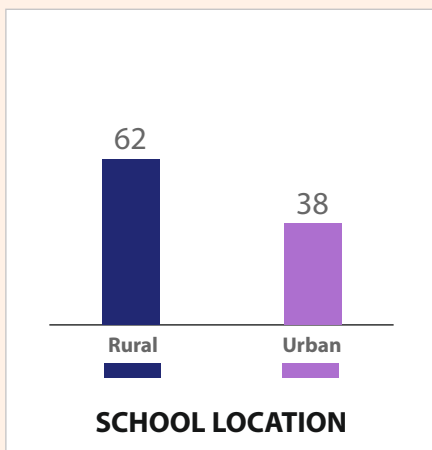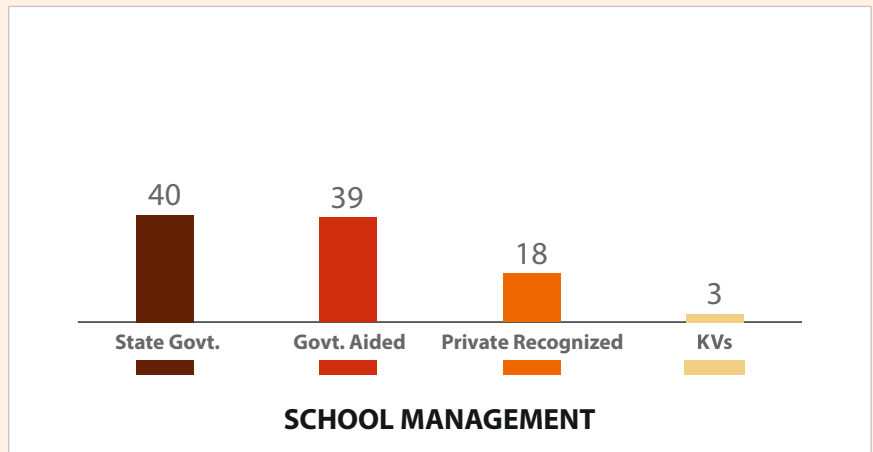
## ORAL READING **ORF**
## FLUENCY with
## RC READING COMPREHENSION

**Language**
**URDU**

### States/UTs in which FLS was conducted in Urdu Language

DELHI, UTTAR PRADESH, BIHAR, WEST BENGAL, JHARKHAND, ODISHA, MADHYA PRADESH, GUJARAT, MAHARASHTRA, ANDHRA PRADESH, KARNATAKA, TAMILNADU, TELANGANA

## PARTICIPATION OF STUDENTS (in percentages)

**GENDER**

| | |
|---|---|
| Boys | 42 |
| Girls | 58 |

**SCHOOL MANAGEMENT**

| | |
|---|---|
| State Govt. | 49 |
| Govt. Aided | 34 |
| Private Recognized | 16 |
| KVs | 1 |

**SCHOOL LOCATION**

| | |
|---|---|
| Rural | 40 |
| Urban | 60 |

**SOCIAL GROUPS**

| | |
|---|---|
| SC | 1 |
| ST | |
| OBC | 54 |
| Others | 45 |

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

# Foundational Literacy

## Oral Reading Fluency (ORF) with Reading Comprehension

| | Average Number of cwpm |
|---|---|
| **Boys** | 26 |
| **Girls** | 27 |
| **Total** | 27 |

### Distribution of Students by Range of Number of Correct Words Read Per Minute



Percentage of Students

15, 2, 4, 8, 13, 12, 10, 7, 5, 4, 4, 4, 4, 5, 3

0, 1 - 4, 5 - 10, 11 - 15, 16 - 20, 21 - 25, 26 -30, 31 - 35, 36 - 40, 41 - 45, 46 - 50, 51 - 55, 56 - 60, 60 - 65, 66 - 70

**Number of Correct Words Reads per Minutes (cwpm)**

| | Average Correct Answers of RCQ (%) |
|---|---|
| **Boys** | 80 |
| **Girls** | 80 |
| **Total** | 80 |

### Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



Percentage of Students

13, 5, 13, 21, 48

0 - 20, 21 - 40, 41 - 60, 61- 80, 81 - 100

**Average Correct Answers of Reading Comprehension Questions**

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

# Benchmark of ORF with Comprehension and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0 - 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. |
| Percentage of Students meeting the standard | 25 | 40 | 20 | 15 |
| Percentage of Girls meeting the standard | 23 | 41 | 21 | 15 |
| Percentage of Boys meeting the standard | 26 | 42 | 18 | 14 |

## Distribution of students by global proficiency levels



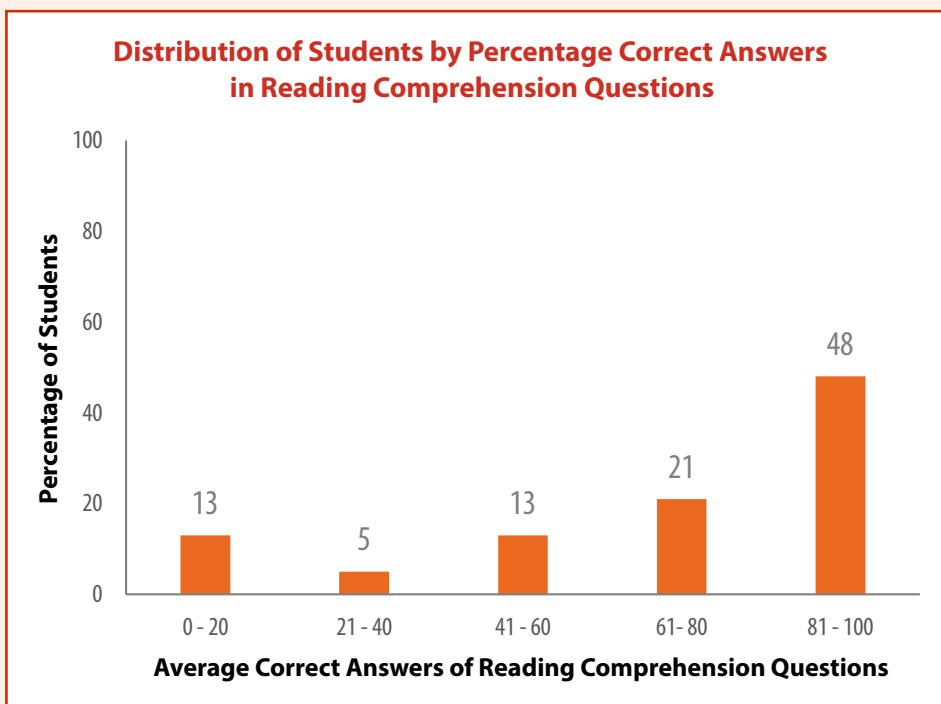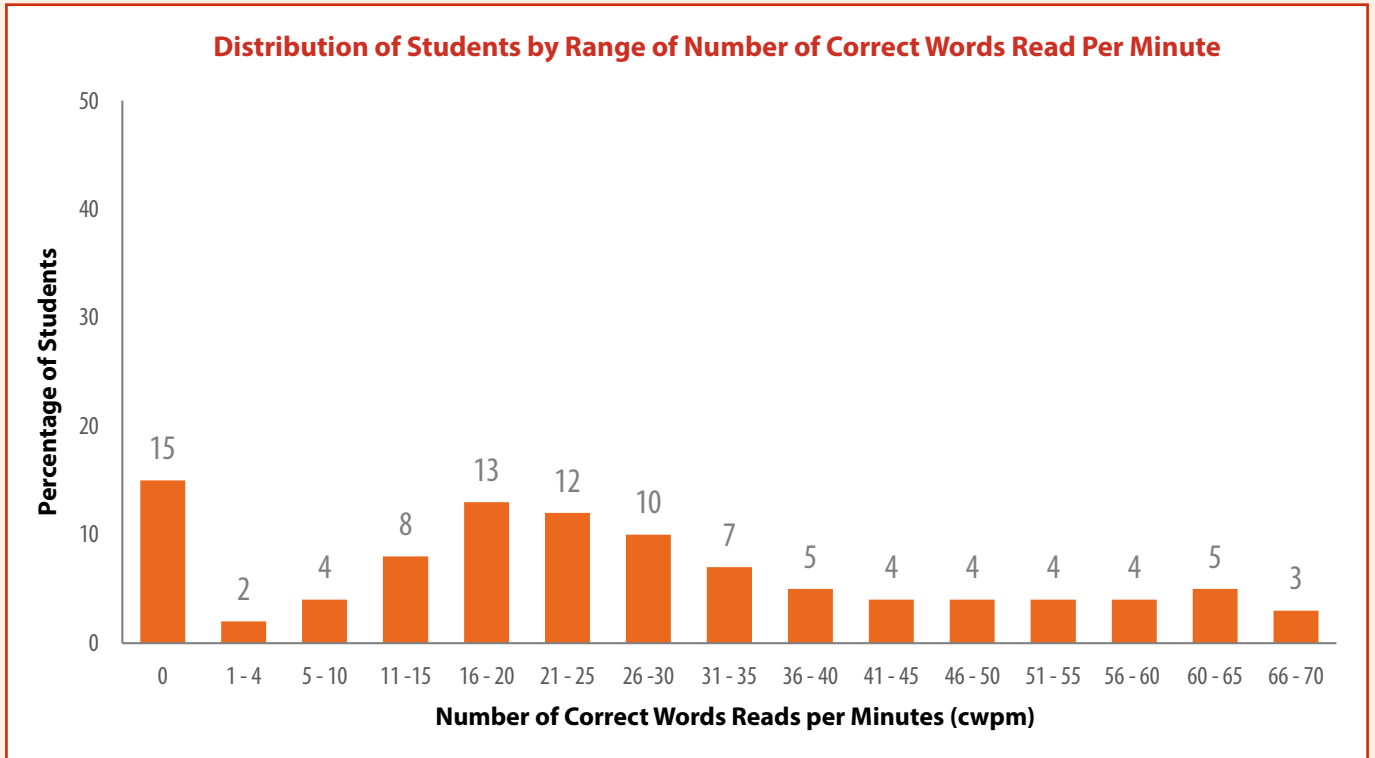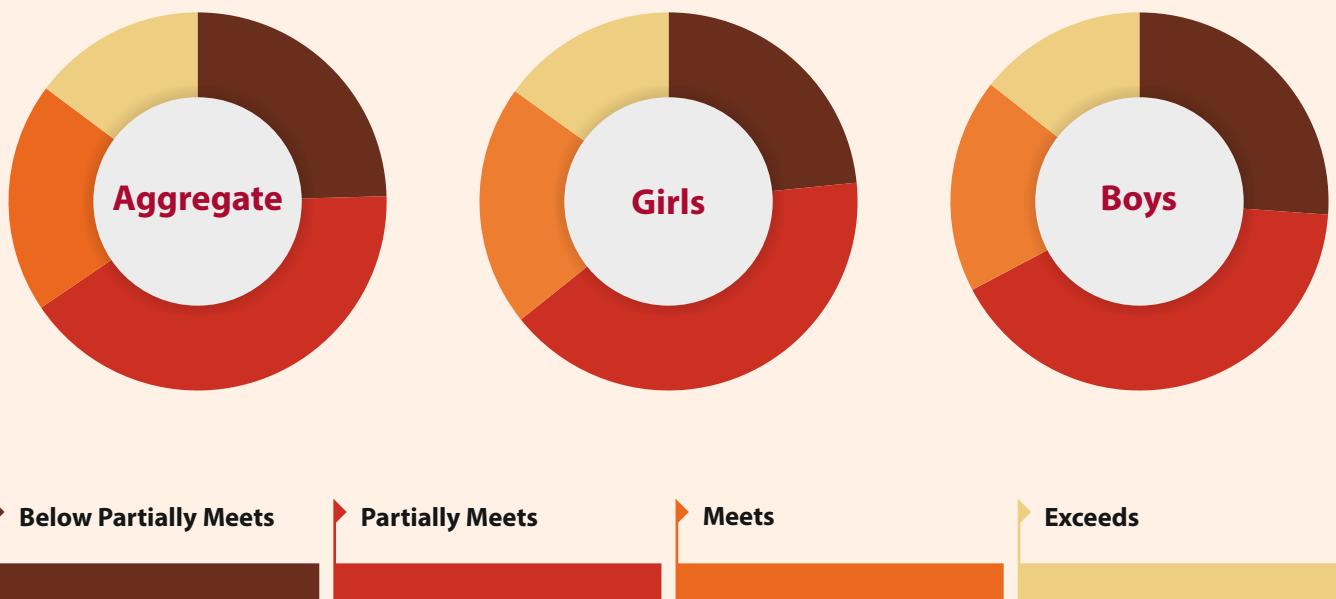**Below Partially Meets** | **Partially Meets** | **Meets** | **Exceeds**

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

# FOUNDATIONAL NUMERACY

# Benchmark of Numeracy and Student Performance

| Global Proficiency Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | **0-42** Score Points | **43-69** Score Points | **70-83** Score Points | **84** and above |
| Percentage of Students meeting the standard | 11 | 37 | 42 | 10 |
| Percentage of Girls meeting the standard | 11 | 38 | 41 | 10 |
| Percentage of Boys meeting the standard | 11 | 36 | 43 | 10 |

# Distribution of students by global proficiency levels



**Aggregate**   **Girls**   **Boys**

Below Partially Meets    Partially Meets    Meets    Exceeds

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

# State wise distribution of students by global proficiency levels

| Global Proficiancy Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners **lack the most basic** knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have **limited** knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed **sufficient** knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed **superior** knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | **0-42** Score Points | **43-69** Score Points | **70-83** Score Points | **84** and above |
| Andaman & Nicobar Islands | 5 | 57 | 33 | 5 |
| Andhra Pradesh | 9 | 38 | 44 | 9 |
| Arunachal Pradesh | 8 | 49 | 37 | 6 |
| Assam | 18 | 36 | 38 | 8 |
| Bihar | 9 | 25 | 48 | 18 |
| Chandigarh | 14 | 47 | 38 | 1 |
| Chhattisgarh | 18 | 41 | 36 | 5 |
| Daman Diu & Dadra Nagar Haveli | 8 | 33 | 52 | 7 |
| Delhi | 12 | 41 | 40 | 7 |
| Goa | 15 | 50 | 32 | 3 |
| Gujarat | 18 | 44 | 31 | 7 |
| Haryana | 8 | 41 | 45 | 6 |
| Himachal Pradesh | 5 | 36 | 48 | 11 |
| Jammu & Kashmir | 28 | 34 | 30 | 8 |
| Jharkhand | 2 | 30 | 55 | 13 |
| Karnataka | 8 | 36 | 42 | 14 |
| Kerala | 7 | 38 | 46 | 9 |
| Ladakh | 1 | 48 | 41 | 10 |
| Lakshadweep | 3 | 17 | 76 | 4 |
| Madhya Pradesh | 13 | 46 | 35 | 6 |
| Maharashtra | 11 | 37 | 42 | 10 |
| Manipur | 7 | 39 | 43 | 11 |
| Meghalaya | 8 | 40 | 42 | 10 |
| Mizoram | 9 | 40 | 39 | 12 |
| Nagaland | 16 | 56 | 26 | 2 |
| Odisha | 13 | 29 | 44 | 14 |
| Puducherry | 9 | 39 | 38 | 14 |
| Punjab | 10 | 37 | 45 | 8 |
| Rajasthan | 7 | 38 | 44 | 11 |
| Sikkim | 13 | 49 | 36 | 2 |
| Tamilnadu | 29 | 48 | 20 | 3 |
| Telangana | 11 | 38 | 40 | 11 |
| Tripura | 7 | 31 | 50 | 12 |
| Uttar Pradesh | 7 | 31 | 49 | 13 |
| Uttarakhand | 7 | 34 | 54 | 5 |
| West Bengal | 5 | 26 | 53 | 16 |

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

## State wise distribution of girls by global proficiency levels

| Global Proficiancy Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0-42 Score Points | 43-69 Score Points | 70-83 Score Points | 84 and above |
| Andaman & Nicobar Islands | 6 | 55 | 33 | 6 |
| Andhra Pradesh | 8 | 37 | 43 | 12 |
| Arunachal Pradesh | 8 | 52 | 36 | 4 |
| Assam | 20 | 37 | 34 | 9 |
| Bihar | 9 | 25 | 47 | 19 |
| Chandigarh | 14 | 51 | 35 | 0 |
| Chhattisgarh | 19 | 42 | 35 | 4 |
| Daman Diu and Dadra Nagar Haveli | 7 | 40 | 47 | 6 |
| Delhi | 13 | 42 | 39 | 6 |
| Goa | 17 | 51 | 30 | 2 |
| Gujarat | 19 | 44 | 29 | 8 |
| Haryana | 10 | 40 | 44 | 6 |
| Himachal Pradesh | 7 | 33 | 50 | 10 |
| Jammu & Kashmir | 32 | 34 | 26 | 8 |
| Jharkhand | 2 | 30 | 53 | 15 |
| Karnataka | 8 | 36 | 41 | 15 |
| Kerala | 6 | 40 | 44 | 10 |
| Ladakh | 1 | 49 | 39 | 11 |
| Lakshadweep | 3 | 18 | 75 | 4 |
| Madhya Pradesh | 14 | 46 | 36 | 4 |
| Maharashtra | 11 | 38 | 42 | 9 |
| Manipur | 8 | 38 | 42 | 12 |
| Meghalaya | 9 | 43 | 39 | 9 |
| Mizoram | 11 | 39 | 40 | 10 |
| Nagaland | 21 | 53 | 23 | 3 |
| Odisha | 12 | 29 | 43 | 16 |
| Puducherry | 9 | 38 | 37 | 16 |
| Punjab | 11 | 39 | 42 | 8 |
| Rajasthan | 7 | 40 | 44 | 9 |
| Sikkim | 16 | 46 | 36 | 2 |
| Tamilnadu | 28 | 48 | 21 | 3 |
| Telangana | 11 | 39 | 40 | 10 |
| Tripura | 8 | 32 | 47 | 13 |
| Uttar Pradesh | 7 | 33 | 48 | 12 |
| Uttarakhand | 7 | 35 | 53 | 5 |
| West Bengal | 6 | 27 | 52 | 15 |

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

## State wise distribution of boys by global proficiency levels

| Global Proficiancy Levels | Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|
| Definition | Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks. | Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks. | Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks. | Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks. |
| Benchmark | 0-42 Score Points | 43-69 Score Points | 70-83 Score Points | 84 and above |
| Andaman & Nicobar Islands | 4 | 59 | 33 | 4 |
| Andhra Pradesh | 10 | 40 | 44 | 6 |
| Arunachal Pradesh | 8 | 46 | 37 | 9 |
| Assam | 17 | 35 | 40 | 8 |
| Bihar | 9 | 26 | 47 | 18 |
| Chandigarh | 14 | 43 | 41 | 2 |
| Chhattisgarh | 17 | 40 | 37 | 6 |
| Daman Diu and Dadra Nagar Haveli | 8 | 27 | 57 | 8 |
| Delhi | 11 | 39 | 41 | 9 |
| Goa | 13 | 49 | 34 | 4 |
| Gujarat | 17 | 44 | 33 | 6 |
| Haryana | 6 | 42 | 46 | 6 |
| Himachal Pradesh | 4 | 38 | 45 | 13 |
| Jammu & Kashmir | 24 | 35 | 33 | 8 |
| Jharkhand | 2 | 31 | 56 | 11 |
| Karnataka | 8 | 37 | 42 | 13 |
| Kerala | 8 | 37 | 47 | 8 |
| Ladakh | 2 | 47 | 43 | 8 |
| Lakshadweep | 4 | 16 | 76 | 4 |
| Madhya Pradesh | 12 | 46 | 35 | 7 |
| Maharashtra | 12 | 35 | 43 | 10 |
| Manipur | 6 | 41 | 43 | 10 |
| Meghalaya | 7 | 38 | 43 | 12 |
| Mizoram | 7 | 40 | 39 | 14 |
| Nagaland | 11 | 59 | 28 | 2 |
| Odisha | 15 | 28 | 44 | 13 |
| Puducherry | 9 | 39 | 40 | 12 |
| Punjab | 10 | 36 | 46 | 8 |
| Rajasthan | 8 | 36 | 44 | 12 |
| Sikkim | 11 | 53 | 33 | 3 |
| Tamilnadu | 30 | 48 | 19 | 3 |
| Telangana | 11 | 36 | 42 | 11 |
| Tripura | 7 | 30 | 52 | 11 |
| Uttar Pradesh | 7 | 30 | 49 | 14 |
| Uttarakhand | 6 | 34 | 55 | 5 |
| West Bengal | 5 | 23 | 55 | 17 |

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

# ANNEXURE

# Standard Setting and Policy Linking

## Setting Global Benchmark for Oral Reading Fluency with Comprehension

## Introduction

The FLS assessment aimed at assessing a multiplicity of skills associated with foundational literacy, including the skill of Oral Reading Fluency (ORF) with Reading Comprehension of Class 3 children along with other dimensions of foundational learning. The focus of ORF is both the child's ability to decode the words correctly (precision) and to read the words at pace (Fluency). ORF with Comprehension implies that reading is a meaning-making activity and therefore, the reading comprehension needs to be assessed as a follow up of reading of a text. The task of ORF with Reading comprehension as given in the FLS assessment consisted of reading aloud a short story of 60-70 grade level appropriate words and answering a total of five retrieval and inference based questions from the story.

Under the FLN mission, the 'National Initiative for Proficiency in Reading with Understanding and Numeracy' **(NIPUN- BHARAT)** guidelines provide the roadmap for strengthening the domain of foundational learning at the national level and mentions that Class 3 children should be able to 'read at least 60 words per minute correctly and with comprehension depending on the language and with correct pronunciation from an age appropriate unknown text'. To assess this aspect of foundational literacy and to gain understanding of the achievement level of children, the sub-task of ORF with Comprehension was one of the important sub-tasks in the FLS assessment. The assessment was conducted in 20 Indian languages. For each of these languages, the sub-task of ORF with Comprehension was adapted from the source booklets that were developed both in English and Hindi.

In order to report the findings of the ORF with Comprehension, a systematic procedure of **Policy linking** was administered for setting global benchmarks (cut-points or cut-scores) on student assessments. The method of Policy linking can be applied to sub-national, national, and international assessments in reading/language/literacy and mathematics/numeracy at grades 1-9. Policy linking is accepted by the global community for reporting on SDG Indicator 4.1.1 that specifies about reporting on "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." One of the objectives of the FLS-2022 is to provide the data for SDG 4.1.1. covering the aspects of foundational literacy.

Based on the application of the common scale and benchmarking method to the assessments and data sets through policy linking helps in

- Understanding the results at the national level, drawing global comparisons of assessment results and drawing of implications

- Aggregation of assessment results for reporting on indicator SDG 4.1.1

- Follow-up of assessment results at the national level for understanding the status of foundational learning over time

In the context of FLS-2022, the activity of policy linking was conducted during 5 distinct extensive workshops held at different locations across the country for setting the benchmark *specifically* for **Student Oral Reading Fluency (ORF) with Comprehension in 20 different languages.** Teachers, language experts, pedagogy experts and State Coordinators (referred as panelists hereon) participated in the process of policy linking and facilitated the setting of benchmarks for each of the languages. The kit for the workshop was provided to each of the panelists that consisted of rating forms, relevant sections of GPF for Reading and ORF passages and Reading Comprehension Questions from the FLS assessment tool. The material was collected from the panelist after the conclusion of the workshop to maintain confidentiality.

## Objective of Policy Linking Workshops

To set global benchmarks on oral reading fluency (ORF) with comprehension from the FLS assessments for Grade 3 in 20 languages.

## Global Proficiency Framework (GPF) and Setting Global Benchmarks

Setting benchmarks for ORF with Comprehension is crucial as it enables global reporting on attainment of learning outcomes. The exercise of setting benchmarks is anchored in the Global Proficiency Framework (GPF) for Reading. GPF was developed through an extensive process and with participation of experienced curriculum and reading experts, and psychometricians that came from a wide range of countries and contexts. Developed on the basis of curriculum and assessment frameworks of different countries around the globe, the GPF for Reading provides the common expectations that countries have for learners' performance in reading.
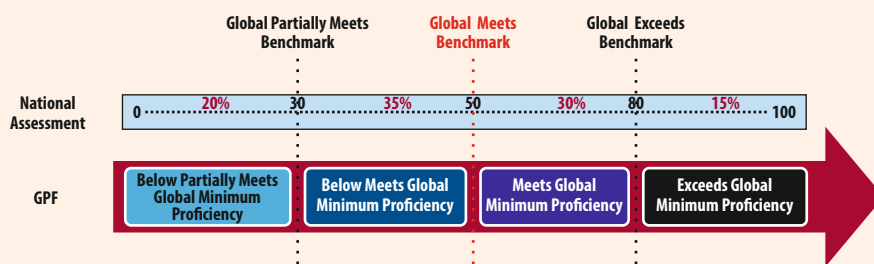
The Global Proficiency Framework for Reading defines the global minimum proficiency levels that learners are expected to demonstrate at the end of each grade level, from grades one to nine. It comprises four Global Proficiency Levels (GPLs) and detailed Global Proficiency Descriptors (GPDs) for each level. The Levels are **Below Partially Meets (BPM), Partially Meets (PM), Meets (M), and Exceeds (E) global minimum proficiency.** The Descriptors have domains, constructs, subconstructs, and knowledge and skills by grade, subject, and level.

For the purpose of analysis and reporting, a particular national assessment needs to be linked to a common global reporting scale through global benchmarks as illustrated in the figure below. The four Global Proficiency Levels as given in the GPF provide the common scale for reporting of the findings of ORF with comprehension.

For illustration purposes, the figure highlights the benchmarks obtained for each of the four levels through policy linking: partially meets = 30, meets = 50, and exceeds = 80 on a scale of 0 to 100. The benchmarks are applied to the assessment data to calculate the percentages of students in the four Global Proficiency Levels – below partially meets = 20%, partially meets = 35%, meets = 30%, and exceeds = 15%.

The method has been applied to obtain the benchmarks for ORF with Reading Comprehension in the four Global Proficiency Levels for each of the 20 languages assessed as part of FLS 2022. The cut-scores or

benchmarks have been used to project the performance of students on ORF with Reading Comprehension sub-task for each of the languages.

Global Partially Meets Benchmark

Global Meets Benchmark

Global Exceeds Benchmark

National Assessment

0 ········· 20% ······· 30 ······· 35% ······· 50 ······· 30% ······· 80 ······· 15% ······· 100

GPF

Below Partially Meets Global Minimum Proficiency

Below Meets Global Minimum Proficiency

Meets Global Minimum Proficiency

Exceeds Global Minimum Proficiency

## Tasks implemented as part of the Policy Linking Workshop

After receiving an introduction to policy linking and training on alignment with the GPF, the panelists were engaged in a three step process over the course of four days. The policy linking workshops followed a standardized process comprising of three core tasks

- checking the alignment of the assessments and the Global Proficiency Framework using the Frisbie method (2003)

- matching the items with the Global Proficiency Levels (GPLs) and Global Proficiency Descriptors (GPDs) provided in the Global Proficiency Framework and

- setting the benchmarks using the Angoff method.

**TASK 1:** *Checking the alignment of the assessments and the GPF*

Three steps in checking the alignment of the items and the GPF (Frisbie, 2003):

**Step 1:** Panelists individually and independently rate the alignment between the items and the GPF

- Panelists review each item to identify the knowledge or skill(s) required to answer the item correctly

- Identify how much of the required knowledge or skill(s) overlap with the content standards listed in the GPF (Table 3)

- Panelists make individual and independent judgments to rate how well the items align with the GPF. Panelists rate each item using Complete Fit, Partial Fit, and No Fit. Complete Fit (C) signifies that all the content required to answer the item correctly is contained in the knowledge or skill. Partial Fit (P) signifies that part of the content required to answer the item correctly is contained in the knowledge or skill. No Fit (N) signifies that no amount of the content required to answer the item correctly is contained in the knowledge or skill

**Step 2:** Facilitators compile and summarize the ratings to check the alignment between the assessment and the GPF

**Step 3:** Facilitators present the alignment results to the panelists and discuss the implications for setting the global benchmarks

- Explanation of the content and performance standards for 'Decoding' and 'Reading Comprehension' as given in the GPF. Content standards are explained in terms of Construct, Subconstruct, knowledge/skills applicable for each grade. Performance standards are given in terms of the four GPLs

i.e. **Below Partially Meets (BPM), Partially Meets (PM), Meets (M), and Exceeds (E) global minimum proficiency** and GPDs for each of the levels

The task of ORF and Reading Comprehension were reviewed in terms of knowledge and skills required to answer the items and ascertaining how much of the required knowledge and skills overlap with the content standards listed in the GPF. Individual and independent ratings of the fit between the items and GPF content standards are done by the panelists. The outcome of this step suggested that there was a partial fit between the assessment and the GPF for the task of Oral Reading Fluency when aligned with the skill of 'Decoding' as given in the GPF. For each of the five questions given under Reading Comprehension, ratings in terms of partial, no and complete fit were given by participants of specific language by referring to the content standards given for Reading Comprehension as given in the GPF.

**TASK 2:** *Matching the assessment items with the GPLs and GPDs-* After receiving training on matching items with the GPF, the panelists break into panels by language. They build on their knowledge gained in the alignment activity by reaching consensus on matching each of the assessment items with the GPF content and performance standards.

At this stage, participants in addition to the content standards also referred to the performance standards given in the GPF. Items that align with the GPF content standards are matched with the Performance standards given in terms of Global Proficiency Descriptors (GPDs) under four Global Proficiency Levels (GPLs). The matching was done for each of the questions given under **Reading Comprehension.** For example, if the question can be answered by a student at 'Meets Global Minimum Proficiency Level' as indicated by GPD was matched accordingly.

**Task 3:** *Setting the benchmarks-* After receiving training on benchmarking, the panelists break into panels by language. After discussions, they conduct two rounds of individual and independent ratings for the assessment items in relation to the GPF (Angoff Method). The facilitators compile the ratings to calculate the initial and final benchmarks for the panelists and panels. The facilitators present the benchmarks to the panelists after each round.

At this concluding stage, participants identify 3 learners each having skills and knowledge of Just Partially Meet level (JPM), Just Meets level (JM) and Just Exceeds (JE) level specifically for the domain of Reading and Reading Comprehension by taking reference of the GPDs given in the GPF for Reading. To establish reading and comprehension benchmarks, each word/item is read individually and independently and then a decision is taken whether minimally proficient learners at each performance level (JP, JM, and JE) would be able to read the word/answer the item correctly. Benchmarks are calculated based on the total ratings by each panelist and the averages for the panelists; consensus is not needed, though consistency is desired.

After application of statistical procedure to check and ensure the reliability of the panelists ' ratings, the final cut scores or benchmarks for ORF with Comprehension for each of the 20 languages have been obtained. The cut scores have been used to report the percentage of students in each of the level as described in the GPF i.e. Below Partially Meet Global Minimum Proficiency, Partially Meet Global Minimum Proficiency, Meet Global Minimum Proficiency and Exceeds Global Minimum Proficiency.

*This report presents the global benchmarking results for ORF with Comprehension for the end of Class 3 children in each of the 20 languages assessed under FLS-2022.*

| Partially Meets | Meets | Exceeds |
|---|---|---|
| **1.   Retrieve information** | | |
| *Recognize the meaning of common grade 3-level words* | | |
| Recognize the meaning of **very common** grade 3-level words (e.g., match a given word to an illustration or synonym or provide a brief spoken/signed definition). | Recognize the meaning of **common** grade 3-level words (e.g., match a given word to an illustration or synonym or provide a brief spoken/signed definition). | Recognize the meaning of **less common** grade 3-level words (e.g., match a given word to an illustration or synonym or provide a brief spoken/signed definition). |
| *Retrieve explicit information in a grade 3-level text by direct- or close-word matching* | | |
| Retrieve a single piece of prominent, explicit information from a grade 3-level text by direct- or close-word matching when the information required is adjacent to the matched word and there is **no competing** information. This will generally be in response to a "who," "what," "when," or "where" question. | Retrieve a single piece of explicit information from a grade 3-level text by direct- or close-word matching when the information required is adjacent to the matched word and there is **limited competing** information. This will generally be in response to a "who," "what," "when," or "where" question. (e.g., if the answer to a question is "hot day"; simple competing words such as "cool" under the tree may also be included in the same/subsequent sentence in the passage) | Retrieve multiple pieces of explicit information from a grade 3-level text by direct- or close-word matching when the information required is adjacent to the matched word and there is **limited competing** information. This will generally be in response to a "who," "what," "when," or "where" question. |
| *Retrieve explicit information in a grade 3-level text by synonymous word matching* | | |
| N/A | Retrieve a single piece of prominent, explicit information from a grade 3-level text by synonymous word matching when there is **no competing/opposing information**. (e.g., if the question is "where is Ramesh going/what is Ramesh eating" and the answer in the passage is given through terms such "walking/ate", children are expected to answer the question by matching and associating words with similar meanings) | Retrieve a single piece of explicit information from a grade 3-level text by synonymous word matching when the information required is **not prominent** and there is **limited competing information**. This will generally be in response to a "who," "what," "when," or "where" question. |

| Partially Meets | Meets | Exceeds |
|---|---|---|
| **1. Interpret information** | | |
| *Identify the meaning of unknown words and expressions in a grade 3-level text* | | |
| N/A | Identify the meaning of unknown words (including familiar words used in unfamiliar ways) in a grade 3-level text when there are **prominent clues** (e.g., use language-specific morphological clues or contextual clues to identify the meaning of unknown words).<br>e.g., in an English language test, meaning of the word "thankful", was elicited (considered as unfamiliar for grade 3 learners). Learners were expected to use the prominent contextual clues given in the passage such as "the woman gave gifts as a reward for finding her purse" to deduce the meaning of the term "thankful". | Identify the meaning of unknown words (including familiar words used in unfamiliar ways) in a grade 3-level text when there are **less prominent clues** (e.g., use language specific morphological clues or contextual clues to identify the meaning of unknown words).<br>e.g., in an English language test, meaning of the word "boasting", was elicited (considered as unfamiliar for grade 3 learners). Learners were expected to use the few contextual clues present across the passage to answer the question. |
| *Make inferences in a grade 3-level text* | | |
| Make simple inferences in a grade 3-level text by relating two pieces of explicit information in consecutive sentences when there is **no competing** information. This will generally be in response to a "why" or "how" question. | Make simple inferences in a grade 3-level text by relating two pieces of explicit information in consecutive sentences when there is **limited competing** information. This will generally be in response to a "why" or "how" question. | Make simple inferences in a grade 3-level text by relating two pieces of explicit information in one or more paragraphs when there is more distance between the pieces of information that need to be related and/or **a lot of competing** information. This will generally be in response to a "why" or "how" question. |
| *Identify the main and secondary ideas in a grade 3-level text* | | |
| N/A | Identify the general topic of a grade 3- level text when it is **prominent** but not explicitly stated. | Identify the general topic of a grade 3-level text when it is **less prominent** and not explicitly stated. |

# GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

| Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|
| **N: NUMBER AND OPERATIONS** | | |
| **N1: WHOLE NUMBERS** | | |
| N1.1: Identify and count in whole numbers, and identify their relative magnitude | | |
| N1.1a_P Count in whole numbers up to 100. | N1.1a_M Count in whole numbers up to 1,000. | N1.1a_E Count in whole numbers up to 10,000. |
| N1.1b_P Read and write whole numbers up to 100 in words and in numerals. | N1.1b_M Read and write whole numbers up to 1,000 in words and numerals. | N1.1b_E Read and write whole numbers up to 10,000 in words and in numerals. |
| N1.1.2_P Compare and order whole numbers up to 100. | N1.1.2_M Compare and order whole numbers up to 1,000. | N1.1.2_E Compare and order whole numbers up to 10,000. |
| N1.1.3_P Skip count forwards by twos or tens. | N1.1.3_M Skip count backwards by tens. | N1.1.3_E Skip count forwards and backwards by hundreds. |
| N1.2: Represent whole numbers in equivalent ways | | |
| N1.2.1_P Identify and represent the equivalence between whole quantities up to 30 represented as objects, pictures, and numerals *(e.g., when given a picture of 30 flowers, identify the picture that has the number of butterflies that would be needed for each flower to have a butterfly; given a picture of 19 shapes, draw 19 more shapes).* | N1.2.1_M N/A | N1.2.1_E N/A |
| N1.2.2_P N/A | N1.2.2_M Use place-value concepts for tens and ones *(e.g., compose or decompose a two-digit whole number using a number sentence such as 35 = 3 tens and 5 ones, 35 =30 + 5, or using number bonds; determine the value of a digit in the tens and ones place).* | N1.2.2_E Use place-value concepts for hundreds, tens, and ones *(e.g., compose or decompose a three-digit whole number using a number sentence such as 254 = 2 hundreds, 5 tens, and 4 ones; 254 = 200 + 50 + 4; determine the value of a digit in the hundreds place, etc.).* |
| N1.3: Solve operations using whole numbers | | |
| N1.3.1_P Add and subtract within 100 (i.e., where the <u>sum</u> or <u>minuend</u> does not surpass 100), without regrouping, and represent these operations with objects, pictures, or symbols *(e.g., 65 + 23; solve an addition or subtraction problem presented by images of bundles of tens and ones; use skips on a hundreds grids or a number line or multibase arithmetic blocks to solve addition and subtraction problems).* | N1.3.1_M N/A | N1.3.1_E Add and subtract within 1,000 (i.e., where the <u>sum</u> or <u>minuend</u> does not surpass 1,000), with and without regrouping, and represent these operations with objects, pictures, or symbols *(e.g., 550 + 250; 457 - 129; use hundreds grids, number lines, or multibase arithmetic blocks to reason through or solve addition and subtraction problems).* |

# GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

| | Partially Meets Global Minimum Proficiency | | Meets Global Minimum Proficiency | | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|---|
| N1.3.3_P | Multiply and divide within 25 (i.e., up to 5 x 5 and 25 ÷ 5, no remainder), and represent these operations with objects, pictures, or symbols (e.g., 15 ÷ 3; 3 x 4; solve multiplication problems by using a rectangular array or by repeating groups of the same number of objects; solve division problems by dividing a group of objects into a given number of equal groupings). | N1.3.3_M | Multiply and divide within 100 (i.e., up to 10 x 10 and 100 ÷ 10, without a remainder), and represent these operations with objects, pictures, or symbols (e.g., 72 ÷ 8; 6 x 9; solve multiplication problems by using a rectangular array or by repeating groups of the same number of objects; solve division problems by dividing a group of objects into a given number of equal groupings). | N1.3.3_E | Multiply and divide within 144 (i.e., up to 12 x 12 and 144 ÷ 12, without a remainder), and represent these operations with objects, pictures or symbols (e.g., 120 ÷ 10; 6 x 12; solve multiplication problems by using a rectangular array or by repeating groups of the same number of objects; solve division problems by dividing a group of objects into a given number of equal groupings). |
| N1.3.4_P | N/A | N1.3.4_M | Demonstrate fluency with addition and subtraction within 20 and add and subtract within 100 (i.e., where the sum or minuend does not surpass 100), with and without regrouping, and represent these operations with objects, pictures, or symbols (e.g., 32 + 59; solve an addition or subtraction problem presented by images of bundles of tens and ones; use number lines or skips on a hundreds grid to reason through or solve addition and subtraction problems). | N1.3.4_E | N/A |
| N1.3.7_P | Perform calculations involving two or more operations, within the limits for partially meets expectations described above, when order of operations is not a factor (e.g., 5 x 3 + 62 = ___; 4 x 4 ÷ 2 = ___). | N1.3.7_M | Perform calculations involving two or more operations, within the limits for meets expectations described above, when order of operations is not a factor (e.g., 6 x 7 + 19 = ___; 6 x 4 ÷ 8 = ___). | N1.3.7_E | Perform calculations involving two or more operations, within the limits for exceeds expectations described above, when order of operations is not a factor (e.g., 452 + 369 + 78 = ___; 64 ÷ 8 + 2 = ___). |

## N1.4: Solve real-world problems involving whole numbers

| | Partially Meets Global Minimum Proficiency | | Meets Global Minimum Proficiency | | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|---|
| N1.4.1_P | Solve simple real-world problems involving addition and subtraction of whole numbers within 30 (i.e., where the sum or minuend does not surpass 30), including problems involving measurement and currency units, without regrouping (e.g., There are 15 sheep in a field. 12 more sheep come into the field. How many sheep are in the field now?; There are 24 sheep in a field. 12 go to the stable. How many sheep are left in the field?). | N1.4.1_M | Solve simple real-world problems involving addition and subtraction of whole numbers within 100 (i.e., where the sum or minuend does not surpass 100) without regrouping, including problems involving measurement and currency units (e.g., There are 33 sheep in a field. 25 more sheep come into the field. How many sheep are in the field now?; There are 54 children in total in grade 3. 13 are absent today. How many grade 3 children are at school today?). | N1.4.1_E | Solve simple real-world problems involving addition and subtraction of whole numbers within 100 (i.e., where the sum or minuend does not surpass 100) with and without regrouping, including problems involving measurement and currency units (e.g., There are 33 sheep in a field. 28 more sheep come into the field. How many sheep are in the field now?; There are 81 children in total in grade 3. 13 are absent today. How many grade 3 children are at school today?). |

| Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|

**N2: FRACTIONS**

N2.1: Identify and represent fractions using objects, pictures, and symbols, and identify relative magnitude

| Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|
| N2.1.1_P  Identify everyday unit fractions *(e.g., 1/2; 1/3; 1/4)* represented as objects or pictures (as part of a whole or part of a set) in fractional notation *(e.g., shade half of this shape; indicate 1/4 of these objects).* | N2.1.1_M  Identify unit fractions with denominators up to 12 *(e.g., 1/5; 1/7; 1/8; 1/10)* represented as objects or pictures (as part of a whole or part of a set) in fractional notation *(e.g., shade 1/5 of this shape; indicate 1/6 of these objects when arranged in a 3 x 6 array).* | N2.1.1_E  Identify non-unit fractions with denominators up to 12 *(e.g., 2/5; 4/7; 3/8; 5/10)* represented as objects or pictures (as part of a whole or part of a set) in fractional notation *(e.g., shade 2/3 of this shape).* |

**N3: DECIMALS**
Not applicable to grade 3

**N4: INTEGERS**
Not applicable to grade 3

**N5: EXPONENTS AND ROOTS**
Not applicable to grade 3

**N6: OPERATIONS ACROSS NUMBER**
Not applicable to grade 3

**M: MEASUREMENT**

**M1: LENGTH, WEIGHT, CAPACITY, VOLUME, AREA, AND PERIMETER**

M1.1: Use non-standard and standard units to measure, compare, and order

| Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|
| M1.1.1_P  Use non-standard units to measure or estimate and compare the length of two objects *(e.g., identify that the red pencil is 4 paper clips long, and the black pencil is 6 paper clips long).* | M1.1.1_M  Use non-standard units to estimate or measure volume/capacity *(e.g., identify which container would hold the most sand or which box would hold the most balls given pictures of these items).* | M1.1.1_E  N/A |
| M1.1.2a_P  N/A | M1.1.2a_M  Use standard units to compare length and weight when provided the unit of measurement *(e.g., identify that the pencil is one centimeter longer than the crayon).* | M1.1.2a_E  Select and use appropriate standard units to estimate, measure, and compare length and weight *(e.g., choose centimeters instead of meters to measure a pencil; estimate the weight of the apple when given the following choices: a) 5g b) 200g c) 1kg d) 5kg).* |
| M1.1.2b_P  N/A | M1.1.2b_M  N/A | M1.1.2b_E  Select and use appropriate standard units to measure and compare capacity/volume *(e.g., the measuring cups contain 200 ml of water and 100 ml of oil).* |

M1.2: Solve problems involving measurement—not applicable to grade 3

51

82

# GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

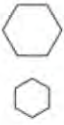| | Partially Meets Global Minimum Proficiency | | Meets Global Minimum Proficiency | | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|---|
| **M2: TIME** | | | | | |
| **M2.1: Tell time** | | | | | |
| M2.1.2_P | Tell time using an analog clock to the nearest hour. | M2.1.2_M | Tell time using an analog clock to the nearest half hour. | M2.1.2_E | Tell time using an analog clock to the nearest minute. |
| M2.1.4_P | Recognize the number of days in a week and months in a year. | M2.1.4_M | Recognize the number of hours in a day, minutes in an hour, and seconds in a minute. | M2.1.4_E | N/A |
| **M2.2: Solve problems involving time** | | | | | |
| M2.2.1_P | Solve problems, including real-world problems, using a calendar *(e.g., given a calendar, answer the question: March 2 falls on what day of the week?).* | M2.2.1_M | N/A | M2.2.1_E | N/A |
| M2.2.2_P | N/A | M2.2.2_M | Solve problems, including real-world problems, involving elapsed time in hours and half-hours *(e.g., calculate the difference between 2:00 and 5:30 or the difference between 16:00 and 16:30).* | M2.2.2_E | Solve problems, including real-world problems, involving elapsed time in minutes within an hour *(e.g., calculate the difference between 3:42 and 3:56 or the difference between 16:35 and 16:52).* |
| **M3: CURRENCY** | | | | | |
| **M3.1: Use different currency units to create amounts** | | | | | |
| M3.1.1a_P | Count combinations of commonly used currency denominations. | M3.1.1a_M | N/A | M3.1.1a_E | N/A |
| M3.1.1b_P | Combine commonly used currency denominations to make a specified amount. | M3.1.1b_M | Combine commonly used currency denominations to make a specified amount in a variety of ways. | M3.1.1b_E | Solve problems, including real-world problems, involving combining commonly used currency denominations. |
| **G: GEOMETRY** | | | | | |
| **G1: PROPERTIES OF SHAPES AND FIGURES** | | | | | |
| **G1.1: Recognize and describe shapes and figures** | | | | | |
| G1.1.1_P | Recognize and name shapes that are regular and irregular *(e.g., if shown an irregular triangle, recognize that it is a triangle; name a hexagon).* | G1.1.1_M | Recognize and name two-dimensional shapes and familiar three-dimensional figures in everyday life. | G1.1.1_E | N/A |
| G1.1.2_P | N/A | G1.1.2_M | N/A | G1.1.2_E | Recognize and name two-dimensional shapes by a written or spoken description of their simple attributes *(e.g., name a shape given a description of its number of sides, number of corners, relative lengths of sides, etc.).* |
| G1.1.4_P | Recognize and name straight and curved lines and attributes of shapes *(e.g., number of sides, number of corners).* | G1.1.4_M | N/A | G1.1.4_E | N/A |

# GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

| Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|
| G1.1.9_P Recognize when a two-dimensional shape has been rotated or reflected *(e.g., when shown a number of shapes, identify those that are the same, even when some are rotated or reflected)*. | G1.1.9_M | G1.1.9_E N/A |
| G1.1.10_P N/A | G1.1.10_M Identify a line of symmetry in two-dimensional shapes. | G1.1.10_E N/A |
| G1.1.11_P N/A | G1.1.11_M N/A | G1.1.11_E Recognize and describe the congruence and similarity of two-dimensional shapes *(e.g., when shown two shapes, explain how they are similar using mathematical or non-mathematical language, such as, "It got bigger and has been turned" or "It's been enlarged and rotated.")*. |

## G2: SPATIAL VISUALIZATIONS
### G2.1: Compose and decompose shapes and figures

| Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|
| G2.1.1_P Compose/decompose a larger two-dimensional shape from a small number of given shapes *(e.g., use the smaller shapes to make the larger shape)*. | G2.1.1_M Use a small number of given shapes to compose multiple, larger, two-dimensional shapes *(e.g., identify which of these larger shapes can be made from the smaller shapes?)* and decompose a larger shape into a given number of smaller shapes *(e.g., draw one line on the triangle below to show how it can be cut into exactly two smaller triangles)*. | G2.1.1_E N/A |

## G3: POSITION AND DIRECTION
### G3.1: Describe the position and direction of objects in space

| Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|
| G3.1.1_P N/A | G3.1.1_M Accurately use the terms left and right, and use simple maps to describe locations using positional terms (e.g., answer, "Where is the teacher's desk?" with "To the [left] of the chalkboard."). | G3.1.1_E Use different kinds of simple maps (i.e., an alphanumeric map, grid map, or local equivalent) to give and follow 2-step directions to a given location (e.g., Using this map, if you are at the school, you walk towards the tree, and turn left. What would you be facing?; Using this map, how do you get from the school to the green house?). |

# GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

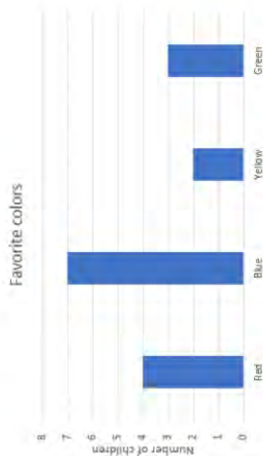| Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|
| G3.1.2_P Recognize that a map represents a physical space, and use simple maps to recognize the position of objects (e.g., using a map of the classroom, identify which object is between the desk and the door). | G3.1.2_M Accurately use the terms left and right, and use simple maps to describe locations using positional terms (e.g., answer, "Where is the teacher's desk?" with "To the [left] of the chalkboard."). | G3.1.2_E Using a simple map, follow directions and/or give directions to a given location (e.g., using this map, if you are at the school, and you walk towards the tree and turn left, and walk forward again, where would you be?; Using this map, how do you get from the school to the green house?). |

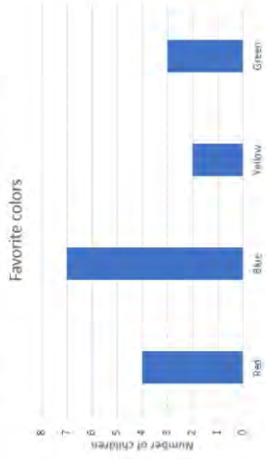## S: STATISTICS AND PROBABILITY
### S1: DATA MANAGEMENT
S1.1: Retrieve and interpret data presented in displays

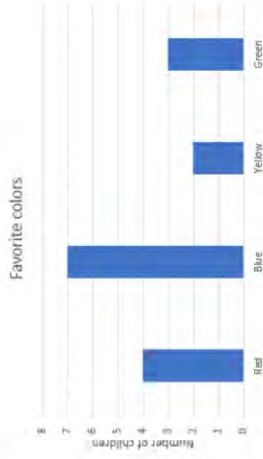| Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|
| S1.1.2a_P Compare between categories of a tally chart, bar graph, or pictograph with up to four categories and a single-unit scale, using terms such as more than or less than (e.g., Which color was chosen less often than green on this bar graph?). | S1.1.2a_M Solve a problem involving the sum of or difference between two specified categories of a tally chart, bar graph, or pictograph with a single-unit scale (e.g., How many children like red and blue in this bar graph?). | S1.1.2a_E Solve a problem involving more than two pieces of information from a tally chart, bar graph, or pictograph with a single-unit scale (e.g., How many children were asked about their favorite color in this bar graph?). |
| S1.1.2b_P N/A | S1.1.2b_M N/A | S1.1.2b_E Complete missing information in a tally chart, bar graph, or pictograph that arranges data into categories and uses a single-unit scale (e.g., add a row or column to a partially completed pictograph). |
| S1.1.3_P N/A | S1.1.3_M N/A | S1.1.3_E Retrieve information from a tally chart, bar graph, or pictograph with a multi-unit scale. |

S1.2: Calculate and interpret central tendency—not applicable to grade 3

## S2: CHANCE AND PROBABILITY
Not applicable to grade 3

*Bar graphs titled "Favorite colors" with axis "Number of children" (scale 0–8) and categories Red, Blue, Yellow, Green.*

# GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

**A: ALGEBRA**
**A1: PATTERNS**
A1.1: Recognize, describe, extend, and generate patterns

| | Partially Meets Global Minimum Proficiency | | Meets Global Minimum Proficiency | | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|---|
| A1.1.1_P | Recognize repeating sets in a pattern and use this to identify a missing element and extend the pattern (e.g., identify that O□□ is the repeating set in O□□O□□O□□; identify the missing element in the following set O□□O□□_□□; when presented with O□□O□□O□□, add two additional sets to the pattern). | A1.1.1_M | Describe repeating patterns (e.g., explain that O□□ repeats three times in the following set O□□O□□O□□; explain that 1, 2, 3, 4 repeats three times in the following set 1, 2, 3, 4, 1, 2, 3, 4, 1, 2, 3, 4). | A1.1.1_P | N/A |
| A1.1.2_P | N/A | A1.1.2_M | N/A | A1.1.2_E | Describe numerical patterns that increase or decrease by a constant value with a simple rule, and use this information to identify a missing element or extend the pattern (e.g., describe the pattern 6, 9, 12, 15 as going up by threes; identify the missing element in the pattern 3, 7, 11, —, 19; extend the pattern 6, 11, 16, 21). |

**A2: EXPRESSIONS**
Not applicable to grade 3

**A3: RELATIONS AND FUNCTIONS**
A3.1: Variation (ratio, proportion, and percentage)—not applicable to grade 3

A3.2: Demonstrate an understanding of equivalency

| | Partially Meets Global Minimum Proficiency | | Meets Global Minimum Proficiency | | Exceeds Global Minimum Proficiency |
|---|---|---|---|---|---|
| A3.2.1_P | N/A | A3.2.1_M | Create a numerical expression using + or - to model a situation (e.g., represent the following in a number sentence: 3 people are on a bus, and 4 more get on). | A3.2.1_E | Create a numerical expression using x or ÷ to model a situation (e.g., represent the following in a number sentence: 3 people get on the bus at each of 4 stops). |
| A3.2.2_P | N/A | A3.2.2_M | N/A | A3.2.2_E | Represent real-world addition and subtraction problems within 20 using a number sentence with a symbol or blank to represent the missing value (e.g., 13 people are on a bus. More people get on. There are now 17 people on the bus. How many people got on the bus? Represent this situation with an addition or a subtraction sentence with a symbol or blank to represent the missing value). |
| A3.2.3_P | N/A | A3.2.3_M | Find a missing value in real-world addition and subtraction problems within 20 (e.g., 3 people are on a bus. More people get on. There are now 7 people on the bus. How many people got on the bus?). | A3.2.3_E | Find a missing value in a number sentence using addition and subtraction of numbers within 100 (e.g., $23 + \_\_\_ = 59$). |

# GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

| Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |
|---|---|---|

A3.3: Solve equations and inequalities—not applicable to grade 3

A3.4: Interpret and evaluate functions—not applicable to grade 3

# FLS 2022 Team

| Core Team | |
|---|---|
| **Ministry of Education** | |
| Smt. Anita Karwal, Secretary, Department of School Education & Literacy<br>Shri Vipin Kumar, Joint Secretary, DoSEL, Ministry of Education w.e.f. 26.05.2022<br>Shri Maneesh Garg, IAS, Joint Secretary, DoSEL, Ministry of Education upto 25.05.2022<br>Mrs. Rashi Sharma, Director, Department of School Education and Literacy, MoE<br>Shri J. P. Pandey, Director, DoSEL, Ministry of Education<br>Ms. Tara Naorem, Chief Consultant, MoE<br>Ms. Purabi Pattanayak, Chief Consultant, MoE | |
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| UNICEF | |
| SPDs; Director SCERTs; Principal SIEs | |

| Principal Coordinator | |
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| **NCERT** | **MoE** |
| Prof. (Dr.) Indrani Bhaduri<br>Head, Educational Survey Division & Head NAS Cell, NCERT | Mrs. Rashi Sharma<br>Director, Department of School Education and Literacy, MoE |

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| Dr. Sukhvinder, Observer | |
| **RIE, Bhopal (Literacy)** | |
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| Prof. Suniti Sanwal, Observer | |
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| Sri Sujeet Chakraborty, Co-coordinator | Sri Subhash Gupta, Co-coordinator |
| Dr. Satya Bhushan, Observer | |
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