

Diagnostic Assessment Grade 3

An Assessment Instrument To Support Learning

English & Mathematics

Teacher's Handbook

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Purpose of the Diagnostic Assessment

The absence of a mechanism to monitor in a systematic way children's progress in the primary cycle is a serious weakness in the system, with the result that an important number of children reach the end of the cycle without having acquired basic skills in literacy and numeracy. The Diagnostic Assessment aims at preventing that a 'constat d'échec' is made too late.

The main purpose of this diagnostic assessment, therefore, is to enable the identification of learning difficulties of children early enough, in areas that have not been sufficiently mastered, and to suggest possible reasons for these weaknesses. In other words, if we know which specific concepts/learning areas the child has difficulties with, then we can focus remedial action on those specific targets. In this way, appropriate measures can be taken, in time, to attend to the children's learning difficulties, in the fundamental skills of literacy and numeracy.

The assessment will complement the other instruments which are already available to Educators such as Primary School Readiness (PSR) and the end of unit assessments in the textbooks. Without being exhaustive, it will provide an opportunity to chart the progress of children in two domains: English and Mathematics.

The analysis of the results will provide valuable feedback to Educators to appreciate the nature and extent of work and effort that will need to be undertaken to enable all children to master the basic competencies required. Educators will, thus, be in a better position to organise their teaching and meet the different needs of the children in their class.

Remedial Action and Follow-up

The setting up of specialised teams to provide the pedagogical support required at the level of the school and the inspectorate along with the associated training needs is vital.

The need to put in place a system of individualised support to children with serious learning difficulties is also required to ensure the successful schooling of all primary school children. This initiative is being undertaken by the Ministry in the context of the on-going reforms in Education.

Content of the Diagnostic Assessment

The assessment relates to the areas of Reading, Writing and Mathematics.

Reading is assessed on the basis of two components: knowledge of words and reading comprehension. Writing is assessed through (1) copying (2) filling of blanks in a short passage and (3) dictation (some words, a phrase, a sentence).

Listening and speaking are two important components of language skills, but these are not directly assessed. However, listening skills are assessed indirectly, given that most of the instructions for the administration of the assessment are given orally by the Educator – this

is done in as simple a language as possible. Pupils are not given written instructions, which sometimes they cannot read or understand. Pupils will need to listen carefully and follow instructions in order to be able to perform the tasks. This constant dialogue of the Educator with the pupils helps, at the same time, to reinforce understanding.

Mathematics is assessed in the following components: Number and Number Sense, Space & Shapes and Measures.

The assessment in Mathematics is of 30 minutes duration and consists of 15 exercises (covering 51 items) and that in English is of 40 minutes duration (to be administered in 2 sessions) and consists of 13 exercises (covering 49 items). These exercises will enable the Educator to assess the weaknesses and strengths of his/her pupils, on the basis of which appropriate remedial action can be taken.

It is to be noted that the time indication given in each task is for guidance purposes only and Educators can be flexible in the way they conduct each task.

Specifications of the skills and competencies to be assessed in English and Mathematics

The two tables given on pages 3 and 4 provide a breakdown of the basic knowledge, skills and competencies in English and Mathematics that are expected to be mastered by pupils after 2 years of schooling. They relate each of the competencies listed to the exercises set in the assessment booklets.

Marking, Analysis of Results and Reporting

Expected answers are provided for both the assessment in English and Mathematics.

An evaluation grid is provided (for each domain) to record the results for each pupil, for each exercise and in the order of the items. It is important that the Educator fills this grid, after marking the exercises. A copy of these grids is given on pages 31 and 32. For each of the items answered correctly, a '1' is to be placed in the small square representing that item in the grid and a '0' for an incorrect answer.

On pages 33 to 34, another grid is given which helps to summarise results for each pupil of the class. Sufficient space is provided to cover the names of 40 pupils and their results on the basis of the assessment in each of the key skills and competencies listed.

A software and an instruction manual will be made available to schools for the input of data, and to generate an analysis of the results at the level of each school.

It is desirable that during the marking and analysis of the results the participation of the pupil is sought, where appropriate, to obtain explanations on his/her responses. This will be useful in making a proper judgement regarding the answers given, and for recording purposes.

A copy of the data for each class is to be saved and submitted to the Headmaster who will forward it to the Mauritius Examinations Syndicate.

ENGLISH

Language Component	Skills and Competencies	Task	Exercise	Items	
Reading	Word Recognition Breaking written (or heard) words into their smallest constituents Identifying words (direct/indirect way)	Distinguish different phonemes	5	15 - 20	
		Identify the mismatch between the visual representation of a word and its spelling	13	46 - 49	
		Identify a word in a set of words which are visually related	3	9 - 12	
		Identify a word in a set where 2 words are phonetically identical	1	1 - 4	
		Find the definition of a common word	9	33 - 35	
	Comprehension	Structuring available vocabulary Dealing with the organisation of a sentence or a short text	Identify the odd one out in a lexical category	11	39 - 41
			Identify to which lexical category a set of words belongs	12	42 - 45
			Choose the right word to complete a text	6	21 - 24
			Find the sentence which makes sense out of three propositions	8	30 - 32
			Choose the picture which corresponds to a given sentence using syntactic clues	4	13 - 14
Writing	Retrieving information Copying a given sentence and abiding by the spelling of the given words Writing while respecting the rules of coding	Retrieve specific information from a text read by the pupil	2	5 - 8	
		Copy a sentence without making any spelling mistake	7	25 - 29	
		Write dictated words, a dictated phrase and a dictated sentence	10	36 - 38	

MATHEMATICS

Topic	Skills and Competencies	Tasks/Activities	Exercise	Items		
Number & Number Sense	Count, read and write numbers up to 100	<ul style="list-style-type: none"> ▪ Write dictated numbers. ▪ Continue a sequence of numbers or a given pattern ▪ Count a given number of objects ▪ Represent a given number using objects 	<ul style="list-style-type: none"> ▪ 9 ▪ 3 ▪ 1 ▪ 2 	<ul style="list-style-type: none"> 30 – 33 5 – 8 1, 2 3, 4 		
		Order numbers	<ul style="list-style-type: none"> ▪ Compare numbers ▪ Situate numbers ▪ Order numbers 	<ul style="list-style-type: none"> ▪ 4 ▪ 5 ▪ 6 	<ul style="list-style-type: none"> 9 – 16 17 – 19 20 	
			Do simple calculations	<ul style="list-style-type: none"> ▪ Mental calculations (Addition) ▪ Addition ▪ Subtraction 	<ul style="list-style-type: none"> ▪ 7 ▪ 8 ▪ 10 	<ul style="list-style-type: none"> 21 – 24 25 – 29 34 – 39
	Space and Shapes	Identify and draw geometrical shapes	<ul style="list-style-type: none"> ▪ Draw square, circle, rectangle, triangle 	<ul style="list-style-type: none"> ▪ 11 	40 – 43	
Measures	Compare lengths	<ul style="list-style-type: none"> ▪ Distinguish the longer (shorter) objects given two or more objects 	<ul style="list-style-type: none"> ▪ 13 	47 - 49		
	Compare masses	<ul style="list-style-type: none"> ▪ Distinguish the heavier (lighter) objects among given objects 	<ul style="list-style-type: none"> ▪ 12 	44 – 46		
	Work with notes and coins	<ul style="list-style-type: none"> ▪ Decompose a given amount of money 	<ul style="list-style-type: none"> ▪ 14, 15 	50, 51		

Administration of the Assessment

It is important to ensure that the assessment is administered in a simple and reassuring manner. Any apprehension on the part of the pupil that he/she is being 'examined' may defeat the purpose of the exercise. Tell the pupils 'I want to find out what you already know and can do, so you should answer the exercises in the workbook. Answer them as best you can'. Or simply say "C'est un jeu. On va jouer ensemble. On va voir comment vous faites".

The instructions for each of the exercises in this handbook have been designed and elaborated with the aim of ensuring that there is maximum uniformity in the assessment.

A pro-active procedure is proposed for the administration of the assessment. It is the Educator who administers the assessment, and there is a constant exchange between the Educator and the pupils. The assessment in English is divided into 2 parts: Session 1 (Exercises 1 to 6) and Session 2 (Exercises 7 to 13), which are estimated to take around 20 minutes each, and some additional 10 to 15 minutes for the instructions to be given by the Educator. The assessment in Mathematics is estimated to take at most 30 minutes, and 15 minutes of explanations by the Educator. The instructions to be given by the Educator are to ensure that all children understand what is required from them.

The assessment in English can be administered in parts with some spacing in-between e.g. Session 1 can be administered in the morning and Session 2 after a short break or in the afternoon. The assessment in Mathematics can then be administered the next morning. Educators can still conduct classes normally during the rest of the time.

Note:

- (1) It is important that **Educators do not say things that will give away the answer**. They should note that this is not a teaching lesson and should not ask pupils to repeat, spell or do chorus reading.
- (2) The Educator should not mention to the pupils that the exercises are timed because the idea here is not to create undue pressure by the fact that it is timed.
- (3) After the administration of each part of the assessment, the Pupil's Workbook **should be collected from all pupils and kept in the custody of the Educator**. The workbook is returned to the pupil to continue with the assessment and collected again when completed.
- (4) Marking of the assessment should be done after completion of the assessment.

Pupils should answer only in the workbook. If a pupil requests for additional information, you should not give any hint that will enable him/her to answer the exercise. Some clarifications can be given, at times in French or Creole, if you find it helpful.

At the beginning of each session,

- ensure that every pupil has a pencil, a rubber and a ruler.
- tell them that they can rub out and change an answer.

Ask the pupils to write their name (Nom, Prénom) on the cover of the workbook, and their class. Then ask them to **'open your workbook at Page 1, and listen to me'**

Instructions for Assessment in English

SESSION 1

Exercise 1

Language Component	Reading – Word Recognition
Skill/Competency	Identifying words
Task	Identify a word in a set where 2 words are phonetically identical

Note: Educator should not read out the words to pupils.

Educator says: “On this page there are some pictures given. Words are written next to them. Each time there are four words, but **only one** word is correct. Read the words, then circle the one which is correct. Remember, there is only one right answer. Have you all understood?”

Let’s try one together. Put your finger on the smiling face. This is the picture of a ‘mouth’. ‘mouth’ is written ‘m-o-u-t-h’. Circle this word (the third one). OK? Continue on your own now.

You can start. Do the same thing for **all** the pictures given.

Note: Leave **20 - 30 seconds** between each word. This exercise should last for approximately **2 minutes**.

Exercise 2

Language Component	Reading – Comprehension
Skill/Competency	Retrieving information
Task	Retrieving information from a text read by the pupil

Educator says: “A short passage is given on this page. When I ask you, you will read it on your own. Then I will ask you some questions. All the answers are in the passage.”

Now read the passage on your own.

[Give pupils 2 to 3 minutes to read the passage on their own. Don’t say anything]

Say: “I will now ask you some questions. Don’t write anything. You will underline the answers on the passage itself with your pencil.”

OK, let’s try one together. Which day is it? [Leave **15 seconds** then give the right answer]. It is Saturday, so we underline it in the passage [illustrate in pupil’s workbook]. [Ensure all pupils have a pencil and have understood what they are supposed to do].

You’ll do the others on your own now. Listen carefully!

Say: “Question 1: Where is the Bala family? Underline the answer in the passage.” [Leave **30 seconds**].

Say: “Question 2: What is Mr Bala buying? Underline the answer.” [Leave **30 seconds**].

Say: “Question 3: Who is near the fruitseller? Underline the answer.” [Leave **30 seconds**].

Say: “Question 4: What are Mala and Ken doing? Underline the answer.” [Leave **30 seconds**].

Note: This exercise should last for approximately **2 minutes**.

Exercise 3

Language Component	Reading – Word Recognition
Skill/ Competency	Identifying words
Task	Identify a word in a set of words which are visually related

Note: The Educator should not read out the words for the pupils

Educator says: “Put your finger on the smiling face [check]. You see a picture. Next to it there are three words. Only one word corresponds to the picture. You have to circle the word which matches the picture. Remember, there is only one word which corresponds to the picture!

Let’s try one together. Let’s look at the first picture. What is it? It is a pen [spell p-e-n]. It is not hen [h-e-n] and it is not ten [t-e-n]. So we circle the third word in the list. Have you all understood? OK, continue this for all the different pictures.

Note: Leave **20 - 30 seconds** between each word. This exercise should last for approximately **2 minutes**.

Exercise 4

Language Component	Reading – Comprehension
Skill/Competency	Dealing with the organisation of a sentence or short text
Task	Choose the picture which corresponds to a given sentence using syntactic clues

Note: The Educator should **not** read the sentences for the pupils.

Educator says: “Look at exercise 4. At the top, there are four pictures. Under the pictures a sentence is given. Read the sentence. This sentence corresponds to only **one** picture. Put a tick on the picture [Leave **1 minute**].

At the bottom also, there are four pictures. Under the pictures a sentence is given. Read the sentence. This sentence corresponds to only **one** picture. Put a tick on the picture [Leave **1 minute**].

Note: This exercise should last for approximately **2 minutes**.

Exercise 5

Language Component	Reading – Word Recognition
Skill/Competency	Breaking written (or heard) words into their smallest constituents
Task	Distinguish different phonemes

Educator says: “I am going to say a few words and after each word I will say a sound. You will have to say whether the sound is found in the word I say. There are boxes showing ‘Yes’ and ‘No’. If you hear [show your ear] the sound in the word, circle ‘yes’. If you don't hear the sound, circle ‘no’.

Let's try to do some together. Put your finger on the smiling face [check]. I say the word ‘doll’. The picture is given. Do we hear [d] in ‘doll’? If you hear [d] in ‘doll’, circle ‘yes’ (show ‘yes’). If you don't hear [d] in ‘doll’, circle ‘no’ (show ‘no’). We hear [d] in ‘doll’. You should circle ‘yes’. Have you understood?

Let us do another one. I say the word 'bag'. Do we hear [k] in 'bag'? If you hear [k] in 'bag', circle 'yes'. If you don't hear [k] in 'bag', circle 'no'. Do you hear [k] in 'bag'? No, so you should circle 'no'. Have you understood? OK, we are going to start. Now listen carefully.

Note to Educator: The most important thing is to ensure that the pupils understand what they are supposed to do. Do not start the exercise until you are sure that this is the case. That means using the native language if need be. The words, however, have to be pronounced in English properly and loudly. Please say every word twice to make sure every pupil hears the word correctly.

1. I say the word 'basket'. Do you hear [b] in basket? Circle 'yes' or 'no'.
2. I say the word 'hat'. Do you hear [d] in hat? Circle 'yes' or 'no'.
3. I say the word 'lorry'. Do you hear [r] in lorry? Circle 'yes' or 'no'.
4. I say the word 'flower'. Do you hear [l] in flower? Circle 'yes' or 'no'.
5. I say the word 'horse'. Do you hear [z] in horse? Circle 'yes' or 'no'.
6. I say the word 'girl'. Do you hear [g] in girl? Circle 'yes' or 'no'.

Note: This exercise should last for approximately **2 minutes**.

Exercise 6

Language Component	Reading – Comprehension
Skill/Competency	Dealing with the organisation of a sentence or short text
Task	Choose the appropriate word to complete a text

Educator says: "Read the given text. Some words are missing; you will find them in the boxes on the right. You have to take the words from there and put them in their right place. The first one has already been done for you. Be careful! There is an extra word!

[These instructions may be given in French: "*Il y a un mot en plus, donc faites attention!*"].

SESSION 2

Exercise 7

Language Component	Writing
Skill/Competency	Copying a given sentence and respecting the spelling of the given words
Task	Copying a sentence given on the blackboard without making any spelling mistake

Educator says: “There is a sentence given. You have to copy it. Look at the sentence carefully, and copy it exactly as it is in your workbook.” [Leave **3 minutes**].

Exercise 8

Language Component	Reading – Comprehension
Skill/Competency	Dealing with the organisation of a sentence or short text
Task	Find the meaningful sentence in a set of sentences

Note: The Educator should **not** read the sentences for the pupils.

Educator says: Each time you are given three sentences in a box. Only one sentence is correct – that is when we read the sentences, we can understand only one. You have to find the sentence you can understand and tick the box next to it.

Let's do one together. Put your finger on the smiling face. Now look at the three sentences. Which one is the right one? [Leave **15 seconds**]. It is the sentence ‘The boy is writing on a slate’, so you tick the box next to it [illustrate using pupil's workbook]. Have you all understood? Now continue on your own.

In the first box, there are 3 sentences given [check]. There is only one correct sentence. Find it and tick the box next to it. [Leave **30 seconds**].

In the second box, again 3 sentences are given [check]. Tick the box next to the correct sentence. [Leave **30 seconds**].

In the third box, 3 more sentences are given. Tick the box next to the correct sentence.

[Leave **30 seconds**].

Note: This exercise should last for approximately **2 minutes**.

Exercise 9

Language Component	Reading – Comprehension
Skill/Competency	Structuring vocabulary
Task	Find the meaning of some common words

Note: Instructions for this exercise may be given in French or Creole, but the sentences and the different options must be in English.

Educator says: ‘We are going to see if you understand certain words. I will give you a sentence and you will have to find the correct word.

Let’s try one together. Put your finger on the smiling face [check]. I say ‘you use it to clean the floor’. What is it? **Number 1:** Is it a broom? **Number 2:** Is it a pencil? **Number 3:** Is it a telephone? We use a broom to clean the floor, so you should circle number 1 [illustrate using the pupil’s workbook].

Now put your finger on line A [check]. If I say ‘People cook there. What is it? **Number 1:** Is it the classroom? **Number 2:** Is it the kitchen? **Number 3:** Is it the bathroom? If it is a classroom, circle number 1. If it is the kitchen, circle number 2. If it is the bathroom, circle number 3. [Leave **30 seconds**].

Now put your finger on line B [check]. If I say ‘he delivers letters’, who is it? **Number 1:** Is he a policeman? **Number 2:** Is he a teacher? **Number 3:** Is he a postman? If he is a policeman, circle number 1. If he is a teacher, circle number 2. If he is a postman, circle number 3. [Leave **30 seconds**].

Now put your finger on line C [check]. If I say ‘It tells you the time’. What is it? **Number 1:** Is it a clock? **Number 2:** Is it a cup? **Number 3:** Is it a pencil case? If it is a clock, circle number 1. If it is a cup, circle number 2. If it is a pencil-case, circle number 3.

Note: This exercise should last for approximately **1 and a half minutes**.

Exercise 10

Language Component	Writing
Skill/Competency	Writing while respecting the rules of coding
Task	Writing dictated words, a dictated phrase and a sentence.

Educator says: “In this exercise, I am going to dictate some words, then a short phrase and then a sentence. You will have to write them on the lines given. I am going to say each of them twice.

On line 1, write the word ‘butter’ [Leave 10 seconds]. On the same line, now write the word ‘jump’ [Leave 10 seconds]. Again, on the same line, now write the word ‘cheese’. [Leave 10 seconds].

Now, I am going to say a short phrase. Write it on line 2. Write ‘The blue fish’. [Leave 15 seconds].

I am now going to say a sentence. Write it on line 3. Write ‘My brother is playing a game’. [Leave 30 seconds].

Repeat each item once.

Note: This exercise should last for approximately **1 minute and 15 seconds**.

Exercise 11

Language Component	Reading – Comprehension
Skill/Competency	Structuring vocabulary
Task	Identify the odd one out in a lexical category

Educator says: There are 3 pictures. Look at them. One of the pictures does not go with the others. It is *l'intrus*. You have to cross it out.

Let's do one together. Put your finger on the smiling face. You can see the picture of a dog – a cat – a pair of shoes [say slowly]. Which one does not go with the others? When you find which picture is *l'intrus*, cross it out.

[Give the right answer]. You should cross out the shoes [illustrate for the pupils]. It is *l'intrus*. The dog and the cat are animals, the shoes are not. Now let us do the other exercises.

Put your finger on line 1. You can see the picture of a hand – a hat – and of a foot [check]. Cross out *l'intrus* [Leave **30 seconds**].

Put you finger on line 2. You can see the picture of a table – a chair – and a car [check]. Cross out *l'intrus* [Leave **30 seconds**].

Put your finger on line 3. You can see the picture of a frog – an apple – and a banana [check]. Cross out *l'intrus* [Leave **30 seconds**].

Note: This exercise should last for approximately **2 minutes**.

Exercise 12

Language Component	Reading – Comprehension
Skill/Competency	Structuring vocabulary
Task	Identify lexical categories

Educator says: “We are going to find words which go well together. You will have to complete the one which is missing.

Let’s try one together. Put your finger on the smiling face. We have two words here: ‘domino, marbles’. Which word from the given list [Educator illustrates] goes with them? It is the word ‘football’. So we write ‘football’. [Educator writes ‘football’ in the blank and strikes it off from the list].

Add: “Put your finger on line 1 [check]. Here we have ‘shirt, trousers’. Which word do we write in the blank?” [Leave **30 seconds**].

Now put your finger on line 2 [check]. Here we have ‘lunch, breakfast’. Which word do we write in the blank?” [Leave **30 seconds**].

Now put your finger on line 3 [check]. Here we have ‘cabbage, tomato’. Which word do we write in the blank?” [Leave **30 seconds**].

Now put your finger on line 4 [check]. Here we have ‘sun, moon’. Which word do we write in the blank?” [Leave **30 seconds**].

Note: This exercise should last for approximately **2 minutes**.

Exercise 13

Language Component	Reading – Word Recognition
Skill/Competency	Identifying words
Task	Identify the mismatch between the visual representation of a word and its spelling

Educator says: “Under each picture there is a word. Sometimes the word is well written but sometimes it is badly written. If it is not well written, you have to cross it out. OK, let’s try one together.”

Let’s look at the first line. Put your finger on the smiling face. There is the picture of a rabbit. Under the picture there is written ‘r-a-b-b-i-t’ (say it and spell it out for the pupils). It is well written. Now let’s look at the second picture (show picture). It is the picture of a strawberry. Here it is written ‘s-t-r-a-w-d-e-r-r-y’ (say it and spell it out on the blackboard). Is it well written? No, it should have been ‘s-t-r-a-w-b-e-r-r-y’ So we have to cross out the word ‘strawderry’. Have you understood what to do?

Note: Educator should **not** read out the words.

OK, now do the first line. Cross the word which is badly written. Remember, there is only one word wrongly spelt in each line! [Leave about **30 seconds**].

Now, do the second line. [Leave about **30 seconds**].

Now, do the third line. [Leave about **30 seconds**].

Now do the last line. [Leave about **30 seconds**].

Note: This exercise should last for approximately **2 minutes**.

Instructions for Assessment in Mathematics

NOTE: *The time indication given in each task is for guidance purposes only. Educators can be flexible in the way they conduct each task unless stated otherwise.*

EXERCISE 1

Topic	Number and Number Sense
Skills and Competencies	Count, read and write numbers up to 100
Tasks/Activities	Count a given number of objects

In this exercise, you will have to count the number of objects in each of the boxes given.

Let us look at the box with the “**smiling face**”, Box **A**.

Can you see bees in Box **A**? How many bees are there in Box **A**?

Count the number of bees in Box **A** and write down the number on the dotted line. **[The Educator writes ‘7’ on the board and asks the pupils to do the same in their workbook]**

Let us have a look at Box **B**.

What can you see in Box **B**? **[There are sticks in Box B]**

Now, **count** the number of sticks in Box **B** but **don’t say the answer**.

Write down the number of sticks on the dotted line under Box **B**.

Now, look at Box **C**.

In this box, we have balloons.

Count the number of balloons in the box.

Write down the number of balloons on the dotted line under Box **C**.

[Estimated time: 30 seconds]

EXERCISE 2

Topic	Number and Number Sense
Skills and Competencies	Count, read and write numbers up to 100
Tasks/Activities	Represent a given number using objects

[Copy the box with the smiling face  on the board.]

In this exercise, you will have to draw sticks in the given boxes.

Let us look at the box with the “**smiling face**”.

Can you see a number under the box?

Which number is it? (The children will say ‘**three**’. The Educator also says ‘**three**’).

So, I draw **three** sticks in this box. [Educator draws 3 sticks in the box on the board and tells the pupils to do the same in their workbook]

Now, do the same thing for Box **A** and Box **B**.

[Estimated time: 1 minute]

EXERCISE 3

Topic	Number and Number Sense
Skills and Competencies	Count, read and write numbers up to 100
Tasks/Activities	Continue a pattern

[Copy the first line with the “smiling face”  on the board.]

Let us look at the first line of boxes with dots, the one with the “smiling face”.

[Point to the line]

Count the number of dots in each box. Can you see a **pattern**? [Go through the pattern to help every pupil see it.]

Now, can you see an empty red box here? [Point to the red box]

We are going to fill the box to continue (or you can say “to follow”) the pattern.

Let me show you how to do this.

We have one dot, then two dots (**note the position/direction of the two dots**), **again** one dot and then **again** two dots (**note the position/direction of the two dots again**), and **again** one dot. So, in the empty red box, we should have ... [Allow pupils a few seconds to answer.] Yes, two dots.

[Draw the dots on the board highlighting once again their position/direction and tell the pupils to draw the dots in their workbook as shown on the board.]

Now, let us look at the second line, line “**(a)**”. Try to find the **pattern**. Fill in the empty red box with the correct number of dots.

Next, move to line “**(b)**”. You should be careful here. There are two empty red boxes this time. Have you seen where they are? [Point to the red boxes]

Try to find the pattern and fill in the empty red boxes.

Finally, do the last line “**(c)**”. Identify and complete the pattern.

[Estimated time: 2 minutes]

EXERCISE 4

Topic	Number and Number Sense
Skills and Competencies	Order Numbers
Tasks/Activities	Compare numbers

[Copy the box with the “smiling face”  on the board.]

Can you see boxes with letters **A, B, C, D, E, F, G, H** and **I**? [**Point to the boxes**]

In each box, you have **two numbers**.

We are going to **compare** the numbers and **tick** the **greater** number in each box.

For example, look at the Box **A** with the ‘**smiling face**’. What are the two numbers found in Box **A**? Yes, they are ‘4’ and ‘5’.

Which of the two numbers is **greater**? Yes, it is ‘5’.

We **tick** number 5 because 5 is **greater** than 4. [**Tick number 5 on the board and ask pupils to tick the number in their workbook.**]

Let us now look at Box **B**.

Tick the **greater** number in this box.

Now do the same thing for the remaining boxes. Tick the **greater** number, each time.

In the last two boxes, the numbers are given in ‘**words**’. Again, tick the **greater** number.

[**Estimated time: 2 minutes**]

EXERCISE 5

Topic	Number and Number Sense
Skills and Competencies	Order Numbers
Tasks/Activities	Situate numbers

[Copy the boxes and list of numbers with the “smiling face” on the board.]



Let us look at the line with the “smiling face”.

Can you see three boxes? What number is found in the first box? **[Point to the number]** Pupils say “3”. Educator says: “Yes, 3”.

Can you all see that the second box is empty? **[Point to the box]** Pupils say “yes”. What number is found in the third box? **[Point to the number]** Pupils say “10”. Educator says: “Yes, 10”. Can you see a list of numbers (show the list of numbers) on top of the empty box?

Now one number in the list here (show the list of numbers) is found between 3 and 10. Which number is it? Is it 2? Is it 11? Is it 9? Yes, it is 9. I want you to write this number in the empty box. **[Educator writes “9” in the empty box on the blackboard and asks pupils to do the same in their workbook.]**

Okay, do you understand what you have to do in this exercise?

Find the number from each list which is between the two given numbers. Write that number in the empty box each time.

[Estimated time: 1 minute]

EXERCISE 6

Topic	Number and Number Sense
Skills and Competencies	Order numbers
Tasks/Activities	Order numbers

[Copy the boxes with the “smiling face”  on the board.]

Look at the picture of the elephant. Can you see it is holding balloons?
There are three numbers in the balloons. **[Point to the numbers]**
Have you all seen the numbers? They are 22, 31 and 16. **[Point to each number in turn]**

Now, on the right, there are 3 boxes. **[Point to the boxes]**

Can you write the numbers found in the balloons in order, starting with the **smallest?**

Let us do the first one together.

Which number is the smallest? Is it 22? Is it 31? Is it 16? Yes, it is 16. Write 16 in the first box. **[Educator writes 16 in the first box on the board.]**

Which number do you think will go in the second box? **[Point to second box]** Yes, it is 22. Write 22 in the second box. **[Educator writes 22 in the second box on the board.]**

Which number will go in the third box? **[Point to third box]** Yes, it is 31. Write 31 in the last box. **[Educator writes 31 in the third box on the board.]**

Okay, do you understand what to do now?

Look at the second picture of the elephant.

On your own, arrange the numbers in the balloons in order, starting with the smallest.

[Estimated time: 1 minute].

EXERCISE 7

NOTE: In this exercise, you will need to keep to the estimated time.

Topic	Number and Number Sense
Skills and Competencies	Do simple calculations
Tasks/Activities	Perform mental calculations – addition

[Draw the first box with the “smiling face”  on the board.]

I will ask you to **add** two numbers **without writing** (that is, “**faire dans la tête**”), and to write down the answer in the boxes here. **[Point to the boxes]**

Let us do the first one together.

What is 2 plus 2? Two plus two equals to ... 4. **[On the board, write 4 in the box next to the “smiling face” and ask the children to do the same in their workbook.]**

Now, let us move to Box A.

Don’t tell me the answer. What is 5 plus 2?
Write the answer in Box A.

Let us go to Box B.

What is 7 plus 1? Write the answer in Box B.

Let us go to Box C.

What is 2 plus 5? Write the answer in Box C.

Now, let us move to the last box, that is, Box D.

What is 3 plus 6? Write the answer in Box D.

[Estimated time: 30 seconds]

EXERCISE 8

NOTE: In this exercise, you will need to keep to the estimated time.

Topic	Number and Number Sense
Skills and Competencies	Do simple calculations
Tasks/Activities	Perform addition

Do the calculations in **Exercise 8**.

[Estimated time: 4 and a half minutes]

EXERCISE 9

Topic	Number and Number Sense
Skills and Competencies	Count, read and write numbers up to 100
Tasks/Activities	Write down dictated numbers

[Draw the first box with the “smiling face”  on the board.]

Let us look at the boxes in **Exercise 9**. I will **read out** some numbers to you. Write these numbers in figures in the boxes **A** to **D**.

Note: The number names should be pronounced clearly, twice.

Let us do the first one together. In the first box, write down the number “**sixteen**” - repeat “**sixteen**”. [Educator writes ‘16’ on the board and asks pupils to do the same in their workbook.]

Now, you will fill the remaining boxes, on your own. Listen to me carefully.

In Box **A**, write the number “**eighteen**”.

In Box **B**, write the number “**twenty five**”.

In Box **C**, write the number “**fifty three**”.

Finally, in Box **D**, write the number “**ninety one**”.

[Estimated time: 30 seconds]

EXERCISE 10

NOTE: In this exercise, you will need to keep to the estimated time.

Topic	Number and Number Sense
Skills and Competencies	Do simple calculations
Tasks/Activities	Perform subtraction

Do the calculations in **Exercise 10**.

[Estimated time: 4 minutes]

EXERCISE 11

Topic	Space and Shapes
Skills and Competencies	Identify and draw geometrical shapes
Tasks/Activities	Draw square, circle, rectangle, triangle

Here, we have four boxes, **A**, **B**, **C** and **D**. I will ask you to draw a shape in each box. You may use the ruler.

NOTE: In this exercise, instructions should be strictly given in English.

Ok, let us start with Box **A**.

In Box **A**, draw a **square**.

Next, we move to Box **B**.

In Box **B**, draw a **circle**.

In Box **C**, draw a **rectangle**.

Finally, in Box **D**, draw a **triangle**.

[Estimated time: 40 seconds]

EXERCISE 12

Topic	Measures
Skills and Competencies	Compare masses
Tasks/Activities	Compare mass of objects on a scale

[Write the words “LIGHTER”, “HEAVIER”, and “SAME AS” separately in boxes on the board, as shown in the pupil’s workbook.]

In this exercise, there are **three** diagrams. Each shows a scale with **two** boxes, a **coloured** box on the left and a **black** box on the right **[Point to the boxes and the scales]**

Can you also see “LIGHTER”, “HEAVIER”, and “SAME AS” written on the right, as I have written on the board? **[Point to these words on the board]**

Place your pencil on “LIGHTER”, as I have done here **[Educator places finger on the word “LIGHTER”]**.

Draw an **arrow** to **match** it with the diagram which shows that the **black** box on the right is **lighter** than the **coloured** box on the left. **[Repeat instructions, putting emphasis on the fact that the black box on the right is lighter than the coloured box on the left.]**

Now, place your pencil on “HEAVIER”. By drawing an **arrow**, **match** it to the diagram which shows that the **black** box on the right is **heavier** than the **coloured** box on the left. **Repeat instructions** as above.

Lastly, place your pencil on “SAME AS”. By drawing an **arrow**, **match** it to the diagram which shows that the **black** box on the right has the **same mass** as the **coloured** box on the left. **Repeat instructions** as above.

[Estimated time: 1 minute]

EXERCISE 13

Topic	Measures
Skills and Competencies	Compare lengths
Tasks/Activities	Compare the lengths of different objects with a given object.

Maria's pencil is shown here. **[Point to Maria's pencil in the workbook]**

There are two sets of pencils, Set **A** and Set **B**. **[Point to the sets]**

In Set **A**, **tick** the pencil which is **LONGER** than Maria's pencil.

In Set **B**, there are **two pencils** which are **SHORTER** than Maria's pencil. Identify and **tick** the two pencils which are **SHORTER** than Maria's pencil.

[Estimated time: 2 minutes]

EXERCISE 14

Topic	Measures
Skills and Competencies	Work with notes and coins
Tasks/Activities	Decompose a Rs 25 note

Write **Rs 25** on the board.

Look at the 4 boxes given for **Exercise 14**. They show four different sets of coins.

Tick the box which shows a total of **Rs 25**.

Or you may say, "Which box shows a total of Rs 25? Tick that box."

[Estimated time: 30 seconds]

EXERCISE 15

Topic	Measures
Skills and Competencies	Work with notes and coins
Tasks/Activities	Decompose Rs 55

A ball is shown here. It costs **Rs 55**. **Tick** the box which shows the exact cost of the ball.

[Estimated time: 30 seconds]

Expected Answers – English

Exercise	Items	Expected Answers	
1	1	kite	
	2	box	
	3	plane	
	4	baby	
2 *	5	'at the market'	
	6	'vegetables'	
	7	'Mrs. Bala'	
	8	'eating cakes and drinking juice'	
3	9	house	
	10	rat	
	11	monkey	
	12	book	
4	13	Picture 2	
	14	Picture 1	
5	15	yes	
	16	no	
	17	yes	
	18	yes	
	19	no	
	20	yes	
	6	21	and
		22	in
23		a	
24		with	
7	25	All the words are written	
	26	All the letters are properly shaped	
	27	No letter is missing	
	28	The capital letter and the full stop are present	
	29	Each word is clearly legible	
	8	30	'Lara is wearing a new dress.'
		31	'John is playing with a kite.'
32		'Mala is eating a biscuit.'	

Exercise	Items	Expected Answers
9	33	The kitchen
	34	A postman
	35	A clock
10 **	36	butter, jump, cheese
	37	The blue fish.
	38	My brother is playing a game.
11	39	hat
	40	car
	41	frog
12	42	skirt
	43	dinner
	44	lettuce
	45	stars
13	46	bis
	47	berd
	48	blead
	49	toofbrush

*** Note:** Items 5 – 8 : To mark correct if pupils underline a sentence which includes the answer.


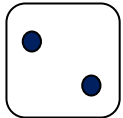
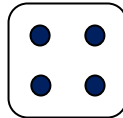

For Item 8: To mark correct if only 'cake' or 'juice', or both are underlined. To also mark correct if 'eating' or 'drinking', or both, are underlined.

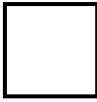



**** Note:** Item 36 : To mark correct if two of the three words are spelt correctly.

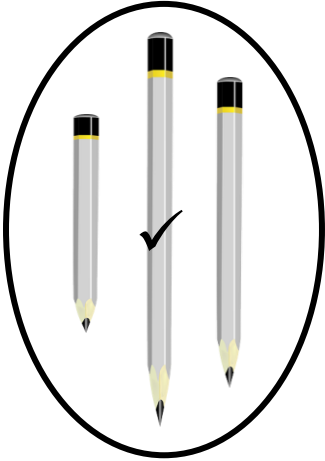
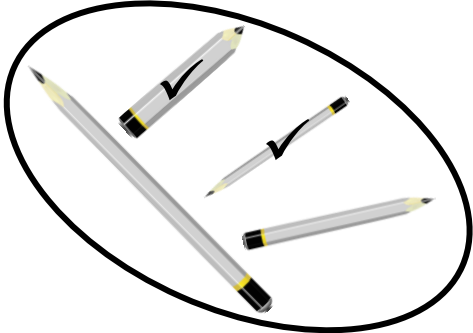
Item 37 : To mark correct if two of the three words are spelt correctly.

Item 38 : To mark correct if five of the six words are spelt correctly.

Expected Answers – Mathematics

<i>EXERCISE</i>	<i>Items</i>	<i>EXPECTED ANSWERS</i>
1	1	9
	2	12
2	3 - Box A	You should see 8 sticks only.
	4 - Box B	You should see 11 sticks only.
3	5 (a)	
	6 and 7 (b)	 and 
	8 (c)	 Dots should be drawn in the correct position/direction
4	9 (B)	8 is ticked
	10 (C)	55 is ticked
	11 (D)	82 is ticked
	12 (E)	10 is ticked
	13 (F)	98 is ticked
	14 (G)	48 is ticked
	15 (H)	“thirty five” is ticked
	16 (I)	“forty” is ticked
5	17	14
	18	50
	19	99
6	20	36, 45, 63
7	21 - Box A	7
	22 - Box B	8
	23 - Box C	7
	24 - Box D	9

<i>EXERCISE</i>	<i>Items</i>	<i>EXPECTED ANSWERS</i>
8	25	63
	26	58
	27	79
	28	87
	29	35
9	30 Box A	18
	31 Box B	25
	32 Box C	53
	33 Box D	91
10	34	32
	35	10
	36	4
	37	60
	38	55
	39	80
11	40 Box A	
	41 Box B	
	42 Box C	
	43 Box D	

<i>EXERCISE</i>	Items	Expected answers
12	44	LIGHTER is matched to the third diagram.
	45	HEAVIER is matched to the first diagram
	46	SAME AS is matched to the second diagram.
13	47 Set A	
	48, 49 Set B	
14	50	Third box from the top is ticked.
15	51	Fourth box from the top is ticked.

Diagnostic Assessment – Grade 3
Evaluation Grid 2019 – English

Name of Pupil: _____

SESSION 1

<u>Reading – Word Recognition</u> Exercise 1	1	
	2	
	3	
	4	
		/4

<u>Reading – Comprehension</u> Exercise 2	5	
	6	
	7	
	8	
		/4

<u>Reading – Word Recognition</u> Exercise 3	9	
	10	
	11	
	12	
		/4

<u>Reading – Comprehension</u> Exercise 4	13	
	14	
		/2

<u>Reading – Word Recognition</u> Exercise 5	15	
	16	
	17	
	18	
	19	
	20	
		/6

<u>Reading – Comprehension</u> Exercise 6	21	
	22	
	23	
	24	
		/4

SESSION 2

<u>Writing</u> Exercise 7	25	
	26	
	27	
	28	
	29	
	/5	

<u>Reading – Comprehension</u> Exercise 8	30	
	31	
	32	
		/3

<u>Reading – Comprehension</u> Exercise 9	33	
	34	
	35	
		/3

<u>Writing</u> Exercise 10	36	
	37	
	38	
		/3

<u>Reading – Comprehension</u> Exercise 11	39	
	40	
	41	
		/4

<u>Reading – Comprehension</u> Exercise 12	42	
	43	
	44	
	45	
	/4	

<u>Reading – Word Recognition</u> Exercise 13	46	
	47	
	48	
	49	
		/4

Diagnostic Assessment – Grade 3
Evaluation Grid 2019 – Mathematics

Name of Pupil: _____

<u>Number and Number Sense</u> Exercise 1	1	
	2	
		/2

<u>Number and Number Sense</u> Exercise 2	3	
	4	
		/2

<u>Number and Number Sense</u> Exercise 3	5	
	6	
	7	
	8	
		/4

<u>Number and Number Sense</u> Exercise 4	9	
	10	
	11	
	12	
	13	
	14	
	15	
	16	
		/8

<u>Number and Number Sense</u> Exercise 5	17	
	18	
	19	
		/3

<u>Number and Number Sense</u> Exercise 6	20	
		/1

<u>Number and Number Sense</u> Exercise 7	21	
	22	
	23	
	24	
		/4

<u>Number and Number Sense</u> Exercise 8	25	
	26	
	27	
	28	
	29	
		/5

<u>Number and Number Sense</u> Exercise 9	30	
	31	
	32	
	33	
		/4

<u>Number and Number Sense</u> Exercise 10	34	
	35	
	36	
	37	
	38	
		/6

<u>Space and Shapes</u> Exercise 11	40	
	41	
	42	
	43	
		/4

<u>Measures</u> Exercise 12	44	
	45	
	46	
		/3

<u>Measures</u> Exercise 13	47	
	48	
	49	
		/3

<u>Measures</u> Exercise 14	50	
		/1

<u>Measures</u> Exercise 15	51	
		/1

