

ANNUAL STATUS OF EDUCATION REPORT



LEARNING ASSESMENT TOOLS FOR VISUALLY IMPAIRED CHILDREN

Training Manual

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INTRODUCTION OF ASER TOOLS

A. **ASER Pakistan:**

ASER - The Annual Status of Education Report (ASER) is a citizen led; household based initiative that aims to fill a gap in learning outcomes and provide reliable estimates on the learning outcomes of children aged 5-16 years residing in the rural and few urban districts of Pakistan. ASER seeks to improve the quality of education nationwide by providing a reliable set of data on an annual basis about what children learn, how they learn, where they learn, education status of their mothers etc. By using an innovative citizen driven approach, ASER intends to mobilize policy makers as well as ordinary citizens- parents, students, local communities and the public at large – to become aware of actual levels of children’s literacy and numeracy, and build on that awareness to stimulate practical community and policy change across Pakistan. ASER has the following key components:

1. A large household based survey covering all i.e. 154 rural districts.
2. The use of an easy tool to assess literacy and numeracy that can be easily administered.
3. Inspiring a citizen volunteer-driven approach to conduct the assessment.
4. Broad communication across the country through the media and other forms to create debate.
5. Facilitating thoughtful learning and monitoring throughout, and feeding back these lessons into the next year’s preparations.
6. Repeating the survey each year to create and sustain momentum for change.

Under the auspices of the South Asian Forum for Education Development (SAFED), Idara-eTaleem-o-Aagahi (ITA-Centre of Education & Consciousness) and other partners with nationwide presence, ASER is being replicated in Pakistan since 2008 and is part of the large scale annual assessments gaining momentum across Asia and Africa. The tools for learning include assessments in Urdu, English, Arithmetic and General Knowledge that are mapped to grade 2/3 competencies as per the National Curriculum 2006. Being a citizen-led initiative, its main efforts are directed towards working with government to promote evidence based policy making and with citizens to foster nationwide conversation and actions on learning. In order to capitalise on this unique large-scale initiative and to make the survey richer, survey questions on disability were incorporated into the main set of survey questions administered across districts in Pakistan in 2014, 2015, 2016 and 2018. This was done with technical support extended by the REAL Centre University of Cambridge. The set of questions on disability drew

on the considerable work being undertaken by the Washington Group on Disability Statistics on developing standardized tools for disability identification.

- B. **Public Use of ASER Tools:** The ASER tools are being used extensively by many groups in Pakistan as these are widely available to the public (www.aserpakistan.org) This includes a DFID supported initiative called **Sindh Education Non-State Actors Programme (SENSA)**, and its partner **Family Educational Services Foundation (FESF)** <http://www.fesf.org.pk/>

ASER TOOLS ADAPTATION FOR THE HEARING AND VISUALLY IMPAIRED

According to WHO, NGOs/ Planning Commission and Pakistan National Census (2017) the total population of PWDs is 15%, 10%, and 0.48%. The area of disability and special education has remained fragmented in Pakistan. There is no comprehensive legal and policy apparatus to protect the rights of people with disabilities.

Taking 10% population of PWDs in to consideration, there is a significant number of Children with Disabilities (CWDs) of school going age. In Pakistan, there are about 600 institutions both in the public and private sector which are engaged in provision of education/ special education to CWDs. According to an estimate only about 5% of CWDs of school going age (5-16 years) are going to schools (special/ general/ inclusive).

Keeping in view the mapping of SDG – 4 of Inclusion and Equality, it has been observed by the interpreters that the CWDs may also be included. For this purpose it has been learnt that there is need for translation the tool in Braille/ Audio for visually impaired children and in Pakistan Sign Language (PSL) for hearing impaired children where the tools must be child friendly in the language/medium of instruction and in the spirit of ASER's essential codes of practice (one on one).

In this regard, series of meetings were held between stakeholders (ITA/ASER, FESF, OPM (SENSA), Sightsavers, Special Education Department (SpED) Government of Punjab and DFID) on how to take this work forward practically and strategically. The proposed initiative on assessing learning for children with disabilities by adapting a mainstream tool such as ASER, was hence decided to be critical to address the challenge of making the invisible, visible. ITA in collaboration with Special Education Department Punjab and other partners including OPM (SENSA), FESF and Sightsavers will thus translate/adapt ASER Tools for piloting to measure disability prevalence in 4 districts. The results will be shared nationally (by arranging dialogues) and internationally (by attending conferences). The proposed public tool would be transferrable and scalable across Pakistan and beyond. ITA is proposing to work with Special Education Department Punjab (in the pilot phase) as the department holds a big portfolio and schools for disabled children. The scale up of this initiative (after April) will involve Special Education Department, Sindh.

Objectives of Adaption of ASER Tools in Braille/ Audio for Visually Impaired Persons

- i. Inclusion of Visually Impaired Children in mainstream
- ii. Assessment of learning skills of visually impaired children
- iii. Assessment of Special Education Schools/ system in Pakistan

PROCESS OF ADAPTATION ASER TOOLS IN BRAILLE FOR VISUALLY IMPAIRED

A. Meetings with Teachers & Braille/Audio Specialists about adaptation of ASER Tools

Number of meetings were held with the teachers of special education and experts of braille and audio to discuss the adaptation of ASER Tools. During these meeting following points were shared/ discussed: -

- a. Shared the scope and nature of ASER tools
- b. Discussed practicality of tools in Braille and Audio
- c. Discussed the learning/ teaching methods of Special Education Centers/ Schools for Hearing Impaired Children
- d. In-depth review of each tool and its each content for its conversion in braille and audio
- e. Identified changes which were required for adaptation of tools in braille and audio. Following are the some examples: -
 - In General Knowledge Tools - Conversion of pictures in stories for braille and audio (visually impaired children cannot see pictures)
 - In English Tools – No Change
 - In Urdu Tools – No Change
 - In Mathematics Tools – Change in presentation of question (subtraction/ division)

B. Printing of Braille Tools and Audio Recording

After making necessary changes, drafts were prepared for braille printing and audio recording.

C. Proof reading

Proof reading of Braille and vetting of audio recordings were done by two experts/ specialists of braille and audio. Few changes/recommendations were proposed by the experts which incorporated in tools.

D. Pre-Testing

After making proposed changes by experts, braille and audio tools were pre-tested in two schools of Rawalpindi District. Schools were selected mutually by the Sightsavers and SEDA. Qandeel School for Blinds, Kohati Bazar, Rawalpindi and Govt. Special Education Center for Blind, Texila, Rawalpindi were selected.

- f. 3 random students were selected from each School
- g. Ages of student varies from 7 to 14 years
- h. Classes of selected students varies from KG-2 to 5th class
- i. Teachers of these schools also reviewed the tools

Following were the outcomes of pre-testing: -

- a. Some excellent students comfortably completed all the tools.
- b. Some students were on beginner level
- c. Audio tools required more clarifications and changes (repeat the question, speed of audio etc.)
- d. One change in braille (a word spelling)

E. Revision of Braille and Audio tools

After pre-testing of braille and audio tools in two schools of Rawalpindi district, necessary changes were made in the tools.

HOW TO IMPLEMENT THE ASER TOOLS IN BRAILLE

ASER Tools in Braille/ Audio are prepared for the assessment of all children with disabilities (3-16) years whether they are going to schools or not. But during the pilot project, only school going children with disabilities were assessed and trainings on these tools are only being rendered to the teachers of Special Education Schools (public & private).

There are several things to keep in mind before implementation of tools or assessing the children:

- It is important to be in the right frame of mind when assessing children. Remember we are not going to the village to “test” children or to be evaluators. We are going to find out what children can do comfortably in terms of reading and arithmetic.
- Given this objective, it is essential that children are relaxed and not worried about how they are going to perform. A friendly chat with the child prior to testing always helps to make friends and create a more relaxed atmosphere.
- Often family members and neighbours gather to watch how the child is performing. This could potentially create tension for the child. ASER team should make sure that the child is not getting pressurized; this can be done by speaking in a friendly way to children and also to those who are watching. One member of the team can talk to the others, while the second member of the team can work with the child. Make sure you tell the family and all the elders around that you are trying to find out about quality of education, it is NOT about examining their child and HOW his/her learning can be improved through improving schools and advocating government to do better.
- Encourage the child at whatever s/he is attempting to do in the test. Give the child enough time to read, solve and to think. Be patient.
- Our attempt in the ASER survey is to establish the **HIGHEST** level at which the child can do different tasks (reading and arithmetic) **comfortably**. You may need to take a child through the series of tasks until you can decide where he or she is really at. Practice and familiarity with a task improves the child’s performance.

*For example: The child first starts with trying to read the easy paragraph. You find that the child is reading very slowly. Ask him/her to read words from the words list. See if she/he is able to read words easily. If not take her to the list of letters. If she is able to read letters with ease, **bring her back to the words**. If she can read the words comfortably, then bring her back to the original paragraph. It is very possible that now she can read the paragraph much more easily than she was doing before. Familiarity and practice has improved her performance. Allow the child to read or re-read the text 2-3 times. Use similar strategy for arithmetic tasks as well. For English Language test, since you are starting with alphabets, just give him/her more time and encourage them to try again.*

What is a mistake and what is not: As you listen to children read, you may hear the following. Here are some examples from Urdu:

- “lagay” is read as “laga” or “chahiyay” is read as “chahta” or “hai” is read as “tha” etc. There may be variations in children’s reading due to local pronunciation or usage. Do **NOT** consider this a “mistake”.
- A word may be replaced with another word of the same meaning while reading. For example: the text says “barsaat ka mausam” but the child reads it as “barsaat ka waqt”. Do **NOT** consider this a mistake.

Usually if a child is told to read again carefully, he/she will read again and in most situations will not make these mistakes.

Here too, if a child is told to read again carefully – either he/she reads correctly or he/she continues to make the same mistake. Despite reading the same text several times, repeatedly reading a word wrong or not reading it at all, have to be treated as “mistakes” (as described immediately above) and means the child is having difficulty in reading that level. In a paragraph, if a child makes 3 or more “mistakes” of this type then he/she cannot be considered a “para” child. The same goes for the reading of a story.

- **Place the finger of child exactly where you want to start the reading**
- **If the child has cold hands, ask him/ her to rub his hands or put them in pockets so that they get warm because reading braille with cold hands is bit difficult.**
- **Audio/ oral will be used if child do not used to read Braille (or didn’t use Braille for academics/ learning purpose)**
- **For the better understanding of children, Simple Braille (Grand 1) without contraction has been used.**
- **Make sure that when we listen to children read or do arithmetic, we are not simply looking to catch mistakes.**
- **Appreciate and understand the attempt that the child is making.**
- **Even if the child is wrong, do not mark the mistakes in front of him/her. Do it immediately after you finish testing.**

Ask the teachers to open the relevant Braille Tools when trainer starts to teach the process.

Basic Learning Levels – Urdu (Age 5-16)

Reading: Tick the relevant box, the highest level of learning (e.g. Beginner/Nothing, Letter, Words, Sentences, and Story), the child achieves during the reading Test. REMEMBER TO USE ANY ONE OF THE SAMPLES OF TOOLS GIVEN TO YOU. Those who are able to read story should be tested for bonus question 1 and bonus question 2. Also fold the tool and give it to the child to read. Start from Sentences.

STEPS FOR ASSESING READING: URDU

Child's reading level	How to assess and what criteria to use for categorizing children
Story reading (Class 2 level text)	<p>Ask the child to read story fluently. Ask questions, if the child reads story and mark accordingly.</p> <p style="text-align: right;">بچے سے کہانی روانی سے پڑھنے کو کہیں۔ اگر بچہ کہانی پڑھے تو اس سے سوالات پوچھیں۔</p>
Easy Sentences (Class 1 level text)	<p>Ask the child to read any easy sentences. بچے سے کوئی ایک پیرا پڑھنے کو کہیں۔ روانی سے جملے کی طرح پڑھے۔</p> <p>Listen carefully when the child reads.</p> <p>The child may read slowly. S/he may stop frequently. But as long as s/he is reading the text like he/she is reading a sentence rather than a STRING OF WORDS, categorize him/her as a “Sentence level” child (or a child who can read Std 1 level text).</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">Start from here</div> <p>→</p> <p>Once you have decided that this child is a “sentence” level child, ask the child to read the story. If the child reads the story fluently, with ease and speed, mark him/her as a “story level” child, if not then mark him/her at sentence level.</p> <p>If a child is reading sentences very slowly and stops between words for a long time, or if he/she is reading the text like it is one word after another, and therefore not reading the text like he/she is reading a sentence, then he/she is not a “Sentence level” child. Then you should take the child one level lower and ask him/her to read words.</p>
Words (Set of easy words)	<p>Ask the child to read any 5 words from the word list. Let the child choose the words. If s/he does not choose, then point out the words to him/her. If s/he can correctly read at least 4 out of the 5 words with ease, then ask him/her to try to read the easy paragraph again. He/she will be marked as a “word level” child if he/she can correctly read words but is still struggling with the easy paragraph.</p>

	<p>بچے سے کوئی سے پانچ الفاظ بتانے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہیے۔</p> <p>If s/he cannot correctly read at least 4 out of 5 words s/he chooses, then show him/her the list of letters.</p> <p>Don't let the child read MORE than FIVE words because it will be difficult for you to select which 4 or 5 words are to be marked correct.</p>
Letter (Set of common letters)	<p>Ask the child to read any 5 letters from the letters list. Let the child choose the letters. If s/he does not choose, then point out letters to her. If s/he can correctly recognize at least 4 out of 5 letters with ease, then show her/him the list of words again. S/he will be marked as a "letter level" child if s/he can read 4 out of 5 letters but cannot read words.</p> <p>بچے سے کوئی سے پانچ حروف بتانے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہیے۔</p> <p>ONLY ask the child to READ ANY FIVE. Please remember that choice should be given to child.</p>
Beginner/Nothing	Child cannot recognize even 4 out of 5 common letters from the letters list.
Language	Write the language in which child was tested i.e. Urdu

URDU ASSESSMENT SCALE

Urdu								
Beginner/Nothing	Letters	Words	Sentences	Story Reading	Story			
					Question 1		Question 2	
					Yes	No	Yes	No

Basic Math/Arithmetic Levels

Tick the relevant box, the highest level of learning/numeracy (e.g. Nothing/Beginner, Number Recognition 1-9, Number Recognition 10-99, 100-200, Subtraction, and Division), the child achieves during the arithmetic ability test. REMEMBER TO USE ONE SAMPLE OF TOOLS GIVEN TO YOU. For Arithmetic testing process see the following table.

STEPS FOR ASSESSING BASIC ARITHMETIC

Child's Math Level	How to assess and what criteria to use for categorizing children
Division: 2 digit by 1 digit	<ul style="list-style-type: none"> ▪ Ask the child to read/ or read yourself division questions. S/he can choose one to try. If not, then you can pick one. Ask her/him to tell you what the question is and what s/he has to do. بچے سے کوئی 1 سوال حل کرنے کو کہیں جو صحیح ہونا چاہیے۔ ▪ Braille salate/ Perkin Braille may be provided if needed by child (depends on availability) ▪ Watch what s/he does ▪ If s/he is able to follow the right method and come to the right answer, then mark her/him as a “division child.” ▪ If s/he is unable to do one problem, mark her/him as a “subtraction child”. ▪ Ask at least one child from each household to do the division sum at the back of the household sheet.
Subtraction: 2 digit borrowing	<ul style="list-style-type: none"> ▪ Show the child the subtraction problems. S/he can choose any two. If not, then you can pick for him/her. بچے سے کوئی سے 2 سوال حل کرنے کو کہیں۔ دونوں صحیح ہونے چاہیے۔ ▪ Show the child the number on the top row of any question and ask what that is (e.g. 56). If the child says 5 and 6, ask her again to say what the number is when the numbers are together. Probe to see if s/he can recognize and identify 2 digit numbers. Show her/him the number on the next line and do the same. Point to the minus sign and ask “what do you have to do”. It is not necessary that s/he should use the term MINUS or SUBTRACT, consider it correct if s/he conveys the meaning in her local language (e.g. “nikalna hai” is used for minus in Urdu/Sindhi/Pashto) ▪ Braille salate/ Perkin Braille may be provided if needed by child (depends on availability) ▪ If s/he correctly does both then show her/him the division problem. ▪ If s/he does not want to attempt the division problem or is unable to do it, then mark the child as a “subtraction” child.

Start from here



	<ul style="list-style-type: none"> If s/he cannot correctly do the subtraction problems then give her/him the number recognition 100-200 task described below.
Number Recognition: 100-200	<ul style="list-style-type: none"> Ask the child to recognize any 5 numbers. بچے کو کوئی 5 عدد پڑھنے کو کہیں، 5 عدد میں سے 4 صحیح ہونے چاہئیں۔ If s/he can correctly identify at least 4 out of 5 numbers, then mark her/him as “Number Recognition: 100 - 200” child. If not then give her/him the number recognition 10 to 99 task.
Number Recognition: 10-99	<ul style="list-style-type: none"> Ask the child to recognize any 5 numbers. بچے کو کوئی 5 عدد پڑھنے کو کہیں، 5 عدد میں سے 4 صحیح ہونے چاہئیں۔ If s/he can correctly identify at least 4 out of 5 numbers, then mark her/him as “Number Recognition: 10 - 99” child. If not then give her/him the number recognition 1 to 9 task.
Number Recognition: 1 to 9	<ul style="list-style-type: none"> Ask the child to recognize any 5 numbers. بچے کو کوئی 5 عدد پڑھنے کو کہیں، 5 عدد میں سے 4 صحیح ہونے چاہئیں۔ If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as “Number Recognition: 1 - 9” child.
Beginner	<ul style="list-style-type: none"> If the child cannot even recognize 4 out of 5 numbers from the 1 to 9 number recognition list, mark him/her at the Beginner/Nothing level.

ARITHMETIC ASSESSMENT SCALE

Arithmetic					
Beginner/Nothing	Number Recognition (1-9)	Number Recognition (10-99)	Number Recognition (100-200)	Subtraction	Division

English Competency Assessment

Tick the relevant box, the highest level of learning (e.g. Beginner/Nothing, Capital Alphabets, Small Alphabets, Words, and Sentences) the child achieves during the reading test. REMEMBER TO USE ANY ONE OF THE SAMPLES OF TOOLS GIVEN TO YOU. For Basic English Competency Assessment testing process, see the following table.

STEPS FOR ASSESSING BASIC ENGLISH

READING: Mark the highest reading level that the child is able to read comfortably.

English level	How to assess and what criteria to use for categorizing children's ability in English
Capital Alphabets	<ul style="list-style-type: none"> ▪ Ask the child to read any 5 capital alphabets from the letters list. Let the child choose the letters him/herself. If the child cannot choose, then point to 5 randomly chosen alphabets on the sheet. If s/he can correctly recognize at least 4 out of 5 letters with ease, then show her/him the list of small alphabets. <p style="text-align: center;">بچے سے کوئی سے پانچ حروف بتانے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہیے۔</p>
Start from here	<ul style="list-style-type: none"> ▪ If the child can read capital alphabets but is struggling with identifying small alphabets, then mark her/him as "capital letter" level child. ▪ Child cannot recognize even 4 out of 5 capital alphabets from the letters list, then mark her as a "beginner/nothing" child. ▪ Remember to ask ONLY five alphabets so you are able to assess correctly.
Small Alphabets	<p>Ask the child to read any 5 small alphabets from the letters list. Let the child choose the letters him/herself. If the child cannot choose, then point to 5 randomly chosen alphabets on the sheet. If s/he can correctly recognize at least 4 out of 5 letters with ease, then show her/him the list of words.</p> <p style="text-align: center;">بچے سے کوئی سے پانچ حروف بتانے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہیے۔</p> <ul style="list-style-type: none"> ▪ If the child can read small alphabets but is struggling with reading words, then mark her/him as "small letter" level child. ▪ Remember to ask ONLY five alphabets so you are able to assess correctly.
Simple Words	<p>From the list of words ask the child to read any 5.</p> <p style="text-align: center;">بچے سے کوئی سے پانچ الفاظ بتانے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہیے۔</p> <ul style="list-style-type: none"> ▪ If s/he can correctly read at least 4 out of the 5 words, then show the child the list of sentences.

	<ul style="list-style-type: none"> If the child does not want to read the sentences, or is unable to do so, mark her/him as “Word” child.
Easy Sentences	<ul style="list-style-type: none"> Ask the child to read 4 sentences given. If the child can read at least 2 out of the 4 sentences as a complete sentence (does not stop frequently or does not read the sentence as a string of words), then mark her/him as “sentence” child. Otherwise, mark the child as a “word level” child. <p>بچے سے کوئی ایک جملوں کا سیٹ پڑھنے کو کہیں۔ 4 جملوں میں سے 2 جملے صحیح ہونے چاہئیں۔</p>
Word Meanings	<p>Only to be asked from children who are at word or sentence level. If the child is able to tell the meanings of 4 out of 5 words he has read, mark the child as “yes” for word meanings; if not, mark as “no”.</p> <p>بچوں سے ان کی مادری زبان میں بتائے گئے الفاظ کا مطلب پوچھیں۔</p>
Sentence Meanings	<p>Only to be asked from children who are at sentence level. If the child can read at least 2 out of the 4 sentences fluently, than ask the child to translate the sentence into his/her local language. If the child can translate the sentences, mark him/her as a “yes” child for sentence meanings otherwise mark him/her as a “no” child.</p> <p>بچے سے ان کی مادری زبان میں جملوں کا مطلب پوچھیں۔</p>

ENGLISH ASSESSMENT SCALE

English								
Beginner/Nothing	Capital Letters	Small Letters	Words	Sentences	Words Meanings		Sentences Meanings	
					Yes	No	Yes	No

Basic General Knowledge Levels

Tick the relevant box, the highest level of learning General Knowledge (e.g. can identify, yes, no, can tell the time), the child achieves during the English and Math ability test. REMEMBER TO USE ANY ONE OF THE SAMPLES OF TOOLS GIVEN TO YOU. For General Knowledge testing process, see the following table.

For understanding of Visually Impaired Children, Pictures have been converted into stories.

STEPS FOR ASSESSING BASIC GENERAL KNOWLEDGE (G.K)

Child's G.K Level	How to assess and what criteria to use for categorizing children
<p>English</p> <div style="border: 2px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Start from here</div> <div style="text-align: center; margin-top: 20px;"> </div>	<p>This section should only be asked from children who are at “Word” level on English Tool. This assesses students for their cognitive level of knowledge and understanding skills.</p> <p>a) Ask the child to read the stories and then ask two questions from the child. Mark “yes” if the child answer correctly, otherwise mark as “no”.</p> <p>b) Ask the child to complete the sentences by identifying the word of the items written on the sample. If a child answers any two correctly, mark him/her “yes”, otherwise “no”.</p>
<p>Math</p>	<p>These questions may asked in English/ Urdu/ local language depending on child choice.</p> <p>Ask all children aging 5-16 to attempt the “Math” section of the General Knowledge tool. The child should be asked to pick the largest number in question 1.</p> <p>In question 2 and 3, ask the child to solve the question. The surveyor can read the questions to the child.</p> <p>If a child attempts the questions correctly, mark him/her as a “yes” child, otherwise mark as “no”.</p>

GENERAL KNOWLEDGE ASSESSMENT SCALE

General Knowledge											
English						Arithmetic					
Q1 (i)		Q1 (ii)		Q2 (Can Name)		Q1		Q2		Q3	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

GUIDELINES FOR GENERAL INFORMATION QUESTIONS:

- This section must be asked of all children (3-16) residing in the household and **MUST NOT BE ASKED FOR ONLY THOSE CHILDREN WHO ARE ASSESSED.**
- Ask the children about his Name, Father's Name, Age, Class, Age and Teacher's Name. Write these information in the relevant column.
- Ask the child about his/her disability if he is completely blind or can see anything. This can be asked differently like s/he can see your face or s/he can feel light or dark. If the child is completely blind then write "Blind" and if s/he can see or identify something write "Visually Impaired"
- All questions must be asked for each child, even though it may seem repetitive at times. The use of the words- compared with children of the same age is important and you might wish to ask the parent to reflect in relation to other children in the household.
- Please don't use the word disability while asking question from the household. Term it as Health and Functioning.
- The first option is for children with extreme disability while the last option is for children with no disability at all. Please mark accordingly.
- More time may be required by visually impaired children to complete tasks in comparison to sighted children. As they may need to refer back the questions and answer choices to read twice or thrice to make answer.
- The visually impaired children do not usually understand the sign of subtraction and division. They need more clarity about the concept of subtraction and division in the arithmetic tool. The assessor/ teacher needs to brief them about the concept as per the local context and practice.
- Similarly, visually impaired children takes more time to solve three-digit subtraction. It is better to give braille slate to solve questions, if required.
- If the weather is cold, ask the visually impaired child to rub hands if they are getting cold. It is difficult to read braille dots with cold hands.
- Visually impaired child may quickly lose interest particularly when other children are playing outside classes. So keep motivating child.
- Teachers may not take this exercise as their assessment process. It is about the assessment about the knowledge of visually impaired about ASER tools.

ASSESSMENT SCALE AND RESULTS OF PRE-TESTING

Assessment Scale must be shown on multi media

ITA Tools Assessment Scale-Schools Pilot 2019																																	
Name of School:			District:													Province:																	
Sr. No	Name of Student	Father's Name	Class	Gender	Age	Disability Type	Class Teacher's Name	English						Urdu					Arithmetic				General Knowledge										
								Beginner/Urdu	Capita Letters	Small Letters	Words	Sentences	Words Awareness		Sentences Meaning	Beginner/Urdu	Letters	Words	Sentences	Story	Story Questions		Beginner/Urdu	Number Recognition (1-4)	Number Recognition (15-30)	Number Recognition (100-200)	Addition	Division	English			Arithmetic	
													Yes	No							Yes	No							Question 1	Question 2	Q1	Q2	Q3
1																																	
2																																	
3																																	
4																																	
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Results of Pre-testing may also be shown to the teachers

Conducted assessment in 9 special education school details of which are following: -

- 4 Govt. Special Education Schools in Sindh (1 in Karachi, 1 in Hyderabad, 2 in Sukkur)
- 5 Private Special Education Schools in Punjab (3 in Lahore, 2 in Multan)

Assessed 90 visually impaired children in total. Details are as following: -

- More than 95% of children were from age group of 3-16
- More than 95% of children were from class 1-5

GROUP EXERCISE

After orientation about the Tools and Assessment Scale, a group exercise will be undertaken. During this exercise, participants of the workshop will be asked to implement the Tools. Effort will be made to ensure that each participant will be able to complete the assessment for at least one time. Following are the few points of group exercise: -

- Participants will be divided into 4 – 5 member groups
- A group facilitator will be allocated to each group
- Participants will be provided the Tools (in Braille), Assessment Sheets and other necessary related material
- Participants will be asked to conduct the assessment exercise with other group members (within the group)
- Each member of the group will conduct the exercise and fill the assessment sheet of at least one other member of the group
- Each group will prepare the assessment sheets
- Each group will prepare recommendations/ comments
- Group Exercise session will be followed up with the presentations of Results Sheets and Recommendations/ Comments