TEST FOR PRE-ACADEMIC SKILLS T-PAS

All India Institute of Speech and Hearing

Manasagangothri, Mysuru – 570 006

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PREFACE

Early identification and intervention is the key to successful rehabilitation and mainstreaming of children with communication disorders. Clinical assessments and educational evaluations are an integral aspect of such effectual rehabilitation process. Especially, in crucial transitory stages of entering school, passing through different grades of school and leaving school. Pertinent evaluation at these stages will help determine preparedness to progress into the next level of education and training, as well as the special adaptations that need to be undertaken at the consecutive levels.

The Department of Special Education at the All India Institute of Speech and Hearing (AIISH) has endeavoured to develop a comprehensive series of assessment materials for educational evaluation necessary for decision making at vital transitional phases like – preschool to school transition, inter-grade transition within school and post-school transition. This test material focusing on preparation for learning the 3Rs of reading, writing and number skills is one more adjunct to the already existing school readiness tests. I appreciate the efforts of the investigators who have worked to develop this test material that would be useful to both general and special early childhood educators in determining the potentials and needs of children with and without special needs. Especially, for making an effort to construct test items that are appeasing to children.

The utility of the assessment material does not limit to testing competencies in children. Educators and caregivers can take clues from the various tasks incorporated in it for providing meaningful and stimulating preparatory training in the three academic skills that are fundamental for all later academic learning. I wish that this publication serves to be a means for joyful testing and learning for all young children who are getting ready for schooling. Readers are encouraged to send their feedback to director@aiishmysore.in quoting the name of the book.

Prof. S. R. Savithri
Director

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INTRODUCTION

In the competitive field of contemporary education, pre-primary preparation has become vital for all children, and more so for children with special needs arising out of communication disorders. It is necessary to make sure that these children have acquired pre-requisite skills necessary to cope up with the academic demands of learning to read, write and work with numbers before enrolling in schools. These three skills are considered to be fundamental for all other academic learning.

In the Indian scene of education, there are very few comprehensive, standardised measures for appraising readiness for schooling in terms of pre-academic skills. Some of the available tests are clinical in nature and administered to children considered at-risk of specific disabilities. Hence, the investigators felt the need for developing educationally oriented test material that could be administered to all children transiting from pre-primary to primary school, so as to identify any want for adequate preparation and provide remedy for the same. The test material will be useful for all children – typically developing, as well as those with special needs.

The test material consists of three major sections, one each for pre-reading, pre-writing and pre-number skills. The pre-reading section consists of six sub-sections with 27 different types of tasks, the pre-writing section consists of five sub-sections with 14 types of tasks, and the section on pre-number skills includes five subsections with 20 types of tasks. The constituent items were developed after review of several existing curricula for pre-primary training. Though the testing pertains to only to pre-reading, pre-writing and pre-number skills; the nature of test items encompass basic domains of personal and environmental aspects that children need to be aware of at this stage of development. Thus, the test incorporates items based on concepts like human body, food, daily living accessories, home and household objects, family members, community service providers, public places, landforms, water bodies, celestial features, plants, animals, and transport vehicles among others.

After pilot trials with 15 typically developing children, the final test items were field tested with another 30 typically developing children between five to six years of age who had completed formal pre-primary training and were ready to transit to primary school. The norms for the test that had been determined based on their performances have been provided under the instructions for administration.

The test materials were verified for the content validity by five experts in the field of general and special early childhood education and all items had consent from 90% or more of the evaluators. Their suggestions for further improvisation had been incorporated. The criterion validity was ensured as it was able to discriminate between the performances of ten typically developing children with training at UKG level with nine of them at LKG level. The comparison was made using Mann-Whitney U Test ($Z = 3.63$, $p < 0.001$). The concurrency of the test was confirmed by correlating the test performances of five of the typically developing participants with their school performances which evinced substantial positive correlation ($r = 0.87$).

The test material was also found to be reliable with a positive inter-rater correlation of 99% and test-retest correlation of 40%. Two comparative versions of the test have been developed to help in ruling out influence of prior exposure in instances of need for repeated administration of the test material. The performances of six children on two versions of the test correlated with a positive and high coefficient ($r = 0.77$) thus ensuring the consistency between parallel versions of the test.

The test materials were field tested with 20 children with hearing impairment in the chronological age range of five to six years, and seven children with intellectual disabilities in the developmental phase of five to six years. Their aggregate performances of 92% and 84% respectively was well within the normative range of performances, thus warranting the applicability of the test material to children with hearing impairment and intellectual disabilities. Trials were also carried out with two children with motor problems arising out of cerebral palsy with adequate hand function necessary for writing. Their overall scores were 85% and 63%, respectively. All the special groups of children had undergone formal special early childhood education.

The investigators render special thanks to Prof. S. R. Savithri, Director, AIISH for her interest in the endeavour and taking time off her busy schedule to scrutinise the tool and offer valuable suggestions for improvement. The spadework efforts of Prof. Asha Yathiraj to develop pre-primary level assessment materials at the Department of Special Education at AIISH served as an initiating exposure to the principal investigator in developing this test material, and is acknowledged with gratitude. The investigators thank the authorities and teachers of Gangothri Public School, Holy Trinity School and AIISH Preschool in Mysuru for permitting collection of data, and are indebted to the young participants for their enthusiastic cooperation.

INSTRUCTIONS FOR ADMINISTRATION

1. Read carefully the directives provided along with scoring key of each section for pre-reading, pre-writing and pre-number skills before administering the test items.

2. Instructions are to be explained orally or in appropriate communication mode to the child. They are not expected to read and understand instructions.

3. If the child is not exposed to task involved in any test item, demonstrate a sample item before administering the actual test item.

4. Permit children to respond orally or non-verbally with pointing, drawing circles around correct answer, etc.

5. It is preferable that the three subtests of this material are administered through separate sessions. It is suggested not to extend one sitting beyond 30 minutes without break.

6. There are two versions in each sub-test for pre-reading, pre-writing and pre-number skills. If for any reason, it is necessary to repeat administration of a test, make use of the alternate versions.

7. Adequacy of the performance of the children can be determined using the key provided below:

Key for Interpretation

S. No.	Academic Skills	Average Range of Performances	
		Raw Scores	Percentage Scores
1.	**Pre-Reading**	61 to 70	81% to 93%
2.	**Pre-Writing**	17 to 21	67% to 84%
3.	**Pre-Numbers**	69 to 80	69% to 80%
	Total	145 to 165	74% to 84%

*Scores below and above the lower and upper limits of average range of performances may indicate below average performances & above average performances, respectively.

ASSESSMENT REPORT

Name of Child: Age:

Gender: Date:

Nature of Pre-primary Training (if any):

PERFORMANCE SUMMARY

S. No.	Academic Skills	Maximum Score	Score Obtained	Percentage
1.	Pre-Reading	75		
2.	Pre-Writing	25		
3.	Pre-Numbers	100		
	Total	200		

Impressions:

Recommendations:

Name & Signature of Tester **Date:**

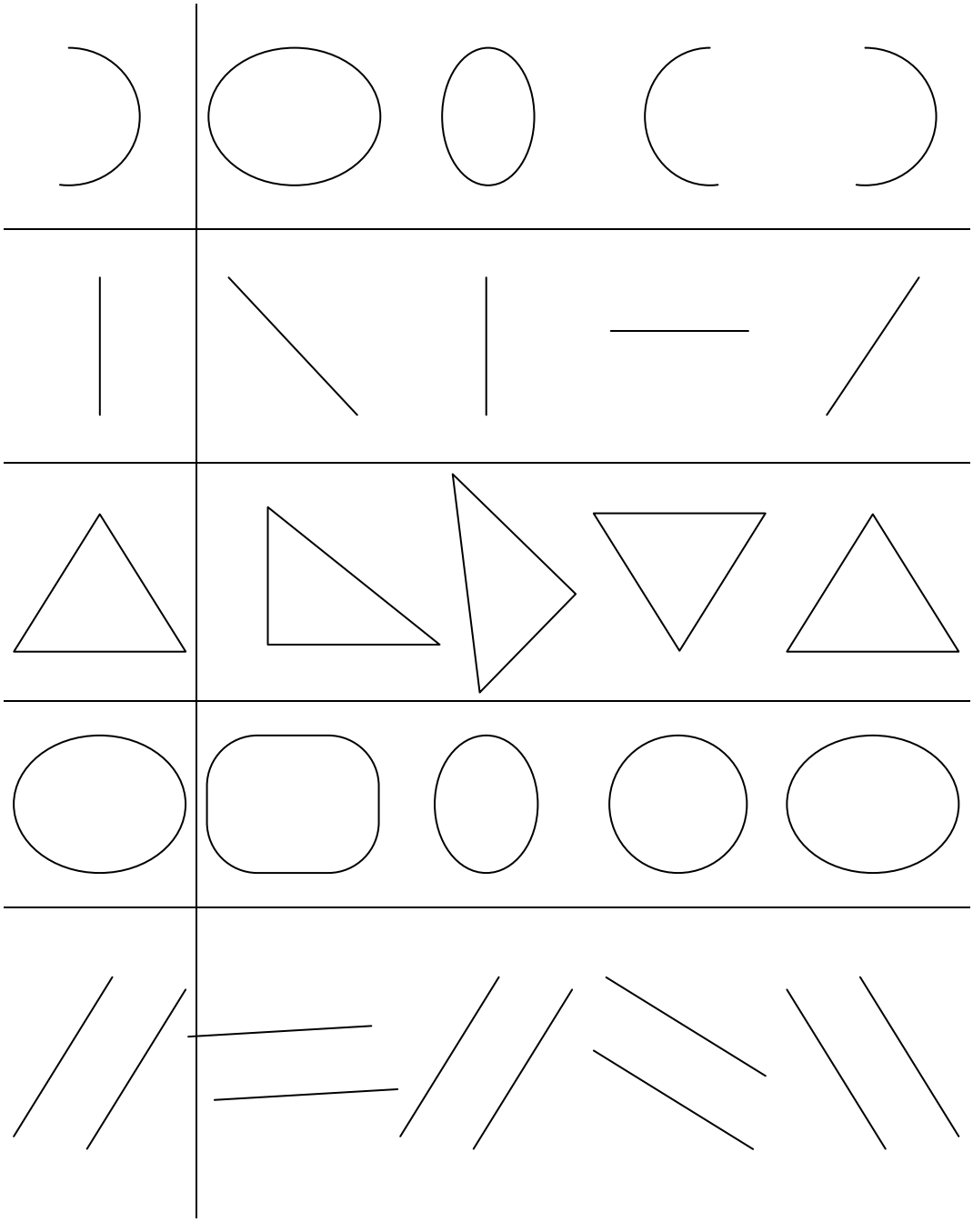
SECTION A

PRE-READING SKILLS
Version 1

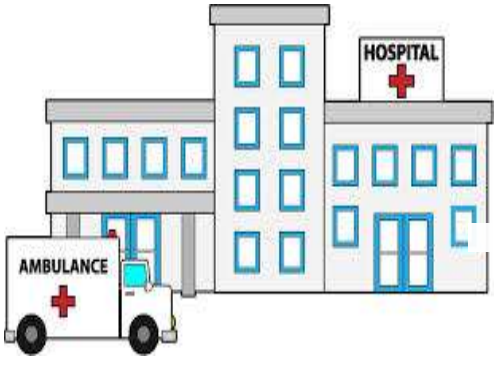
I. VISUAL IDENTIFICATION TASKS

1. Matching of Similar Pictures

2. Identifying Matching Lines & Shapes



3. Identifying Named Pictures



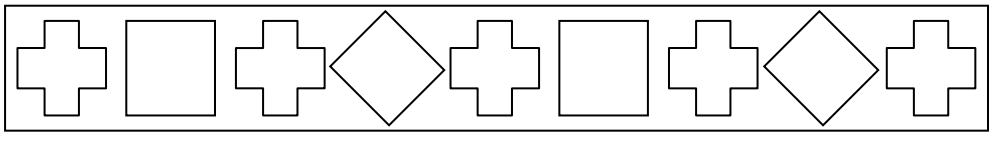
4. Identifying Part in the Picture

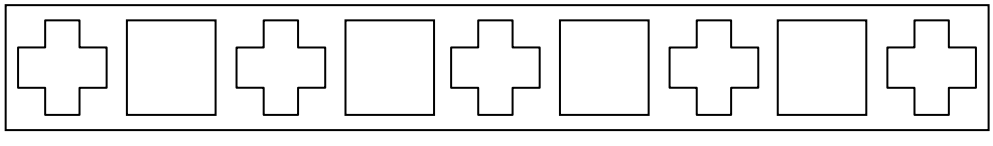
5. Identifying Named Part of the Picture

II. VISUAL DISCRIMINATION

1. Finding Missing Items in the Picture on the Right

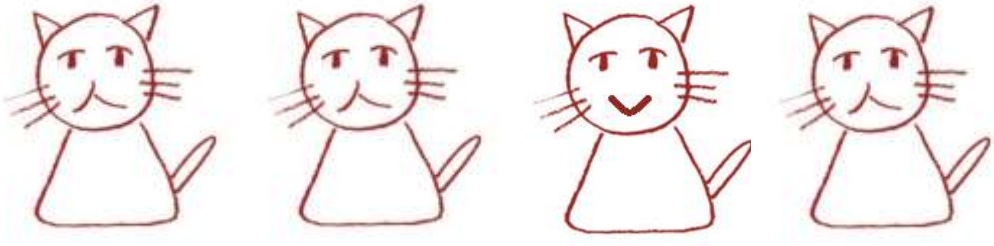
2. Finding the Shape Missing in the Pattern Below



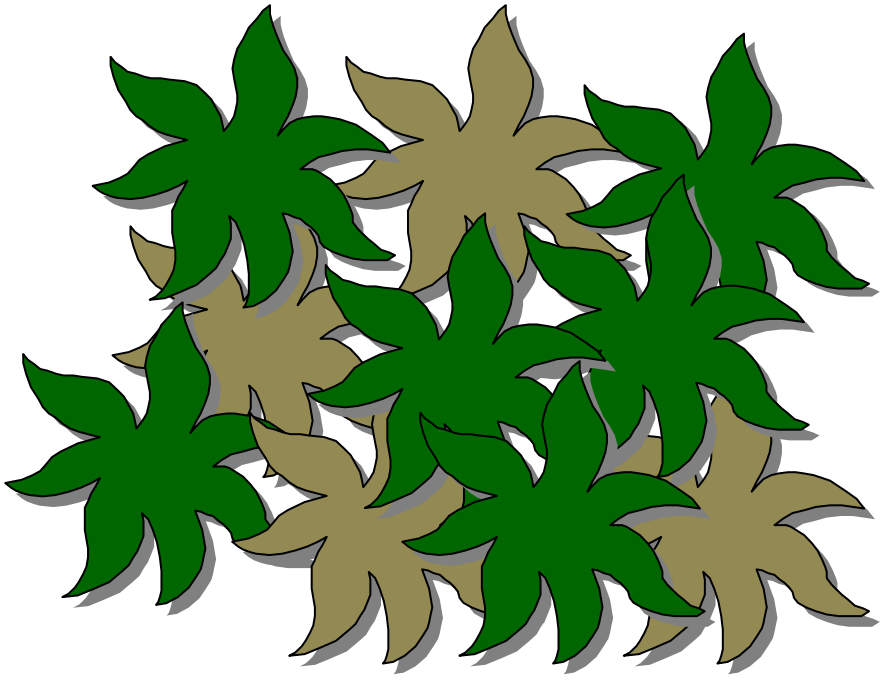


3. Finding the Fruits

4. Finding the Odd One Out



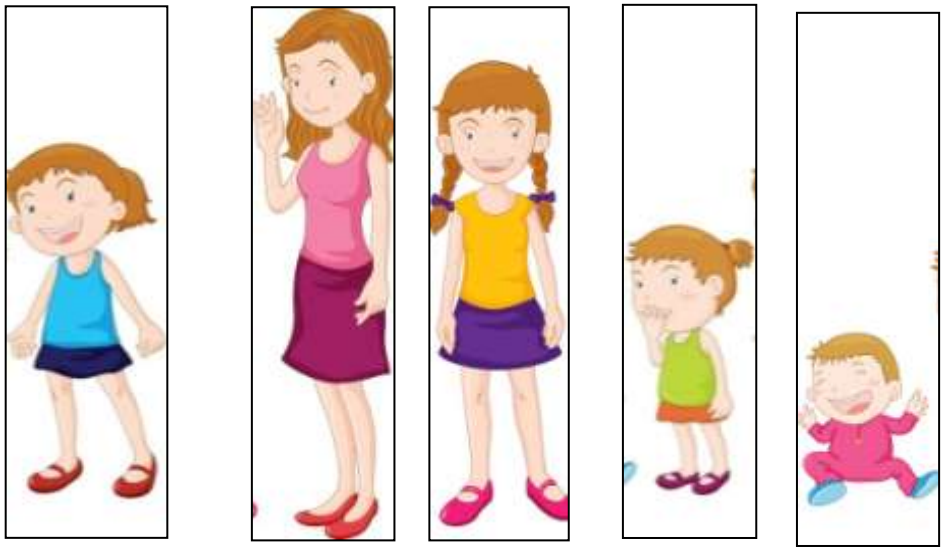
5. Finding the Dry Leaves



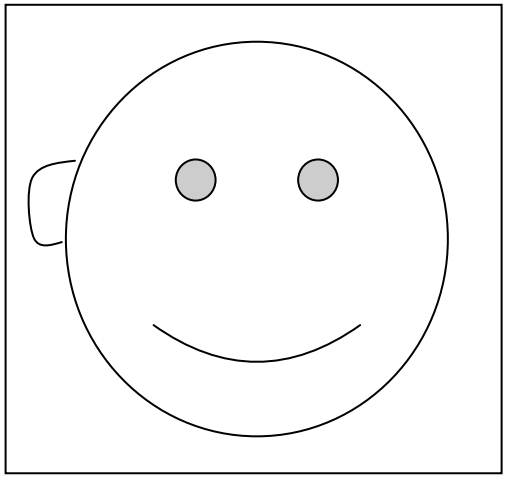
III. VISUAL ANALYSIS

1. Sequencing Pictures in Correct Order

Could cut out as strips to be arranged in proper sequence in the space below
(or) if children are able could be numbered under



2. Finding / Drawing the Missing Part



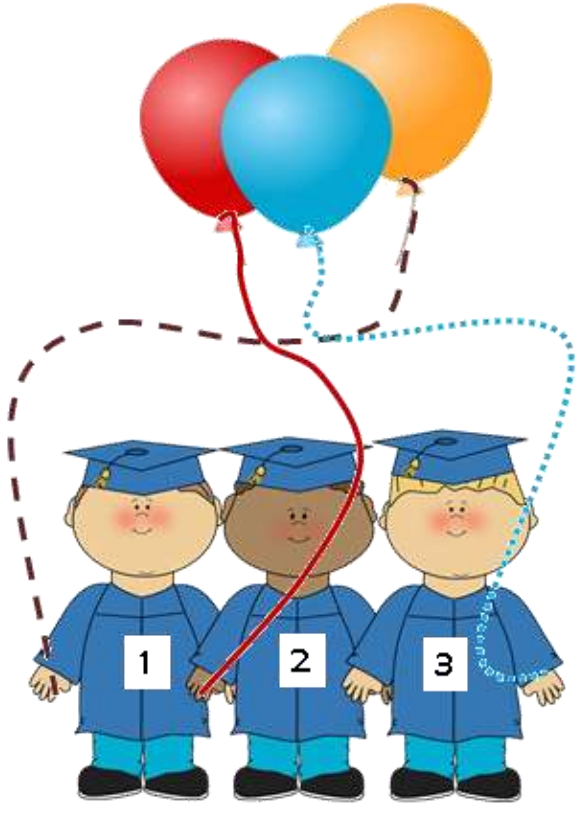
3. Finding the Mistake in the Picture

4. Matching Relevant Pictures

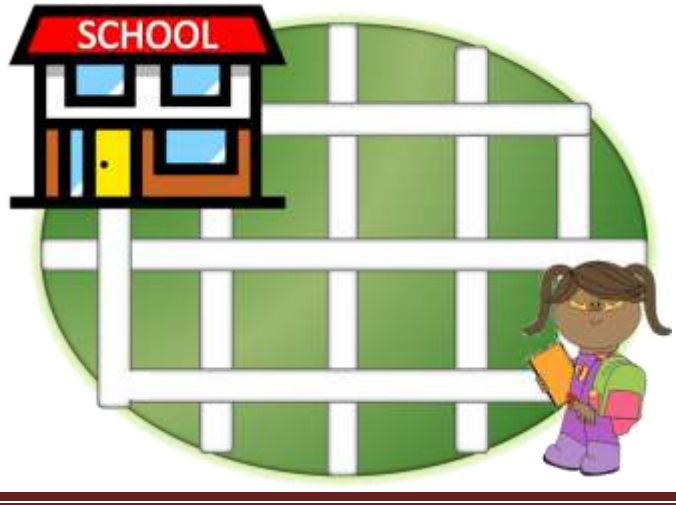
5. Identifying Shadow of Picture

IV. VISUAL TRACKING

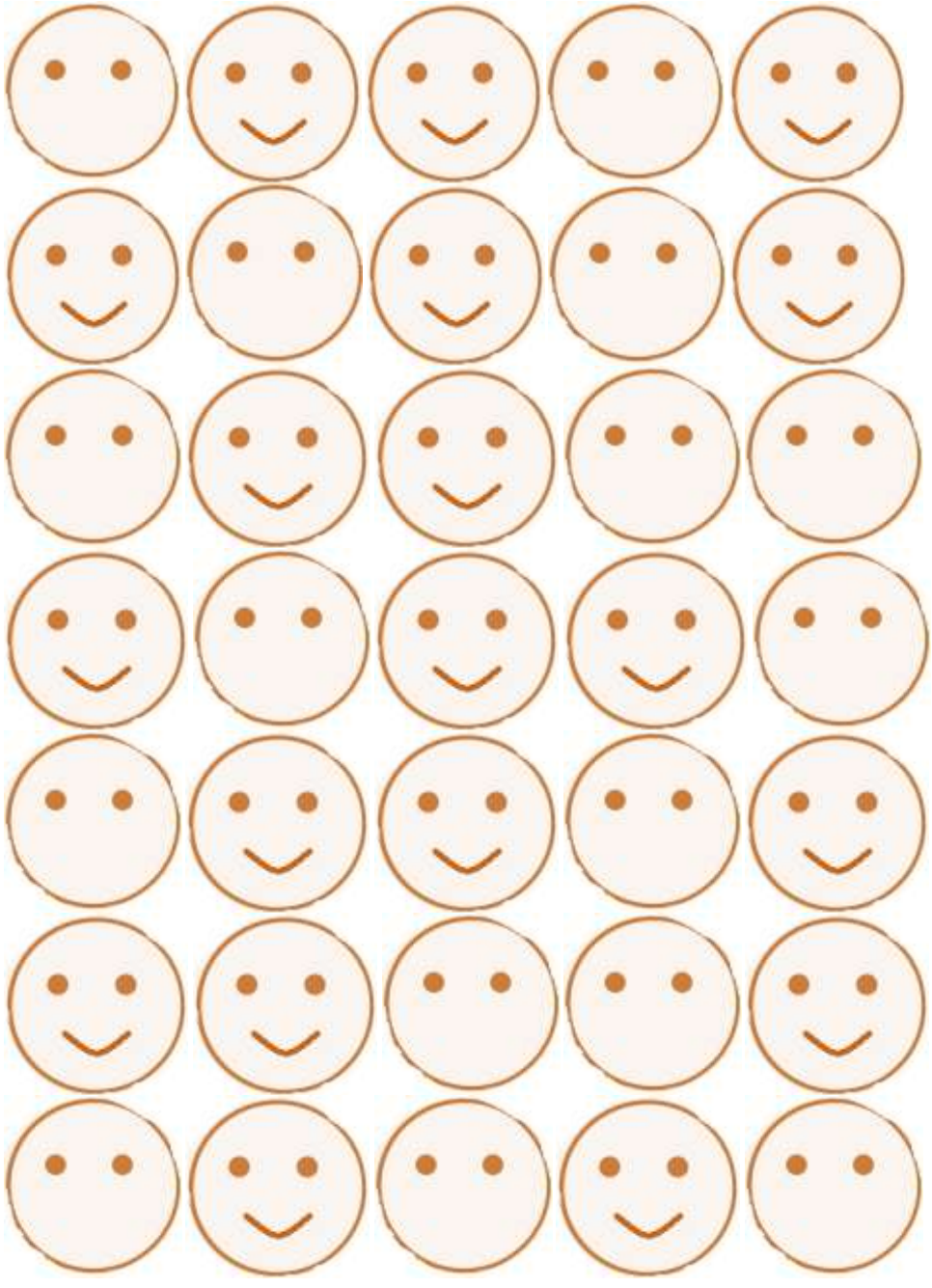
1. Visual Tracking (with lead – tracking the balloon by string to the child holding it)



2. Visual Tracking (finding way to school without lead)



3. Draw Smiles on the Faces Without Mouth



V. IDENTIFICATION OF LETTERS & SIGHT-WORDS

1. Circling 'b' among the Letters Below

d d b d d b d d d b d b d d b b d d b b

2. Matching Letter to Letter

A	*r*
G	*q*
L	*a*
R	*g*
Q	*l*

3. Identifying Similar Cluster of Letters

run	nur	urn	rnu	run
pqft	pftq	pqft	qpft	pqtf
bdmw	bdmw	dwmb	mwbd	mbwd

4. Matching Letters to Words Beginning with those Letters

t	**net**
f	**tan**
n	**fan**
h	**hen**

5. Matching Animals with Cries (Grapheme-Phoneme / Letter-to-Sound Association)

zzzzzzz....

moooo....

cock...cock

bow..bow..

6. Matching Picture to Name

EAR

BANANA

RAIN

FLOWER

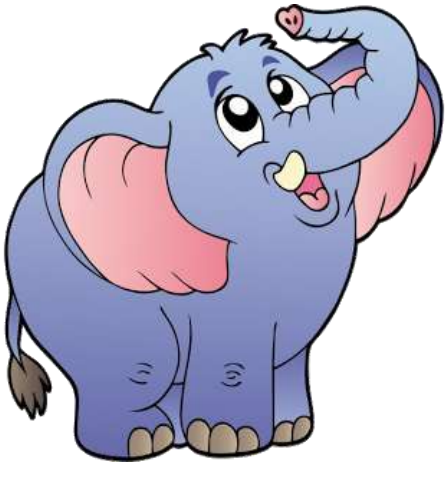
BAG

7. Identifying Name of Self from Assorted Cards with Names / Words (5 cards to be arranged in the blank space below or any other flat surface)

VI. VISUAL MEMORY

1. Remembering Simultaneously Presented Visual Items (turn the page after viewing the picture

2. Marking the Pictures of the Animals Seen in the Previous Page



SCORING KEY

SECTION A: PRE-READING SKILLS

I. VISUAL IDENTIFICATION TASKS

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Matching of similar pictures	1x5=5	
2.	Identifying matching lines & shapes	1x5=5	
3.	Identifying named pictures (the target words are – star, teacher, mountain, hospital & bedroom – which are to be called out at random)	1x5=5	
4.	Identifying part of the picture (illustrated separately)	1x1=1	
5.	Identifying named parts of the picture (the targets are – • Any 2 of the fully visible images – dog, ball, car & clown • Any 2 of the partly visible images – horse, plane, duck, balloon/block)	1x4=4	
	Total	20	

II. VISUAL DISCRIMINATION

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Finding missing items in the picture on the right	2x1=2	
2.	Finding missing shape in the pattern below	1x1=1	
3.	Finding the fruits	2x2=2	
4.	Finding the odd cat	1x1=1	
5.	Finding dry leaves	1x4=4	
	Total	10	

III. VISUAL ANALYSIS

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Sequencing pictures in correct order (Score: 2 – Fully Correct; 1 – Partly Correct with 1 error/ with Prompting; 0 – More than 1 error/ excessive assistance)	2	
2.	Finding/ drawing the missing part	1x1=1	
3.	Finding the mistake in the picture	1x1=1	
4.	Matching relevant pictures	1x5=5	
5.	Identifying shadow of picture	1x1=1	
	Total	10	

Key for sequencing pictures in correct order:

IV. VISUAL TRACKING

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Visual tracking with lead – balloon by string to the child holding it	3x1=3	
2.	Visual tracking without lead – girl to school (Score: 2 – correct at first independent attempt; 1 – connected in the 2nd trial or with prompt; 0 – correct or incorrect after 3rd attempt & with excessive assistance)	2x1=2	
3.	Draw Smiles on the faces without mouth (Score: ¼ mark for every mouth drawn in vacant face + 1 mark if child follows proper sequence → Left to Right & Top to Bottom (or) ½ mark if child follows any one of the order (or) 0 if child fills in at random. Please note that legible or neat drawing is not awarded any marks)	(¼x16=)4+1 =5	
	Total	10	

V. IDENTFICATION OF LETTERS & SIGHT-WORD IDENTIFICATION

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Identifying given letter in sequence of letters	¼x8=2	
2.	Matching letters (small with capitals or letters of different fonts)	½x5=2½	
3.	Identifying similar cluster of letters	½x3=1½	
4.	Matching letters to words beginning with them	1x4=4	
5.	Matching animal cries (grapheme-phoneme)	1x4=4	
6.	Matching names of objects with pictures	1x1=1	
7.	Identifying name of self from assorted set of name \ word cards	1x5=5	
	Total	20	

VI. VISUAL MEMORY

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Simultaneous memory for pictures seen (1x3 marks for each correct recall & 1x2 marks for every faulty stimuli skipped)	1x5=5	

SECTION A: PRE-READING SKILLS – VERSION 1
SUMMARY OF SCORES

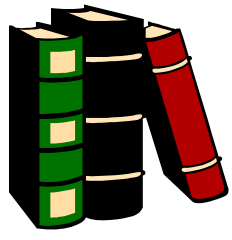
S. No.	Sub-Section	Max. Score	Score Obtained	%
1.	Visual Identification	20		
2.	Visual Discrimination	10		
3.	Visual Analysis	10		
4.	Visual Motor Tracking	10		
5.	Identification of Letters & Sight-Reading	20		
6.	Visual Memory	05		
	Section Total	**75**		

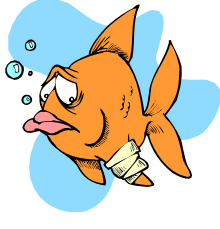
SECTION A

PRE-READING SKILLS
Version 2

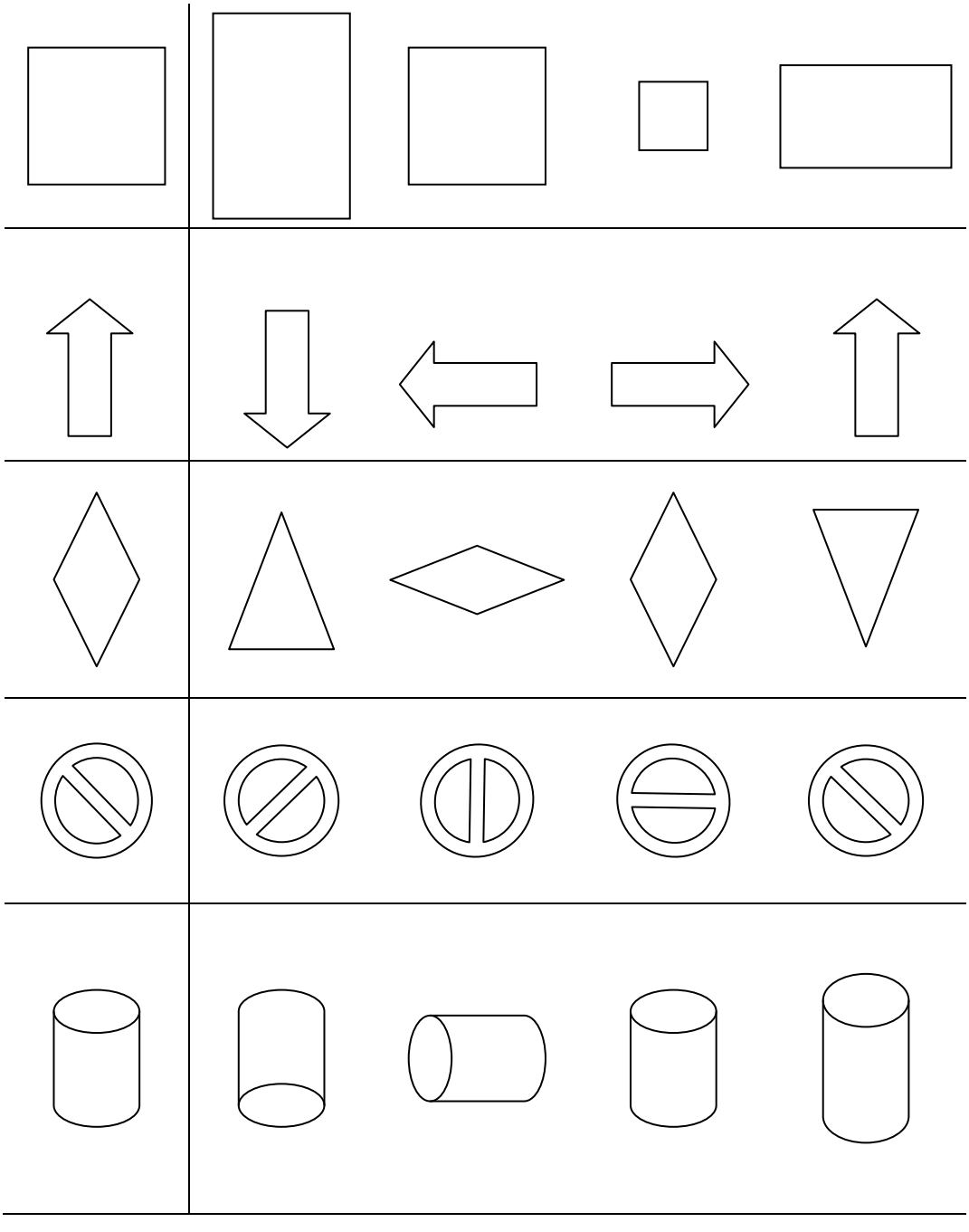
I. VISUAL IDENTIFICATION TASKS

1. Matching of Similar Pictures

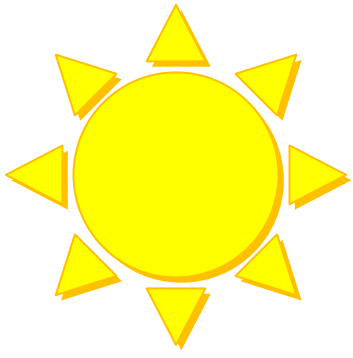




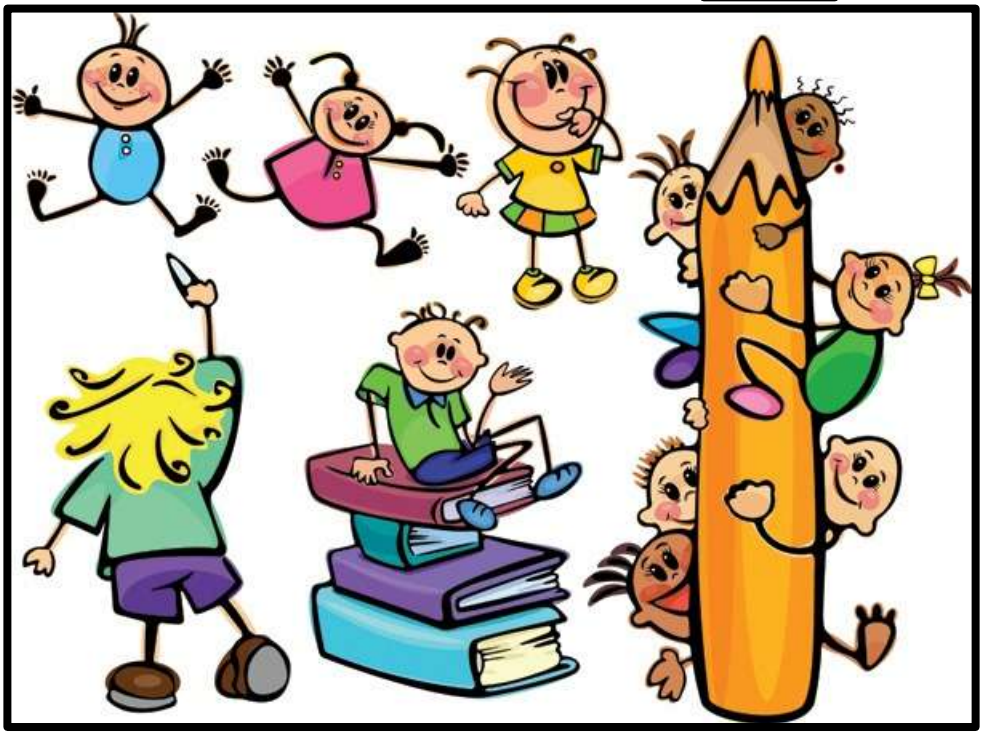
3. Identifying Matching Lines & Shapes



4. Identifying Named Pictures



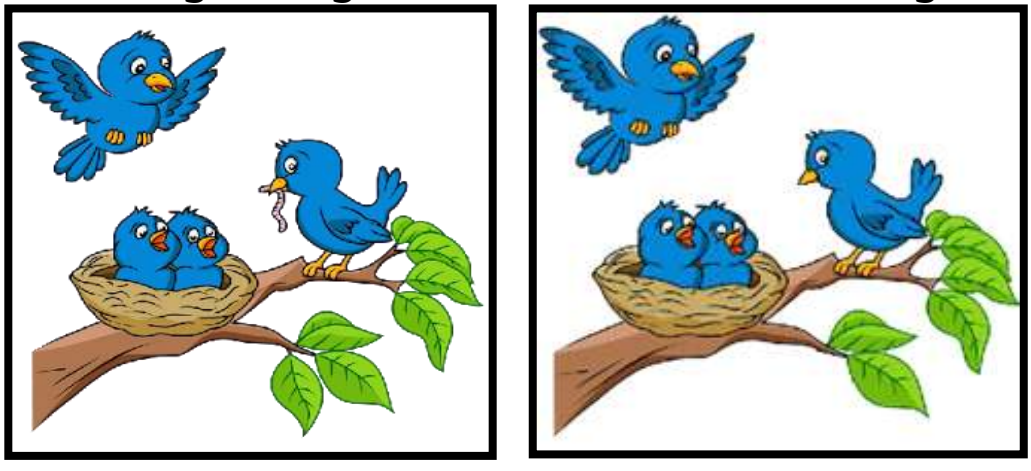
5. Identifying Part in the Picture



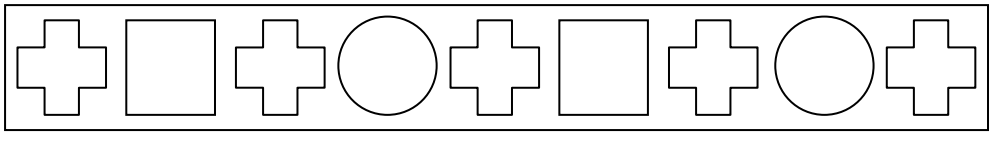
6. Identifying Named Part of the Picture

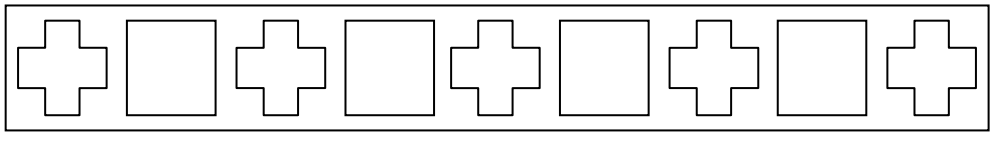
II. VISUAL DISCRIMINATION

1. Finding Missing Items in the Picture on the Right



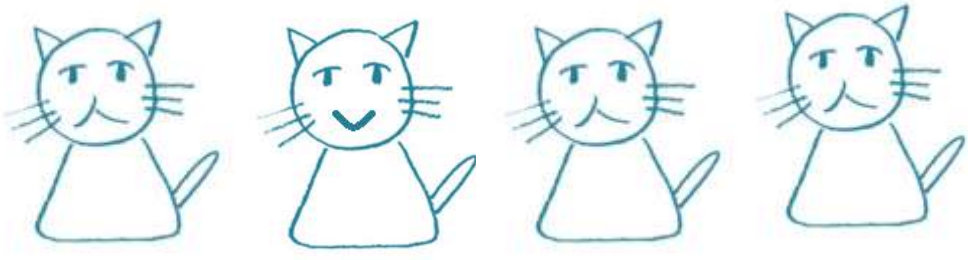
2. Finding the Shape Missing in the Pattern Below



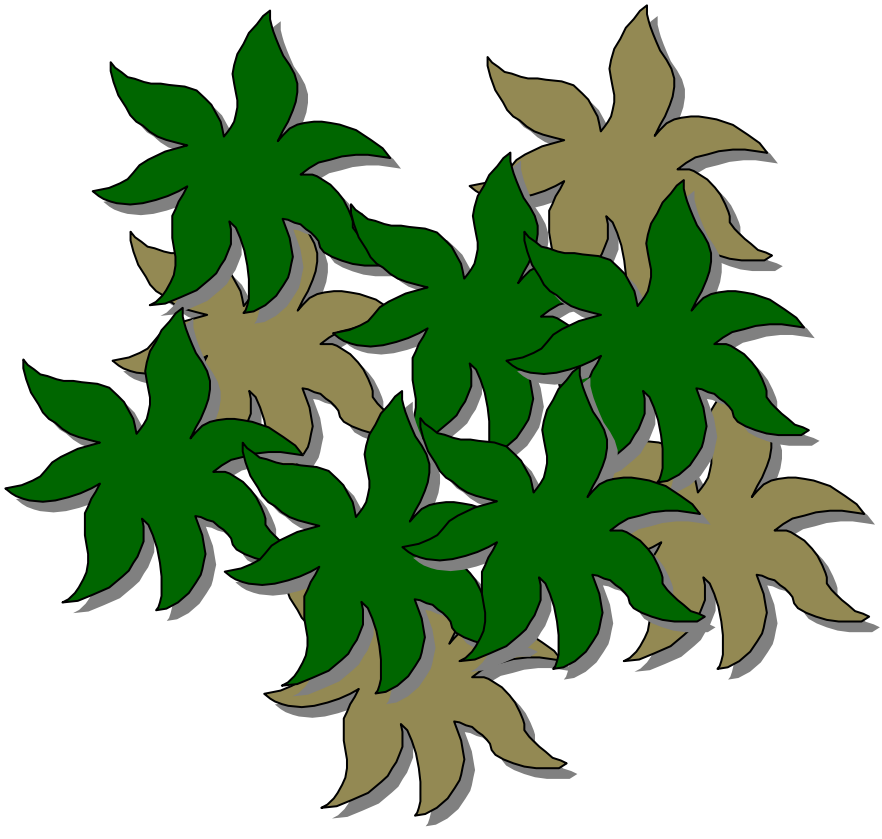


3. Finding the Vegetables

4. Finding the Odd One Out



5. Finding the Dry Leaves



III. VISUAL ANALYSIS

1. Sequencing Pictures in Correct Order

Could cut out as strips to be arranged in proper sequence in the space below
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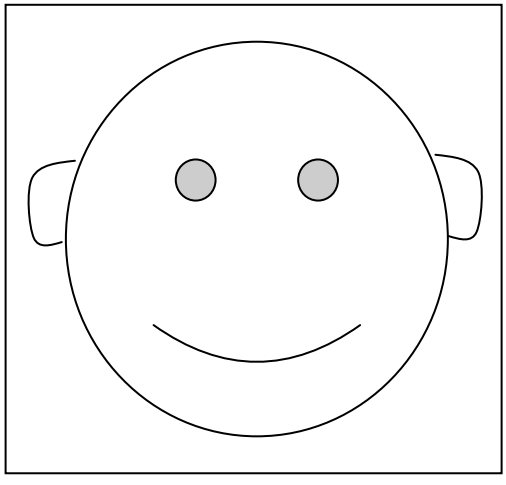
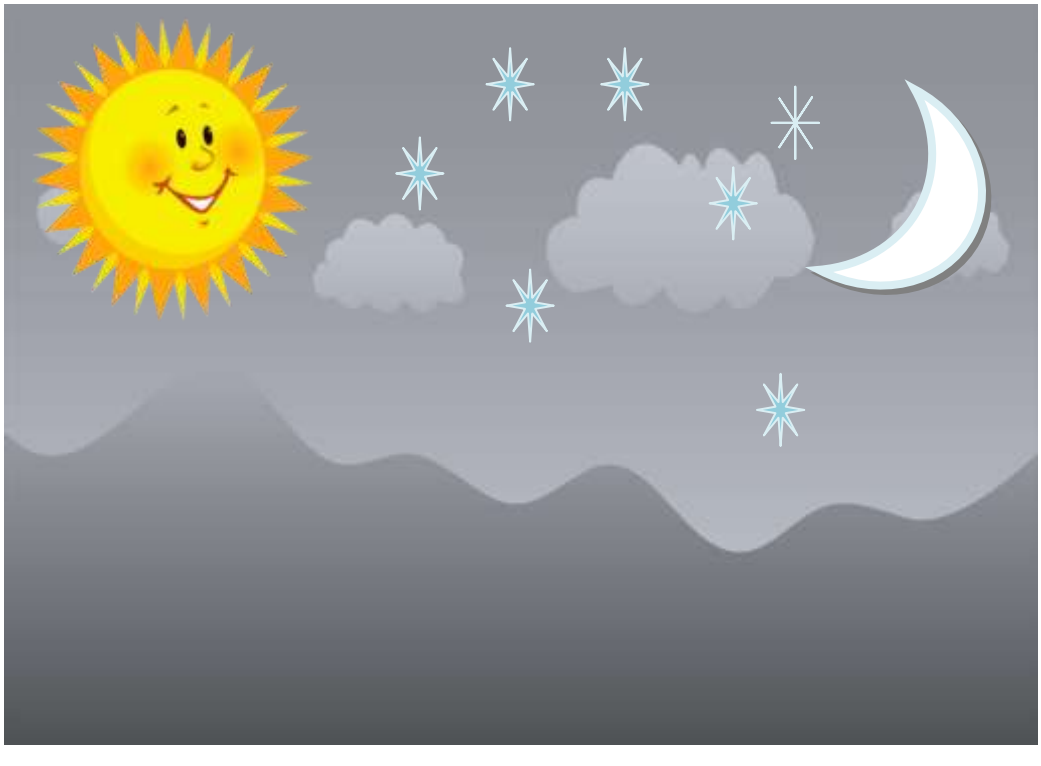
2. Finding / Drawing the Missing Part

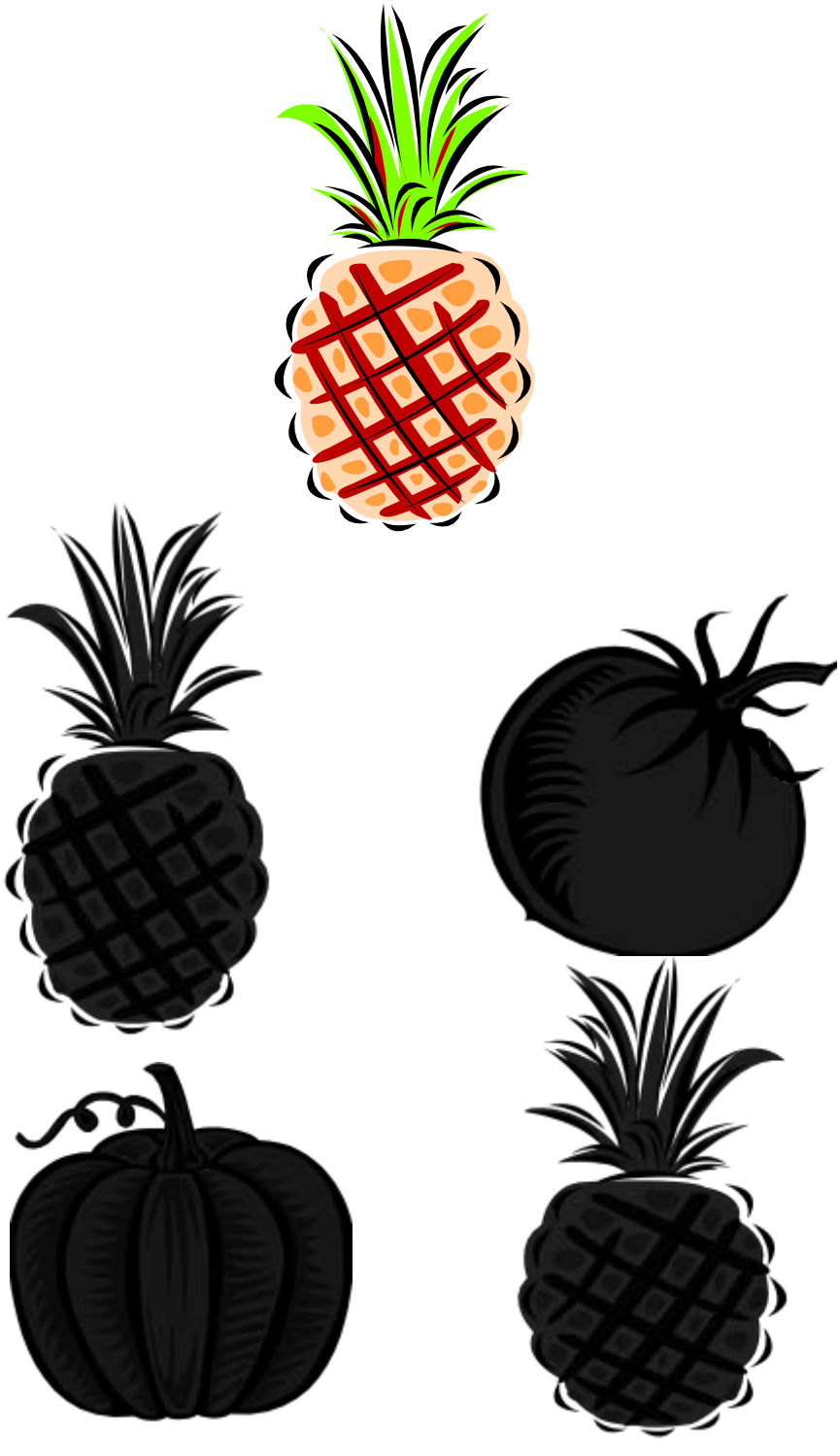


3. Finding the Mistake in the Picture



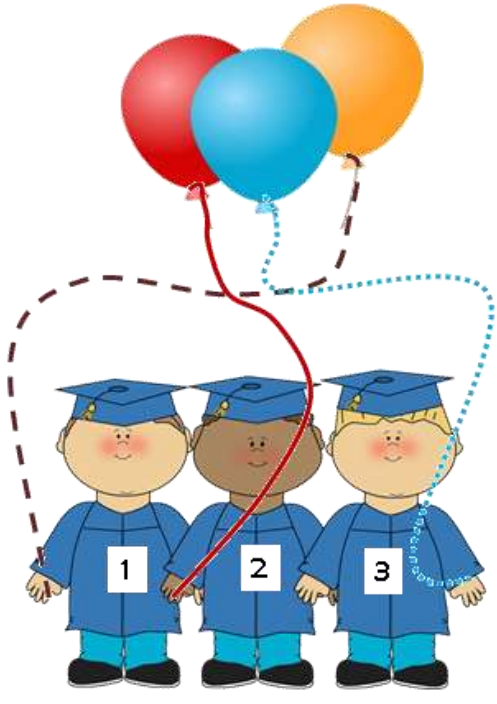
4. Matching Relevant Pictures

5. Identifying Shadow of Picture

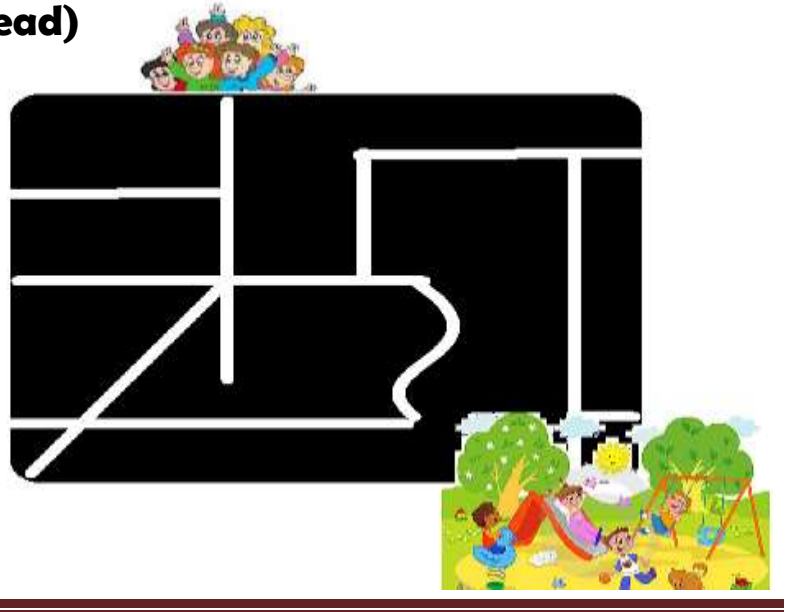


IV. VISUAL TRACKING

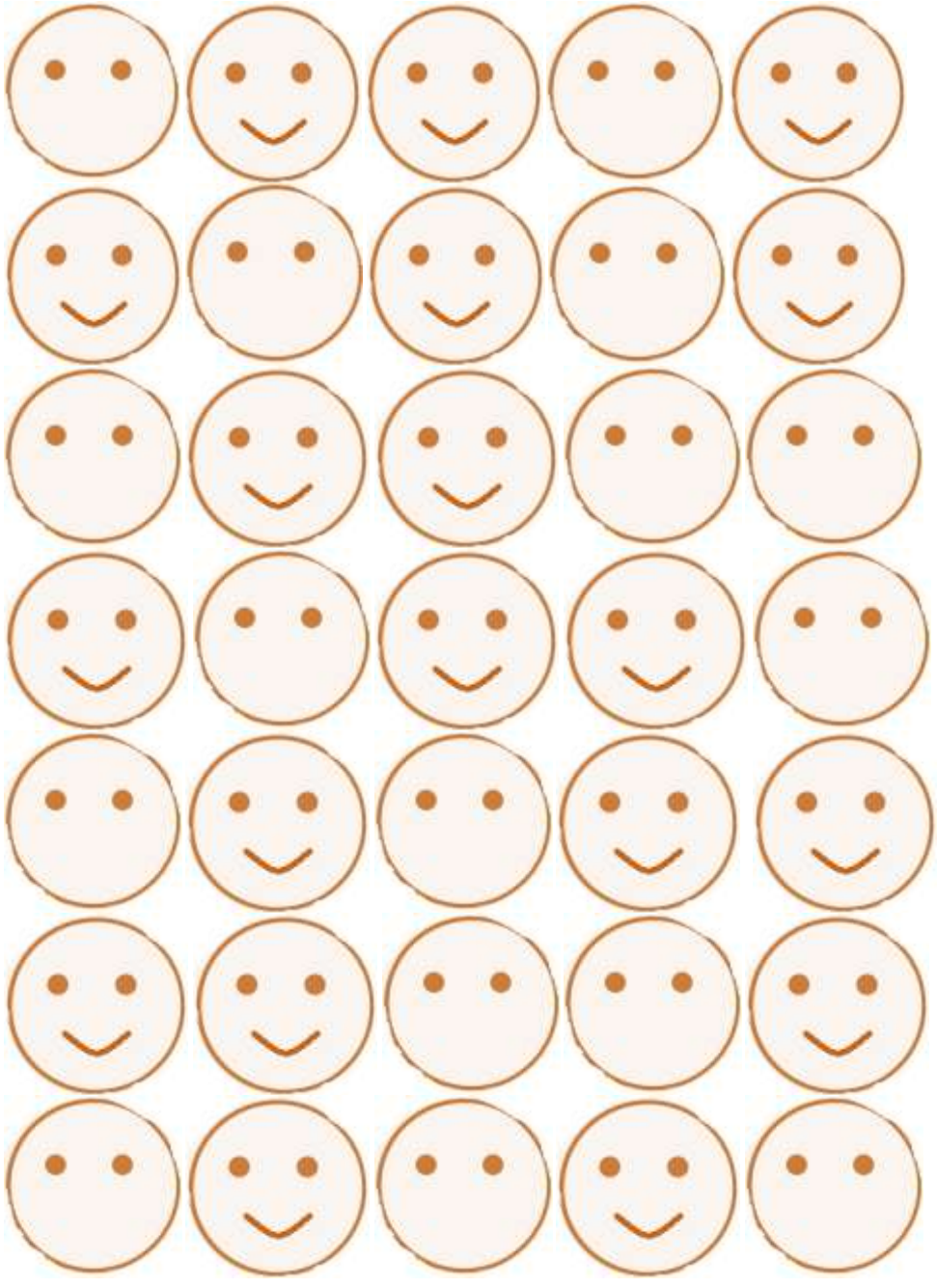
1. Visual Tracking (with lead – tracking the balloon by string to the child holding it)



2. Visual Tracking (finding way to playground without lead)



3. Draw Smiles on the Faces Without Mouth



V. IDENTIFICATION OF LETTERS & SIGHT-WORDS

1. Circling 'q' among the Letters Below

q p p q q p p q q p p q p p q p p p q p

2. Matching Letter to Letter

M	f
G	w
T	m
F	g
W	t

3. Identifying Similar Cluster of Letters

fat	taf	aft	fat	fta
unpq	pnuq	pnqu	qpun	unpq
bdmw	bdmw	dwmb	mwbd	mbwd

4. Matching Letters to Words Beginning with those Letters

t	**wake**
f	**take**
w	**fake**
m	**make**

5. Matching Animals with Cries (Grapheme-Phoneme / Letter-to-Sound Association)

zzzzzzz....

moooo....

caw...caw

meow...

6. Matching Picture to Name

HAND

TREE

MANGO

CLOUD

BALL

7. Identifying Name of Self from Assorted Cards with Names / Words (5 cards to be arranged in the blank space below or any other flat surface)

VI. VISUAL MEMORY

3. Remembering Simultaneously Presented Visual Items (turn the page after viewing the picture below for 30 seconds)

4. Marking the Pictures of the Animals Seen in the Previous Page

SCORING KEY

SECTION A: PRE-READING SKILLS

I. VISUAL IDENTIFICATION TASKS

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Matching of similar pictures	1x5=5	
2.	Identifying matching lines & shapes	1x5=5	
3.	Identifying named pictures (the target words are – sun, doctor, river/sea, school/classroom & dining room – which are to be called out at random)	1x5=5	
4.	Identifying part of the picture (illustrated separately)	1x1=1	
5.	Identifying named parts of the picture (the targets are – • Any 2 of the fully visible images – dog, ball, car & clown • Any 2 of the partly visible images – horse, plane, duck, balloon/block)	1x4=4	
	Total	20	

II. VISUAL DISCRIMINATION

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Finding missing items in the picture on the right	2x1=2	
2.	Finding missing shape in the pattern below	1x1=1	
3.	Finding the vegetables	2x2=2	
4.	Finding the odd cat	1x1=1	
5.	Finding dry leaves	1x4=4	
	Total	10	

III. VISUAL ANALYSIS

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Sequencing pictures in correct order (Score: 2 – Fully Correct; 1 – Partly Correct with 1 error/ with Prompting; 0 – More than 1 error/ excessive assistance)	2	
2.	Finding/ drawing the missing part	1x1=1	
3.	Finding the mistake in the picture	1x1=1	
4.	Matching relevant pictures	1x5=5	
5.	Identifying shadow of picture	1x1=1	
	Total	10	

Key for sequencing pictures in correct order:

IV. VISUAL TRACKING

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Visual tracking with lead – balloon by string to the child holding it	3x1=3	
2.	Visual tracking without lead – children to playground (Score: 2 – correct at first independent attempt; 1 – connected in the 2nd trial or with prompt; 0 – correct or incorrect after 3rd attempt & with excessive assistance)	2x1=2	
3.	Draw Smiles on the faces without mouth (Score: ¼ mark for every mouth drawn in vacant face + 1 mark if child follows proper sequence → Left to Right & Top to Bottom (or) ½ mark if child follows any one of the order (or) 0 if child fills in at random. Please note that legible or neat drawing is not awarded any marks)	(¼x16=)4+1 =5	
	Total	10	

V. IDENTFICATION OF LETTERS & SIGHT-WORDS

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Identifying given letter in sequence of letters	¼x8=2	
2.	Matching letters (small with capitals or letters of different fonts)	½x5=2½	
3.	Identifying similar cluster of letters	½x3=1½	
4.	Matching letters to words beginning with them	1x4=4	
5.	Matching animal cries (grapheme-phoneme)	1x4=4	
6.	Matching names of objects with pictures	1x1=1	
7.	Identifying name of self from assorted set of name \ word cards	1x5=5	
	Total	20	

VI. VISUAL MEMORY

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Simultaneous memory for pictures seen (1x3 marks for each correct recall & 1x2 marks for every faulty stimuli skipped)	1x5=5	

SECTION A: PRE-READING SKILLS – VERSION 2
SUMMARY OF SCORES

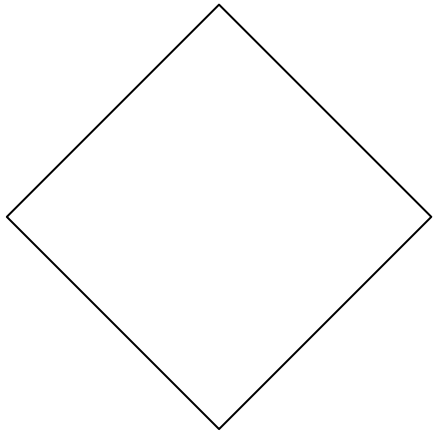
S. No.	Sub-Section	Max. Score	Score Obtained	%
1.	Visual Identification	20		
2.	Visual Discrimination	10		
3.	Visual Analysis	10		
4.	Visual Motor Tracking	10		
5.	Identification of Letters & Sight-Reading	20		
6.	Visual Memory	05		
	Section Total	**75**		

SECTION B

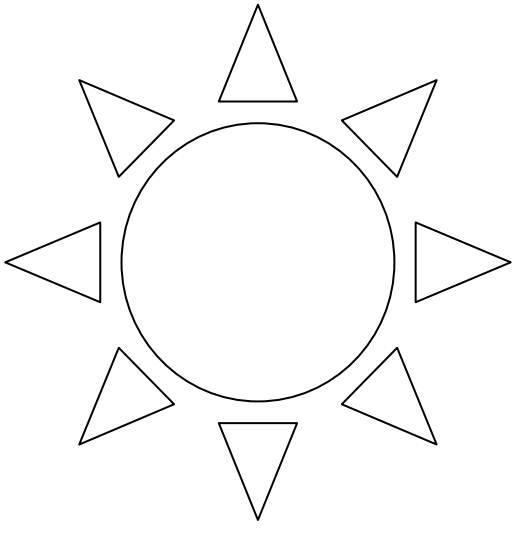
PRE-WRITING SKILLS
Version 1

I. COLOURING ACTIVITIES

1. Colouring Shapes (using any colour of child's choice):



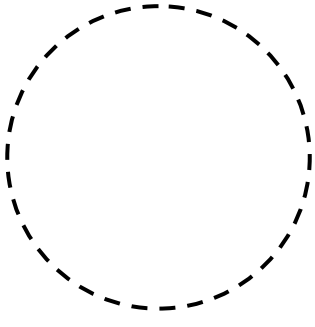
2. Colouring Objects (using appropriate colour):

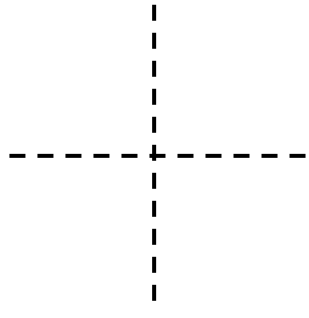


II. TRACING ACTIVITIES

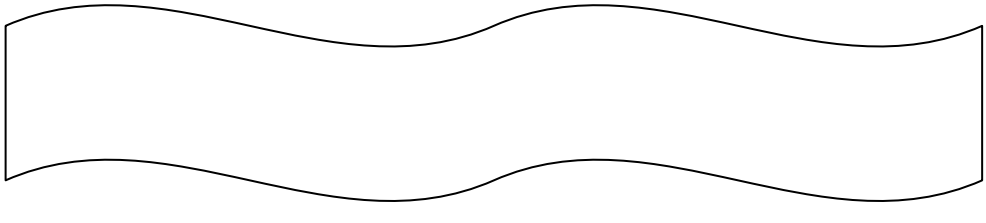
1. Drawing Over Line / Shape / Pattern

2. Drawing Over Dotted Lines





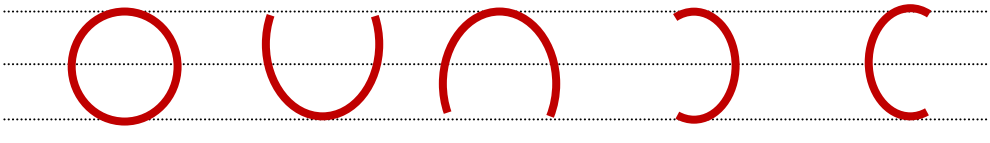
3. Drawing within the Boundaries (Tester may demonstrate drawing a single curved line within the frame without touching the borders)



III. COPY WRITING TASKS

1. Copying Straight Lines

2. Copying Curved Lines/ Shapes



IV. INDEPENDENT WRITING TASKS

1. **Drawing Any One Line (sleeping/standing/ slanting) Called out by the Tester**

2. **Drawing Any One Shape (rectangle/circle/triangle) Called out by the Tester**

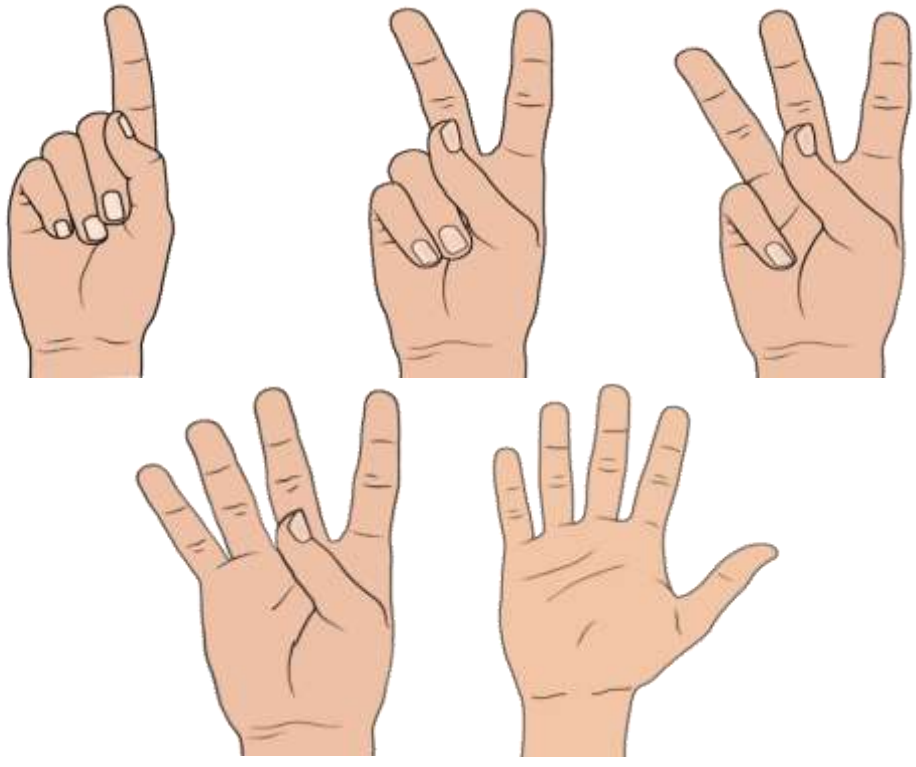
3. **Drawing Lines of Comparative Length or Height (short & long/tall line)**

4. **Drawing Shapes of Comparative Sizes (small & big circles)**

5. **Writing an Alphabet (A to Z – capitals or small, whichever the child is familiar with) Called out by the Tester**

V. MEMORY FOR VIUSAL-MOTOR TASKS

Recalling & Imitating in Correct Order the Single-Handed Finger Counts Demonstrated by the Tester (ease of children tested in forming the hand shapes used in finger counting as illustrated below has to be verified before conducting the test)



1. **Demonstration by tester single-hand finger count of any three random numbers within 5**

2. **Demonstration by tester single-hand finger count of any four random numbers within 5**

SCORING KEY

SECTION B: PRE-WRITING SKILLS

I. COLOURING ACTIVITIES

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Colouring shape (Score: ½ mark for neat strokes within boundary + ½ mark for complete coverage of shape with neat strokes)	1x1=1	
2.	Colouring objects (Score: ½ mark each for neat colouring & choice of appropriate colour)	1x2=2	
	Total	3	

II. TRACING ACTIVITIES

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Drawing over line / shape	½x2=1	
2.	Tracing over dotted lines	½x2=1	
3.	Drawing within boundaries (Scores: ½ mark for drawing line similar to the shape of the boundary + ½ mark for drawing line without touching the boundary)	1x1=1	
	Total	3	

III. COPY WRITING ACTIVITIES

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Copying straight lines	1x5=5	
2.	Copying curved lines	1x5=5	
	Total	10	

IV. INDEPENDENT WRITING TASKS

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Drawing any 1 line called out	1x1=1	
2.	Drawing any 1 shape called out	1x1-1	
3.	Drawing 2 lines of comparative length/ height	½x2=1	
4.	Drawing 2 shapes of comparative sizes	½x2=1	
5.	Writing any 2 letters called out	2x1=2	
	Total	6	

V. MEMORY FOR VISUAL-MOTOR TASKS

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Correct recall of 3 finger counts (¼ mark for each correct hand shape & ½ for at least 2 hand shapes in correct sequence)	¼+¼+¼+½=1.25	
2.	Correct recall of 4 finger counts (¼ mark for each correct hand shape & ¾ mark for at least 3 hand shapes in correct sequence)	¼+¼+¼+¼+½=1.75	
	Total	3	

SECTION B: PRE-WRITING SKILLS – VERSION 1
SUMMARY OF SCORES

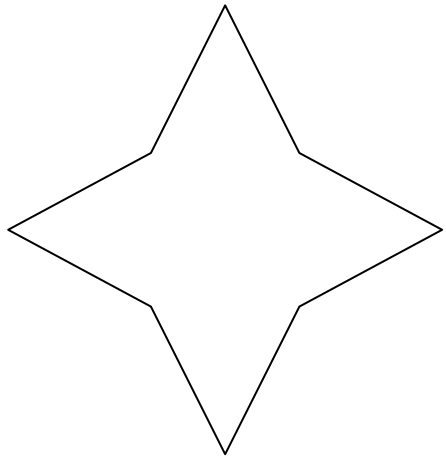
S. No.	Sub-Section	Max. Score	Score Obtained	%
1.	Colouring Activities	3		
2.	Tracing Activities	3		
3.	Copy Writing Tasks	10		
4.	Independent Writing Tasks	6		
5.	Memory for Visual-Motor Tasks	3		
	Section Total	**25**		

SECTION B

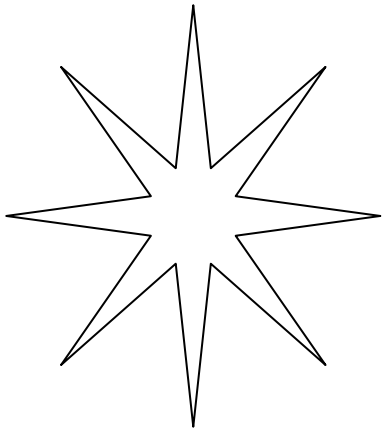
PRE-WRITING SKILLS
Version 2

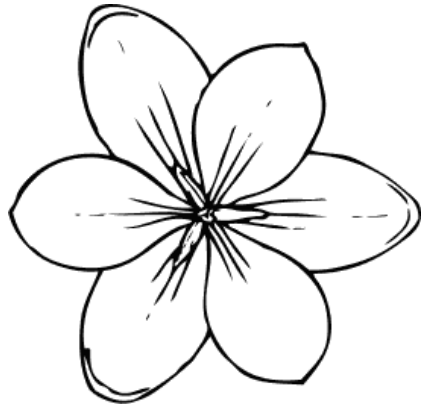
I. COLOURING ACTIVITIES

1. Colouring Shapes (using any colour of child's choice):



2. Colouring Objects (using appropriate colour):

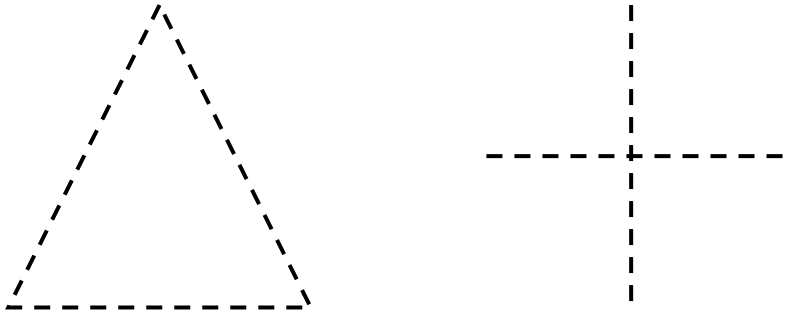




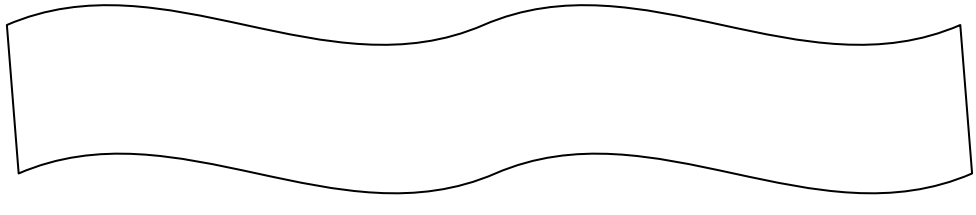
II. TRACING ACTIVITIES

1. Drawing Over Line / Shape / Pattern

2. Drawing Over Dotted Lines



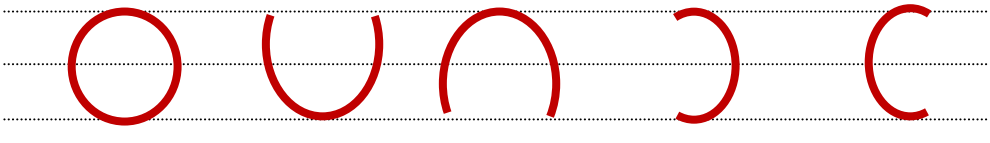
3. Drawing within the Boundaries (Tester may demonstrate drawing a single curved line within the frame without touching the borders)



III. COPY WRITING TASKS

1. Copying Straight Lines

2. Copying Curved Lines/ Shapes



IV. INDEPENDENT WRITING TASKS

1. **Drawing Any One Line (sleeping/standing/ slanting) Called out by the Tester**

2. **Drawing Any One Shape (rectangle/circle/triangle) Called out by the Tester**

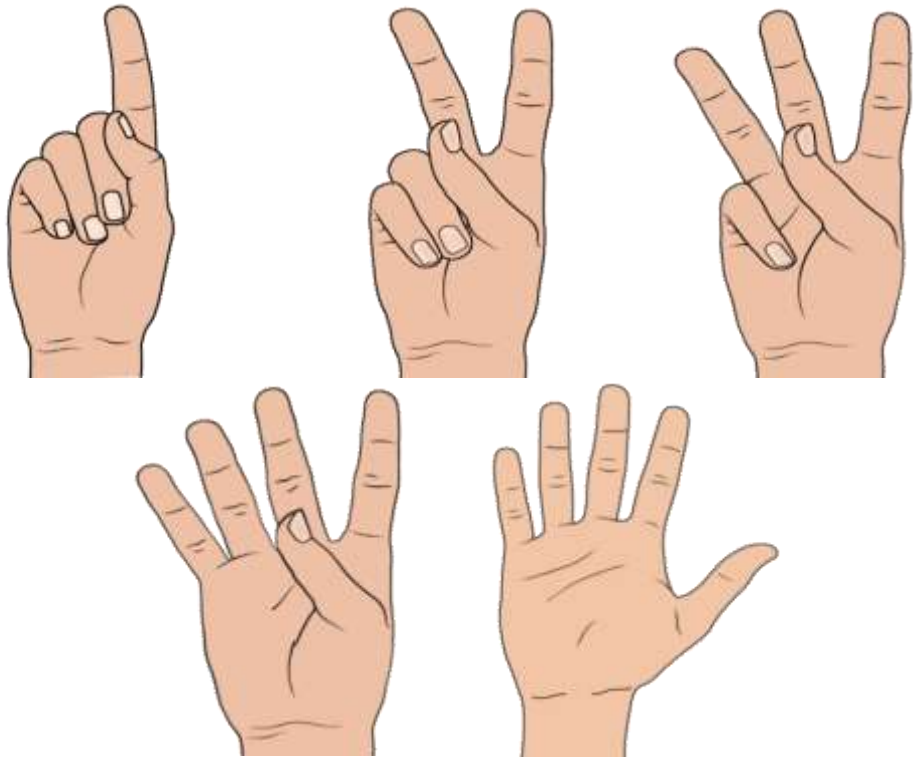
3. **Drawing Lines of Comparative Length or Height (short & long/tall line)**

4. **Drawing Shapes of Comparative Sizes (small & big circles)**

5. **Writing an Alphabet (A to Z – capitals or small, whichever the child is familiar with) Called out by the Tester**

V. MEMORY FOR VIUSAL-MOTOR TASKS

Recalling & Imitating in Correct Order the Single-Handed Finger Counts Demonstrated by the Tester (ease of children tested in forming the hand shapes used in finger counting as illustrated below has to be verified before conducting the test)



1. **Demonstration by tester single-hand finger count of any three random numbers within 5**

2. **Demonstration by tester single-hand finger count of any four random numbers within 5**

SCORING KEY

SECTION B: PRE-WRITING SKILLS

I. COLOURING ACTIVITIES

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Colouring shape (Score: ½ mark for neat strokes within boundary + ½ mark for complete coverage of shape with neat strokes)	1x1=1	
2.	Colouring objects (Score: ½ mark each for neat colouring & choice of appropriate colour)	1x2=2	
	Total	3	

II. TRACING ACTIVITIES

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Drawing over line / shape	½x2=1	
2.	Tracing over dotted lines	½x2=1	
3.	Drawing within boundaries (Scores: ½ mark for drawing line similar to the shape of the boundary + ½ mark for drawing line without touching the boundary)	1x1=1	
	Total	3	

III. COPY WRITING ACTIVITIES

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Copying straight lines	1x5=5	
2.	Copying curved lines	1x5=5	
	Total	10	

IV. INDEPENDENT WRITING TASKS

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Drawing any 1 line called out	1x1=1	
2.	Drawing any 1 shape called out	1x1-1	
3.	Drawing 2 lines of comparative length/ height	½x2=1	
4.	Drawing 2 shapes of comparative sizes	½x2=1	
5.	Writing any 2 letters called out	2x1=2	
	Total	6	

V. MEMORY FOR VISUAL-MOTOR TASKS

S. No.	Particulars of Test Items	Maximum Score	Score Obtained
1.	Correct recall of 3 finger counts (¼ mark for each correct hand shape & ½ for at least 2 hand shapes in correct sequence)	¼+¼+¼+½=1.25	
2.	Correct recall of 4 finger counts (¼ mark for each correct hand shape & ¾ mark for at least 3 hand shapes in correct sequence)	¼+¼+¼+¼+½=1.75	
	Total	3	

SECTION B: PRE-WRITING SKILLS – VERSION 2
SUMMARY OF SCORES

S. No.	Sub-Section	Max. Score	Score Obtained	%
1.	Colouring Activities	3		
2.	Tracing Activities	3		
3.	Copy Writing Tasks	10		
4.	Independent Writing Tasks	6		
5.	Memory for Visual-Motor Tasks	3		
	Section Total	**25**		

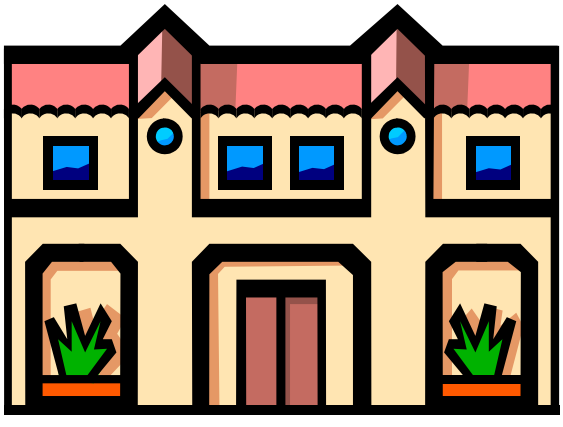
SECTION C

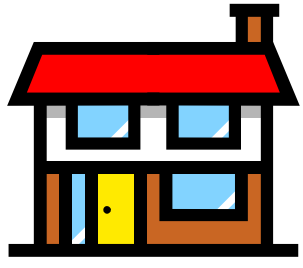
PRE-NUMBER SKILLS
Version 1

I. NON-NUMERICAL COMPARATIVE MEASUREMENT

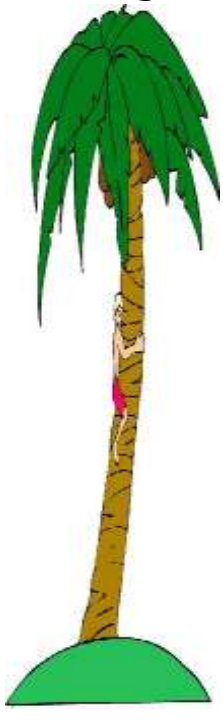
1. Pointing to the Small Ball

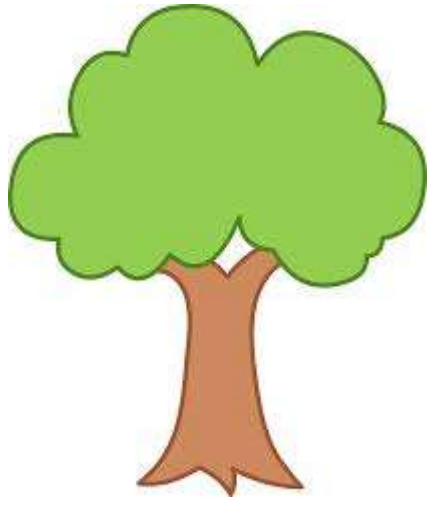
2. Pointing to the Big House





3. Pointing to the Short Tree





4. Pointing to the Tall Man

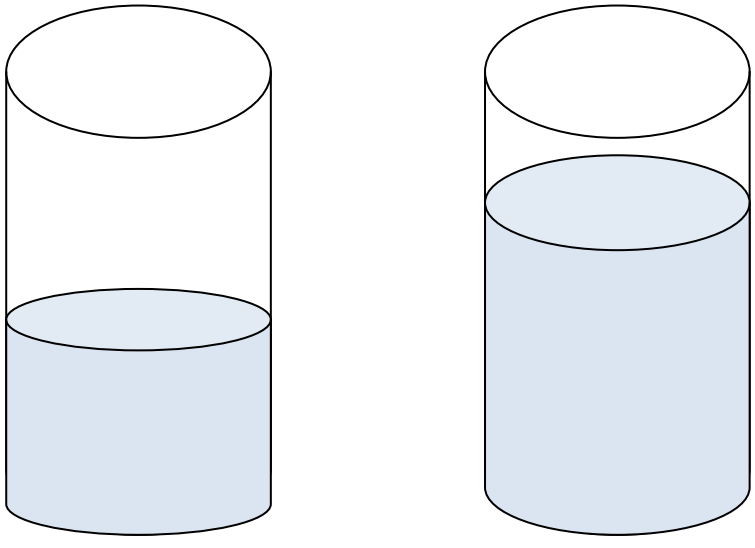
5. Pointing to the Short Pen

6. Pointing to the Long Feather

7. Pointing to the Light Object

8. Pointing to the Heavy Object

9. Pointing to the Glass with More Water



10. Pointing to the Plate with Less Rice

11. Pointing to the Bowl with More Eggs

12.Pointing to the Bunch with Few Balloons

II. IDENTIFICATION & SEQUENCING OF NUMBERS

1. Identifying the Number Called Out (3 numbers less than ten & 2 numbers more than ten)

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

2. Writing/ Arranging/ Calling Out the Numbers in Sequence

1 – 5 – 9 – 10 – 6 – 2 – 8 – 7 – 3 – 4

3. Filling in Missing Numbers

(a) 3, _____ , 5.

(b) 4 , _____ , _____.

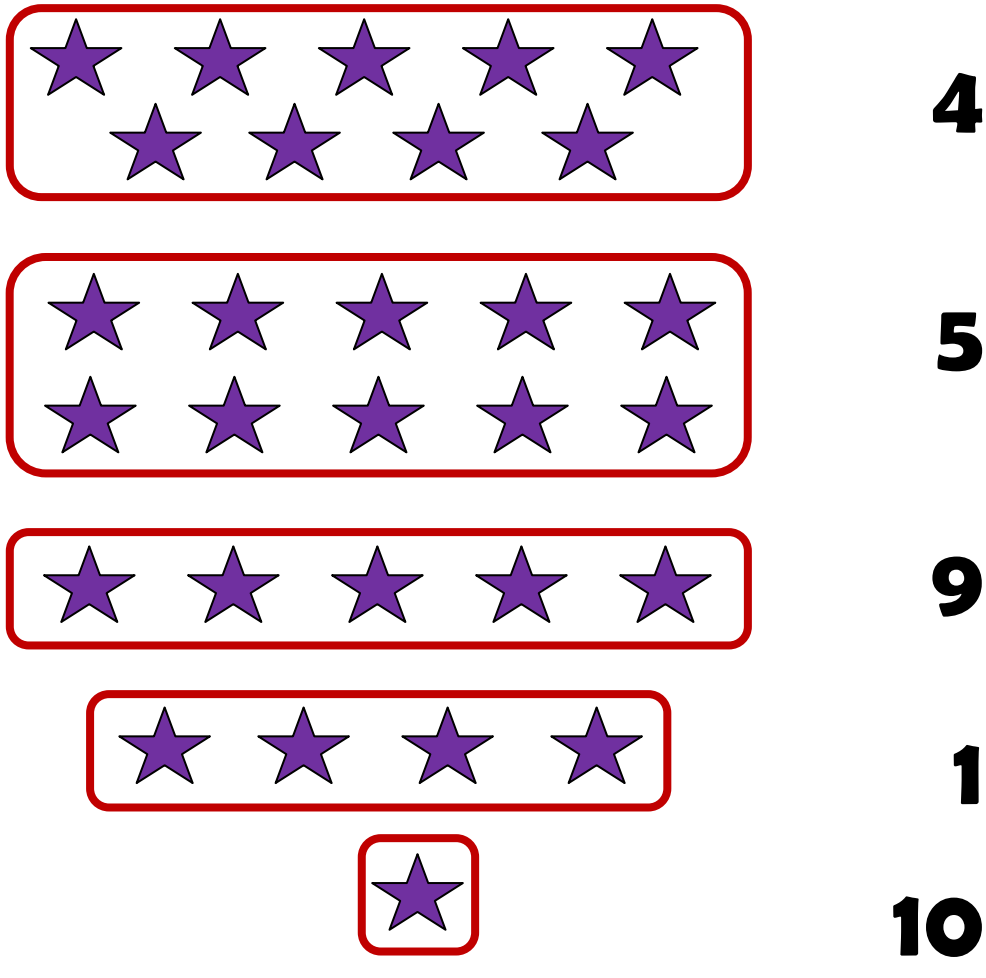
(c) _____ , 8 , _____.

4. Matching Number & Number Names

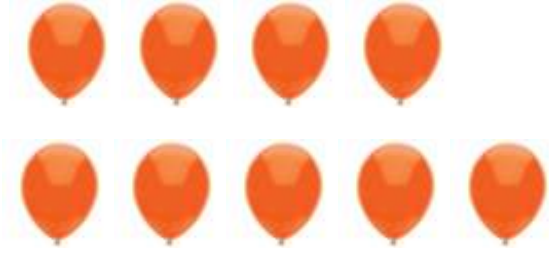
5	EIGHT
10	FOUR
4	FIVE
8	THREE
3	TEN

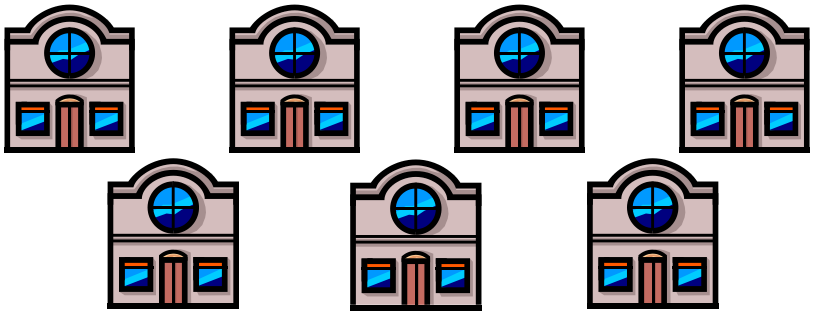
III. COUNTING & COMPARING NUMBERS

1. Matching the Numbers with the Stars



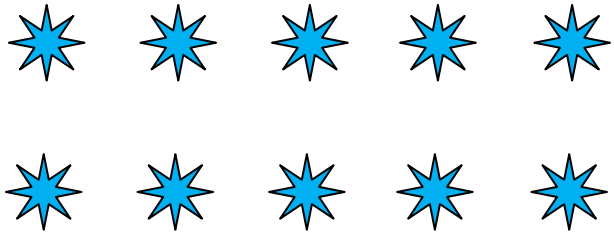
2. Counting the Objects & Writing the Numbers



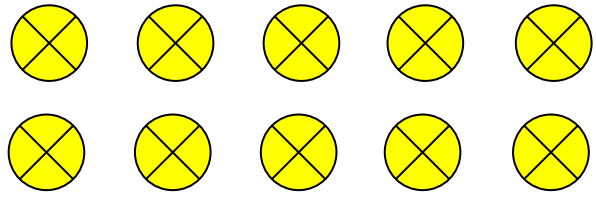


3. Counting / Marking Objects of Given Number

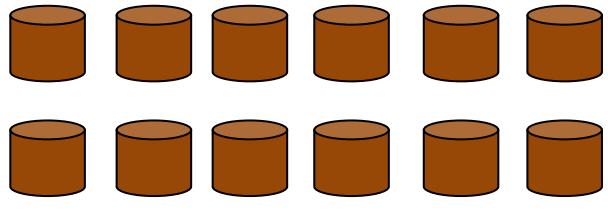
2 –



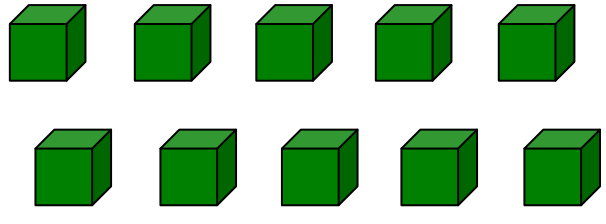
7 –



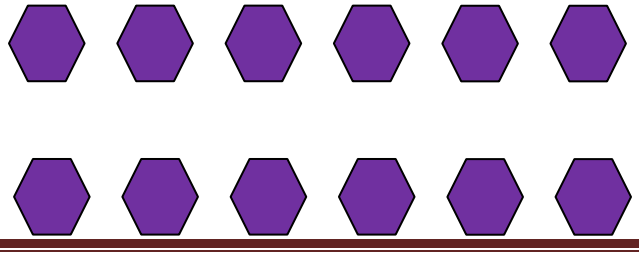
10 –



4 –



12 –



4. Circ ling Greater/ Bigger Numbers
(should indicate that both numbers are same in 5th item)

(a) 7 & 5

(b) 9 & 6

(c) 8 & 3

(d) 2 & 7

(e) 11 & 11

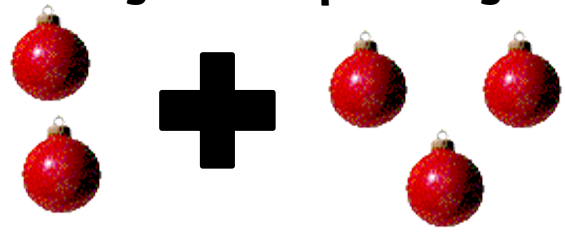
5. Repeating in Order Any 3 Numbers (within 10) Called Out at Random

6. Repeating Backwards in Order Any 2 Numbers (within 10) Called Out at Random

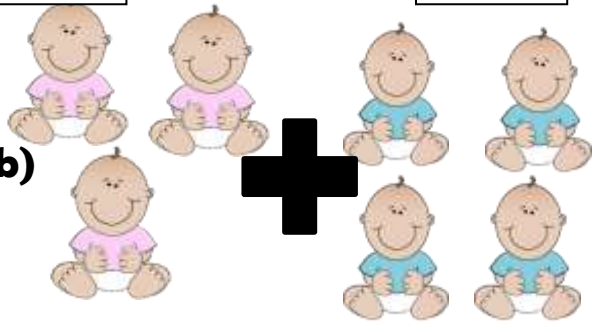
IV. OPERATIONS WITH NUMBERS

1. Adding with Help of Images

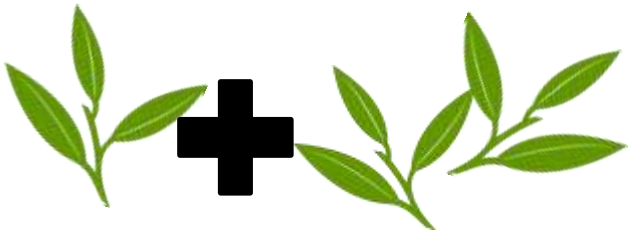
(a)



(b)



(c)

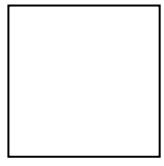


2. Subtracting with Help of Images

(a)

(b)

3. Adding Numbers
(with or without drawing objects/ finger counting)

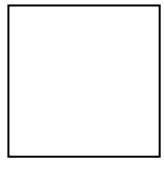
(a) 3 + 1 = 

(b)

```
   2
+  2
-------

-------
```

4. Subtracting Numbers
(with or without drawing objects/ finger counting)

(a) 2 — 1 = 

(b)

```
   3
—  2
-------

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```
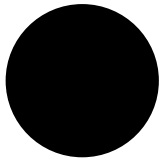
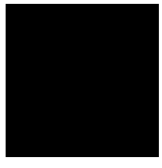
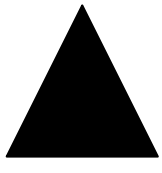

V. OTHERS

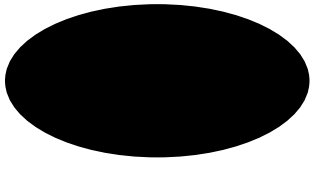
A. SHAPE CONCEPT

5. Matching Shape to the Object

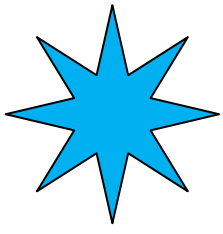


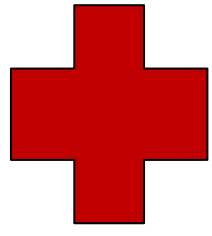


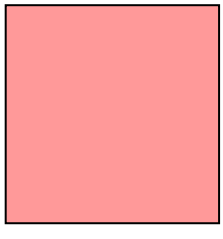


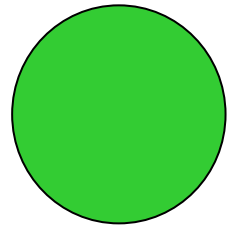


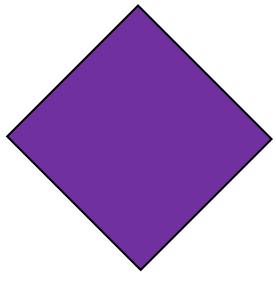
6. Identifying the Shapes Called Out (Any 2 out of Rectangle, Plus & Diamond) & Naming the Shapes Pointed to (Any 3 out of Circle, Square, Star, & Triangle)

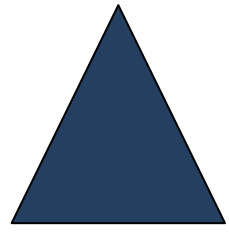


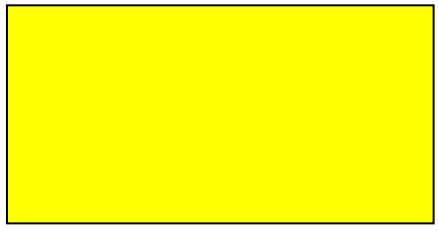












B. MONEY CONCEPT

1. Discriminating between Coins / Currencies & Pointing to Coin / Currency Called Out

C. TIME CONCEPT

1. Matching Part of the Day with Appropriate Activities

SCORING KEY

SECTION C: PRE-NUMBER SKILLS

I. NON-NUMERICAL COMPARATIVE MEASUREMENTS

S. No.	Particulars	Maximum Score	Score Obtained
1.	Pointing to the small ball	1x1=1	
2.	Pointing to the big house	1x1=1	
3.	Pointing to the short tree	1x1=1	
4.	Pointing to the tall man	1x1=1	
5.	Pointing to the short pen	1x1=1	
6.	Pointing to the long feather	1x1=1	
7.	Pointing to the light object	1x1=1	
8.	Pointing to the heavy object	1x1=1	
9.	Pointing to the glass with more milk	1x1=1	
10.	Pointing to the plate with less rice	1x1=1	
11.	Pointing to the bowl with more eggs	1x1=1	
12.	Pointing to the bunch with few balloons	1x1=1	
	Total	12	

II. IDENTIFYING & SEQUENCING NUMBERS

S. No.	Particulars	Maximum Score	Score Obtained
1.	Identification of numbers called out	1x5=5	
2.	Sequencing numbers	1x10=10	
3.	Filling in missing numbers	1x5=5	
4.	Matching numerals with number names	1x5=5	
	Total	25	

III. COUNTING & COMPARING NUMBERS

S. No.	Particulars	Maximum Score	Score Obtained
1.	Matching the numbers with the stars	1x5=5	
2.	Counting objects & writing numbers	1x5=5	
3.	Marking/ circling objects of given number	1x5=5	
4.	Circling Greater/ Bigger Numbers	1x5=5	
5.	Forward counting of random numbers	3x1=3	
6.	Backward counting of random numbers	2x1=2	
		25	

IV. OPERATIONS WITH NUMBERS

S. No.	Particulars	Maximum Score	Score Obtained
1.	Adding with help of images	2x3=6	
2.	Subtracting with help of images	2x2=4	
3.	Adding numbers	2x2=4	
4.	Subtracting numbers	2x2=4	
	Total	18	

V. OTHERS

S. No.	Particulars	Maximum Score	Score Obtained
A	**SHAPE CONCEPT**		
1.	Matching the shape with the object	1x3=3	
2.	Identifying named shapes (Score: 2 mark for spontaneous identification & 1 mark for identification with trials/ prompt)	2x2=4	
3.	Naming shapes	2x3=6	
B	**MONEY CONCEPT**		
4.	Identifying currency called out (Targets: Coin – Rs. 5 & Note – Rs.10; Score: 1 mark each for identification of correct denomination + 1 mark for identification of coin vs. note correctly)	2x2=4	
C	**TIME CONCEPT**		
5.	Match the part of the day with appropriate activities	1x3=3	
	Total	20	

SECTION C: PRE-NUMBER SKILLS – VERSION 1
SUMMARY OF SCORES

S. No.	Sub-Section	Max. Score	Score Obtained	%
1.	Non-Numerical Measurement	12		
2.	Identification & Sequencing of Numbers	25		
3.	Counting & Comparing Numbers	25		
4.	Operations with Numbers	18		
5.	Others: Money, Shape & Time Concept	20		
	Section Total	**100**		

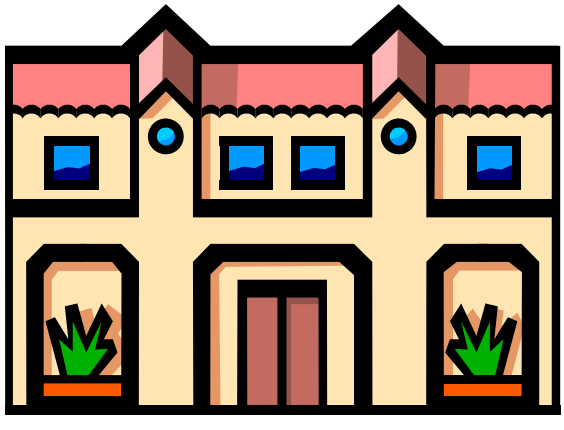
SECTION C

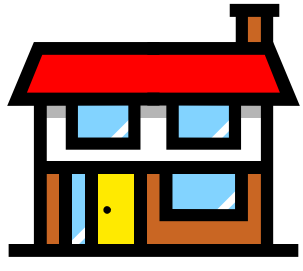
PRE-NUMBER SKILLS
Version 2

I. NON-NUMERICAL COMPARATIVE MEASUREMENT

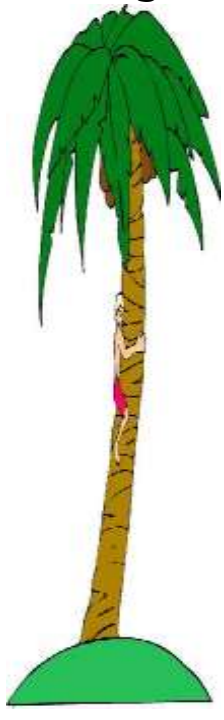
1. Pointing to the Big Ball

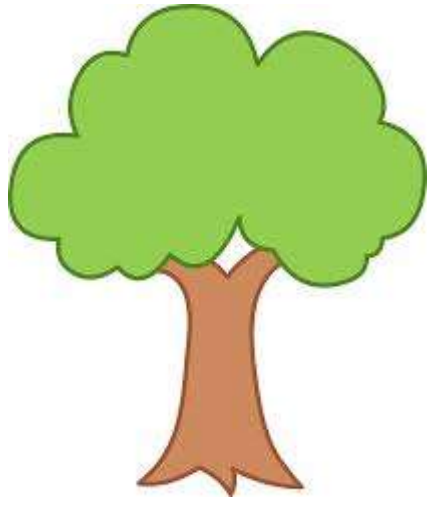
2. Pointing to the Small House





3. Pointing to the Tall Tree





4. Pointing to the Short Man

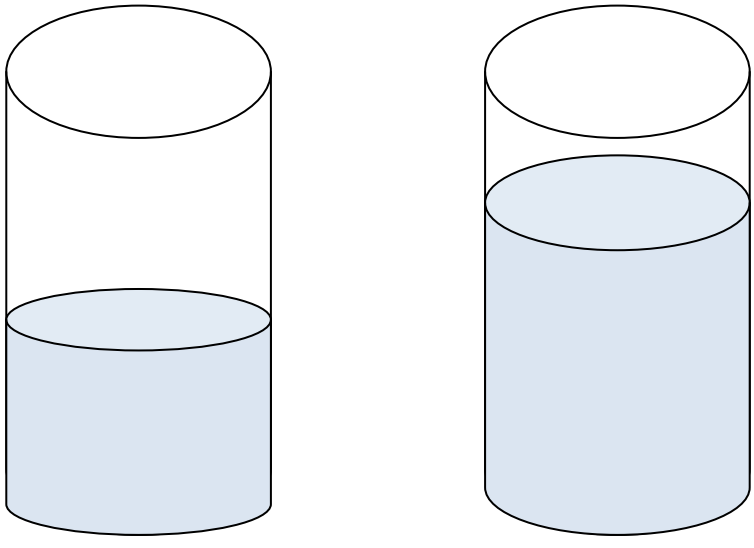
5. Pointing to the Long Pen

6. Pointing to the Short Feather

7. Pointing to the Heavy Object

8. Pointing to the Light Object

9. Pointing to the Glass with Less Water



10. Pointing to the Plate with More Rice

11. Pointing to the Bowl with Few Eggs

12.Pointing to the Bunch with More Balloons

II. IDENTIFICATION & SEQUENCING OF NUMBERS

1. Identifying the Number Called Out (3 numbers less than ten & 2 numbers more than ten)

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

2. Writing/ Arranging/ Calling Out the Numbers in Sequence

1 – 2 – 8 – 7 – 3 – 4 – 5 – 9 – 10 – 6

3. Filling in Missing Numbers

(a) 9, _____ , 11.

(b) 8 , _____ , _____.

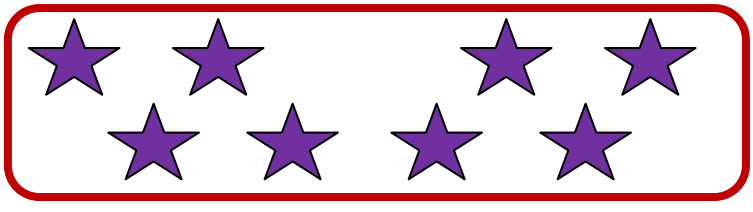
(c) _____ , 6 , _____.

4. Matching Number & Number Name

8	TEN
1	FOUR
4	ONE
10	THREE
3	EIGHT

III. COUNTING & COMPARING NUMBERS

1. Matching the Numbers with the Stars



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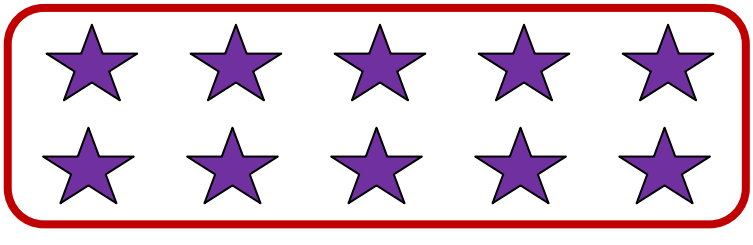

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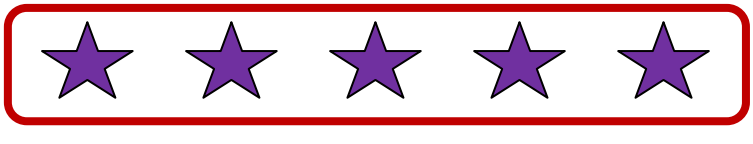

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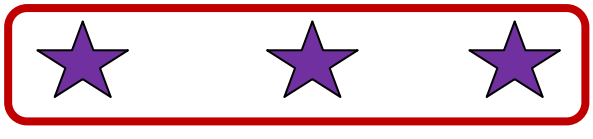
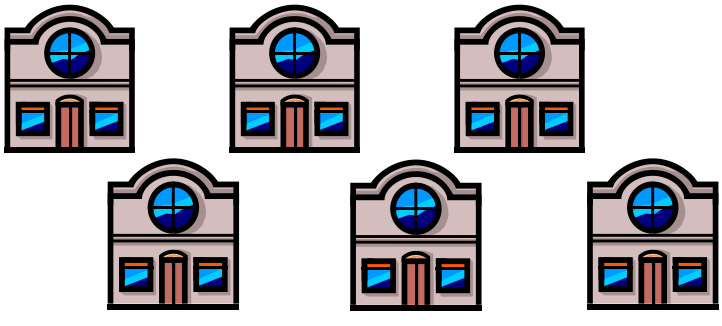


1

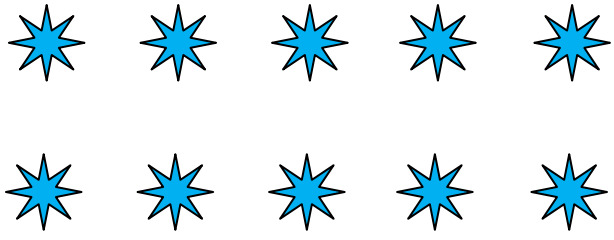
10

2. Counting the Objects & Writing the Numbers

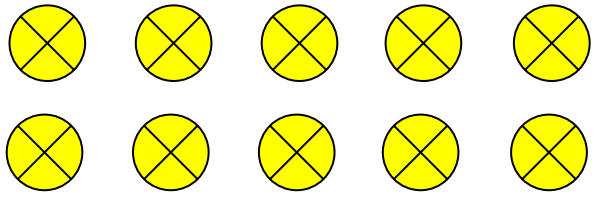


3. Counting / Marking Objects of Given Number

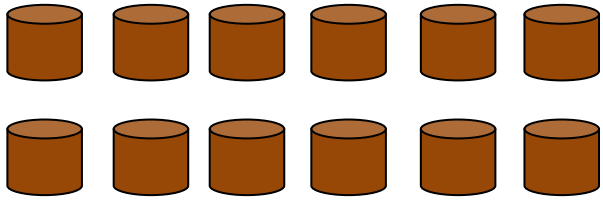
4 –



6 –



3 –



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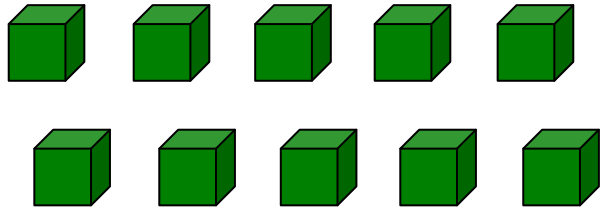
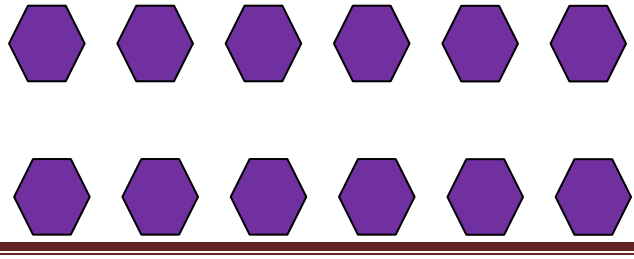


11 –



4. Circling Greater/ Bigger Numbers
(should indicate that both numbers are same in 4th item)

(a) 3 & 6

(b) 7 & 4

(c) 10 & 11

(d) 2 & 2

(e) 9 & 8

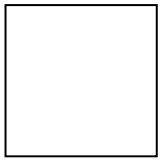
5. Repeating in Order Any 3 Numbers (within 10) Called Out at Random

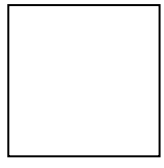
6. Repeating Backwards in Order Any 2 Numbers (within 10) Called Out at Random

IV. OPERATIONS WITH NUMBERS

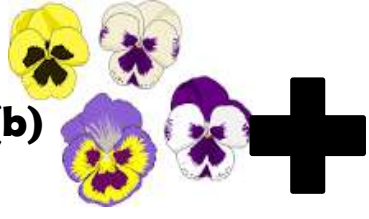
1. Adding with Help of Images

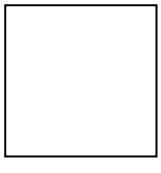
(a)

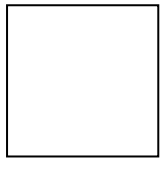




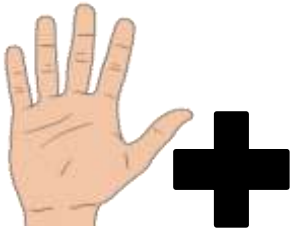
(b)

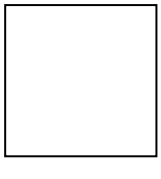


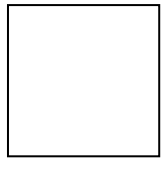




(c)

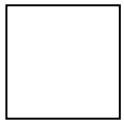


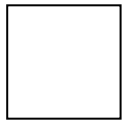




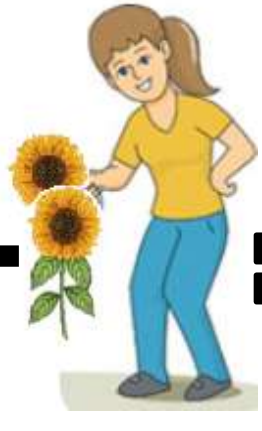
2. Subtracting with Help of Images

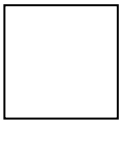
(a)

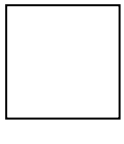




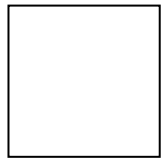
(b)







3. Adding Numbers
(with or without drawing objects/ finger counting)

(a) 2 + 1 = 

(b)

3
\+ 2

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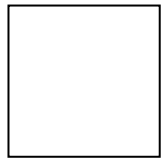
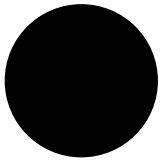
4. Subtracting Numbers
(with or without drawing objects/ finger counting)

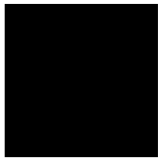
(a) 3 — 1 = 

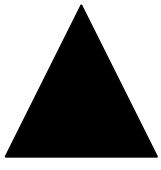
(b)

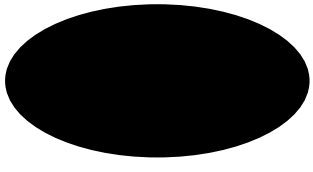
4
— 2

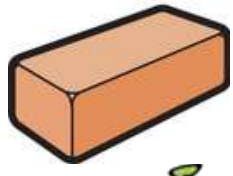
V. OTHERS
A. SHAPE CONCEPT
5. Matching Shape to the Object

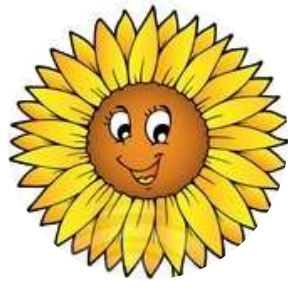




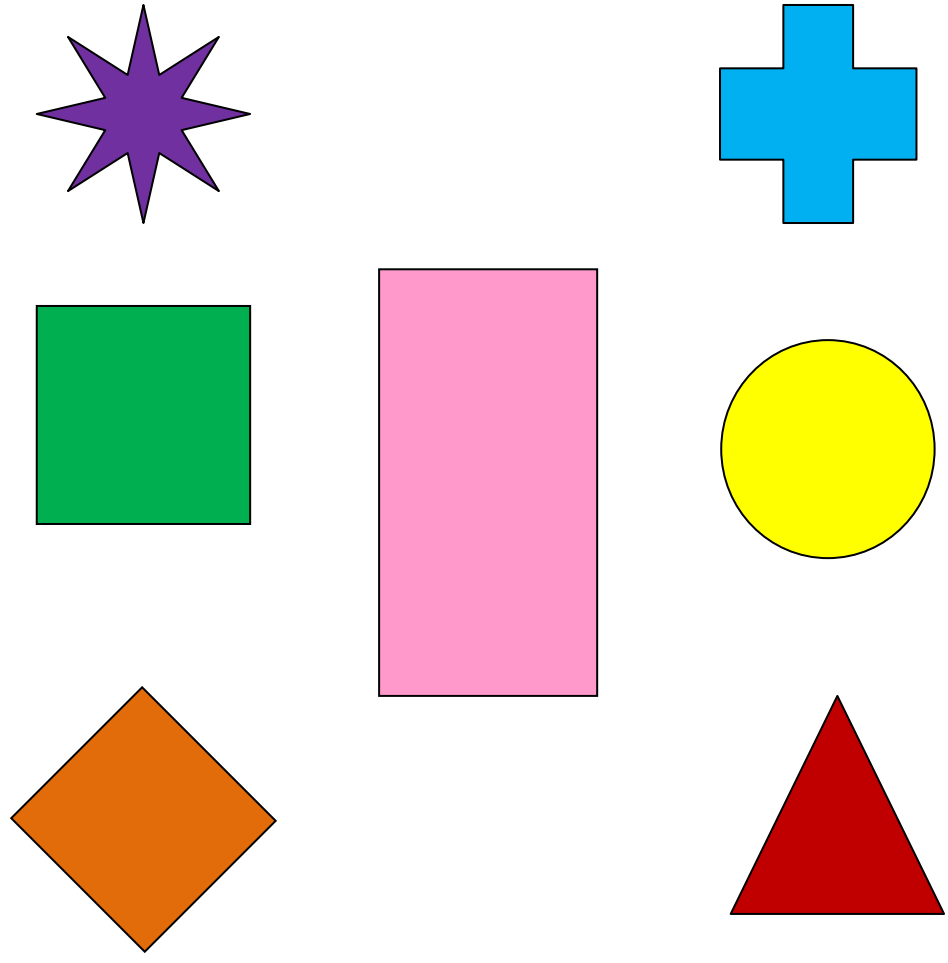








6. Identifying the Shapes Called Out (Any 2 out of Rectangle, Plus & Diamond) & Naming the Shapes Pointed to (Any 3 out of Circle, Square, Star, & Triangle)



B. MONEY CONCEPT

1. Discriminating between Coins / Currencies & Pointing to Coin / Currency Called Out

C. TIME CONCEPT

1. Identifying Appropriate Activities Done During Different Times of the Day

- **Ticking ☑ the activity/ies done in the morning?**

☐

☐

☐

- **Ticking ☑ the activity/ies done in the evening?**

☐

☐

☐

- **Ticking ☑ the activity/ies done at night?**

☐

☐

☐

SCORING KEY

SECTION C: PRE-NUMBER SKILLS

I. NON-NUMERICAL / COMPARATIVE MEASUREMENTS

S. No.	Particulars	Maximum Score	Score Obtained
1.	Pointing to the small ball	1x1=1	
2.	Pointing to the big house	1x1=1	
3.	Pointing to the short tree	1x1=1	
4.	Pointing to the tall man	1x1=1	
5.	Pointing to the short pen	1x1=1	
6.	Pointing to the long feather	1x1=1	
7.	Pointing to the light object	1x1=1	
8.	Pointing to the heavy object	1x1=1	
9.	Pointing to the glass with more milk	1x1=1	
10.	Pointing to the plate with less rice	1x1=1	
11.	Pointing to the bowl with more eggs	1x1=1	
12.	Pointing to the bunch with few balloons	1x1=1	
	Total	12	

II. IDENTIFYING & SEQUENCING NUMBERS

S. No.	Particulars	Maximum Score	Score Obtained
1.	Identification of numbers called out	1x5=5	
2.	Sequencing numbers	1x10=10	
3.	Filling in missing numbers	1x5=5	
4.	Matching numerals with number names	1x5=5	
	Total	25	

III. COUNTING & COMPARING NUMBERS

S. No.	Particulars	Maximum Score	Score Obtained
1.	Matching the numbers with the stars	1x5=5	
2.	Counting objects & writing numbers	1x5=5	
3.	Marking/ circling objects of given number	1x5=5	
4.	Circling Greater/ Bigger Numbers	1x5=5	
5.	Forward counting of random numbers	3x1=3	
6.	Backward counting of random numbers	2x1=2	
		25	

IV. OPERATIONS WITH NUMBERS

S. No.	Particulars	Maximum Score	Score Obtained
1.	Adding with help of images	2x3=6	
2.	Subtracting with help of images	2x2=4	
3.	Adding numbers	2x2=4	
4.	Subtracting numbers	2x2=4	
	Total	18	

V. OTHERS

S. No.	Particulars	Maximum Score	Score Obtained
A	**SHAPE CONCEPT**		
1.	Matching the shape with the object	1x3=3	
2.	Identifying named shapes (Score: 2 mark for spontaneous identification & 1 mark for identification with trials/ prompt)	2x2=4	
3.	Naming shapes	2x3=6	
B	**MONEY CONCEPT**		
4.	Identifying currency called out (Targets: Coin – Rs. 5 & Note – Rs.10; Score: 1 mark each for identification of correct denomination + 1 mark for identification of coin vs. note correctly)	2x2=4	
C	**TIME CONCEPT**		
5.	Identifying appropriate activities done during different times of the day	1x3=3	
	Total	20	

SECTION C: PRE-NUMBER SKILLS – VERSION 2
SUMMARY OF SCORES

S. No.	Sub-Section	Max. Score	Score Obtained	%
1.	Non-Numerical Measurement	12		
2.	Identification & Sequencing of Numbers	25		
3.	Counting & Comparing Numbers	25		
4.	Operations with Numbers	18		
5.	Others: Money, Shape & Time Concept	20		
	Section Total	**100**		