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**Literacy**

**Cohort** Primary

**Country** Afghanistan

**Language** English/Dari



**Note:** This is an assessment used in classrooms for the Schools2030 programme. It is being shared to demonstrate the approaches to assessment that Schools2030 is developing.

For those interested in using or adapting this tool, further information including teacher guides, psychometric analysis, and other supplementary materials are available on request.



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| **LISTENING** | |
| ITEM 1 | **Answering direct and inferential questions**  **The story**:  يک روز فريد و حميد براي نهال شاني به شهر جلال آباد رفتند. ديدند که صد ها نفر با بچه هاي مکتب يکجا نهال شاني می کنند.  در اين وقت فريد گفت: قاسم جان، پارسال در ميلۀ نهال شاني در شهر جلال آباد بيش از دو هزار شاگرد مکتب اشتراک نموده بود که از آن جمله سه صد و بيست و پنج نفر آن از مکتب ما بود. ايشان از باغ چهار صد نهال با خود آوردند تا آ نها را در باغچه ی مکتب بنشانند. حميد پرسيد: اين نهال های چه بود؟    فريد گفت: صد نهال نارنج، شصت نهال مالته، هفتاد نهال سيب، چهل نهال ناک و آلو بالو بودند و آ نها را در زمي نهاي مکتب غرس نمودند. هنوز دو ماه نگذشته بود که همه نهال ها سبز شد و صحن مکتب ما بسيار مقبول و زيبا معلوم می شد.   |  | | --- | | *Read the multiple-choice answers for each question to the student twice and let him/her choose*. *If the student does not answer within 5 seconds, you can read the question one more time.* *Tick the answer directly on your scoring sheet.* | |
| Q1 | Where did Farid and Hamid go to plant the tree? |
|  | |  |  | | --- | --- | | **A.** Kabul |  | | **B.** School |  | | **C.** Bamyan |  | | **D.** Jalalabad |  | |

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| Q2 | How many students attended the planting tree ceremony last year? |
|  | |  |  |  | | --- | --- | --- | | **A.** | 500 students |  | | **B.** | 2000 students |  | | **C.** | 150 students |  | | **D.** | More than 5000 students |  | |

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| Q3 | Where did the students plant the trees? |
|  | |  |  |  | | --- | --- | --- | | **A.** | In their house yard |  | | **B.** | In the city park |  | | **C.** | In the school lands |  | | **D.** | In the surroundings |  | |

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| **SPEAKING** | |
| ITEM 2 | **Oral restitution/communication**   |  | | --- | | *Read the story again and then ask the following question.* |   Can you please tell me the story in your own words, as best as you can?   |  | | --- | | *Stop the student after 2 minutes (this applies to students who are telling the story or students who started telling the story and then struggle to continue after they’ve started)*  *If the student stays silent, repeat the question one more time.*  *Skip to the next question if the student does not answer after 10 seconds.* | |

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| **SPEAKING** | |
| ITEM 3 | **Sounding letters** |

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| **SPEAKING** | |
| ITEM 4 | **Connecting words and objects**  Look at the pictures below and relate the word to its appropriate picture. Circle the letter corresponding to the correct drawing on your worksheet.   |  | | --- | | *For this item, students have to use their worksheets. Skip to the next item if the student cannot find any response after 30 seconds.* | |

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| **Word 1** | | |
| A | B | C |
| **Book** | | |

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| **Word 2** | | |
| A | B | C |
| **Mouth** زبان | | |

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| **Word 3** | | |
| A | B | C |
| **Bread نان** | | |

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| **Word 4** | | |
| A | B | C |
| **Tree** | | |

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| **READING** | |
| ITEM 5 | **Reading correct number of words per minute**.   |  | | --- | | *Show the child the sheet in the student stimulus booklet as you read the instructions.* |   Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “Begin,” read the story as best as you can. If you come to a word you do not know, go on to the next word. Ready? Begin.  **Text:**  While walking on the dirt road leading to school this morning, Ahmad noticed a group of boys a little further away shouting and throwing stones at something. They seemed up to no good and, a little scared. Ahmad decided to walk behind the path of tall trees bordering the road so that he could get closer to them without being seen. Once he drew nearer, he noticed that the boys were bullying a younger boy named Nasir who was missing a leg. They had thrown his crutches aside and were shouting at him: “we don’t want any cripples in our school, go home!”. The boy looked terrified and was crying, which only made the boys mock him more. Unsure of what to do, Ahmad decided to run back home as quickly as he could. |

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| **READING COMPREHENSION** | |
| ITEM 6 | **Understanding a text and communicating opinions.**  **Text:**  While walking on the dirt road leading to school this morning, Ahmad noticed a group of boys a little further away shouting and throwing stones at something. They seemed up to no good and, a little scared. Ahmad decided to walk behind the path of tall trees bordering the road so that he could get closer to them without being seen. Once he drew nearer, he noticed that the boys were bullying a younger boy named Nasir who was missing a leg. They had thrown his crutches aside and were shouting at him: “we don’t want any cripples in our school, go home!”. The boy looked terrified and was crying, which only made the boys mock him more. Unsure of what to do, Ahmad decided to run back home as quickly as he could.   |  | | --- | | *If the child was able to read the whole text, ask the child to read the text one more time silently. Then REMOVE the text from in front of the child and ask all the following questions.*  *If the child was not able to read the text, skip to question number 6 of this item. Do not ask questions 1 to 5.* |   Now I am going to ask you a few questions about the story you just read/heard. Try to answer the questions orally as well as you can. |
| Q1 | Where was Ahmad going in the story? |
|  | **Answer:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Q2 | What did Ahmad see? |
|  | **Answer:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Q3 | How did Ahmad feel? |
|  | **Answer:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Q4 | Who were the boys bullying? |
|  | **Answer:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **READING COMPREHENSION** | |
| ITEM 7 | **Understanding a descriptive text.**  You will find below a fun text about a family describing each family member. Please read the text by yourself quietly and carefully and answer the questions about the text in writing. |
| Q1 | Which family member tries to make people laugh*?* |
|  | |  |  | | --- | --- | | **A.** Father |  | | **B.** Mother |  | | **C.** Aziza |  | | **D.** Hamid |  | |

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| Q2 | What do Hamid and Aziza have in common? |
|  | |  |  |  | | --- | --- | --- | | **A.** | They love caring for animals. |  | | **B.** | They go to the same school. |  | | **C.** | They are the same age |  | |

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| Q3 | Write two things that Aziza wants to do when she grows up**.** |
|  | **Answer:**   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Q4 | What about your family? Please describe 3 members of your family giving one or two characteristics for each. Use one or two sentences for each. |
|  | **Answer:**   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **READING COMPREHENSION** |

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| ITEM 8 | Please read the text below by yourself quietly and carefully and answer the questions about the text in writing.  **Text**  **The Bactrian Gold**  A gold crown with flowers  Description automatically generated  A map of the country  Description automatically generated  In the North of Afghanistan, there was a hill called the “Hill of Gold” by local people. It looked like a big pile of dirt covered in weeds. In 1978, people were very surprised to discover that the hill contained ancient royal tombs full of treasures! The tombs were 2000 years old. Almost everything the ancient family wore was made of gold.  The sandals for their feet, the threads from their clothes, belt buckles, earrings, necklaces and a delicate gold crown for the head - all made from gold.    The whole collection became known as the ‘Bactrian Gold’ in Honor of the region it came from. |
| Q1 | What type of text is this? |
|  | |  |  | | --- | --- | | **A.** A letter |  | | **B.** A poem |  | | **C.** A newspaper article |  | | **D.** An informative text |  | |

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| Q2 | What happened in 1978? |
|  | |  |  | | --- | --- | | **A.** People made a hill from big pile of dirt |  | | **B.** People built tombs in the hill |  | | **C.** People found gold in the hill |  | |

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| Q3 | A golden crown and coins were found in the tombs.  Write down two more golden treasures that were found. |
|  | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **WRITING COMPETENCY** |

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| ITEM 9 | **Spelling**  In the first part of below table, you can see different ways to spell a word. Only one way is correct so please circle the correct spelling and give a synonym or explain what the word means. In the last part of the table, give a synonym or explain what the word means:   |  |  |  | | --- | --- | --- | |  | Word | Synonym/Definition | | **1** | تذکره،  تسکره،  تصکره،  تثکره |  | | **2** | نضب  ، نسب ،   نثب،   نذب |  | | **3** | صابون، سابون |  | | **4** | دوشک، توشک |  | | **5** | دستار |  | | **6** | محصول |  | | **7** | لطف |  | |

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| **WRITING COMPETENCY** |

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| ITEM 9 | **Writing a letter (15 minutes)**  Please write a letter to a friend in another country to describe what happens in Afghanistan for the Eid-Al Qurban celebrations. You can talk about when and where we celebrate this holiday; who participates in the celebration; what food we eat and how we dress.  **Eid-Al Qurban’s Celebrations**  Dear friend,  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |