


CHILDREN'S JOURNEY OVER TWO YEARS

A good way to get an idea of the level of the children when they enter school is to not just look at their performance on the baseline test, but to also look at their experience of doing the test. This extract from a journal shares the experience a Grade 1 children taking a baseline test in an OELP class in rural Rajasthan. It gives a broader idea of where the children's journey with school based learning begins and helps to trace the distance they have covered by the end of Grade 2.

At the beginning of Grade One

शुरुआती मूल्यांकन . कुल अंक 30
नाम सोफिया कक्षा 1 स्कूल पेरे दिनांक 19/12/22

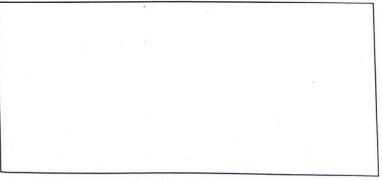
1. अपने मन से चित्र बनाओ ।



2. ध्वनि और आकार का तालमेल करो अंक-2


शब्द सुनकर उसकी शुरु की आवाज वाले आकार पर गोला लगाओ	गोला वाले वर्ण को लिखो
द	स
म	प

3. श्रुतलेख अंक -6



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नाम दिव्या कक्षा 1 स्कूल पेरे दिनांक 19/12/22

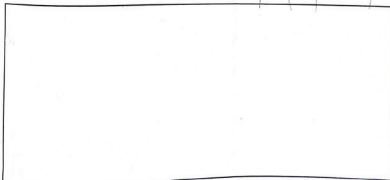
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म	प

3. श्रुतलेख अंक -6



शुरुआती मूल्यांकन . कुल अंक 30
नाम शिवज्ज कक्षा 1 स्कूल पेरे दिनांक 19/12/22

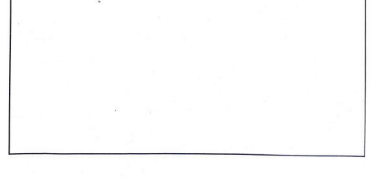
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3. श्रुतलेख अंक -6



"I can't find an appropriate adjective to describe the experience of the Baseline Assessment in Grade 1. The sudden appearance of paper and pencils, and instructions and order around children, does confuse them utterly. The reactions of children in dealing with the test stretch cover a wide range. One of the little girls, sobbed uncontrollably, at seeing the distribution of paper and pencils. She has never been given anything apart from slate and chalk to write with before, so she knows something is different. There were others who kept their apprehensions to themselves, they didn't cry, but not once during the duration of the test, did they pick their pencil. There were others who created their own answers, made drawings instead of sentences, filled the entire sheet,

showed impatience if the questioner was delayed in asking questions, and gave the paper proudly in the end.

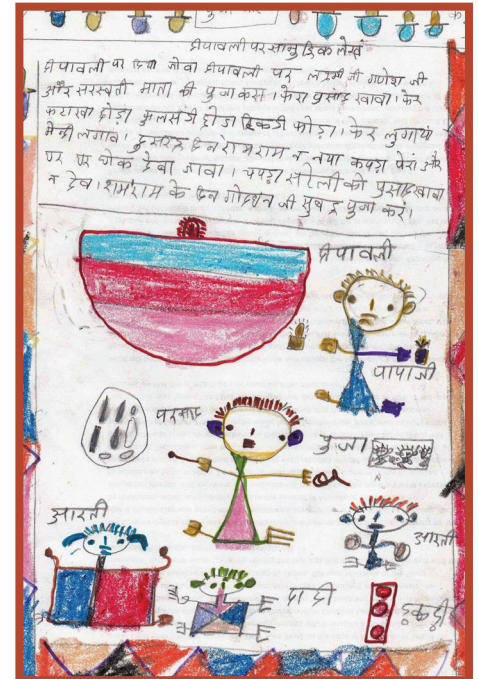
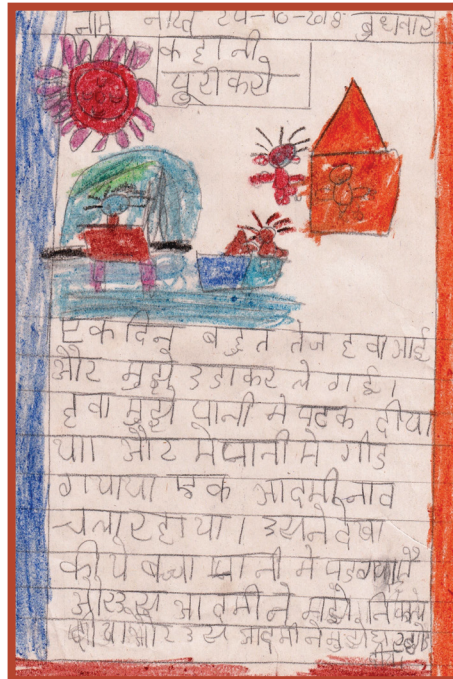
Since the level of the paper is very difficult for these children, it was a really a good idea to start with the drawing exercise. It gave children a much needed easing space and the feeling of accomplishment and not a sense of failure. "

- Extracts from a Journal (Shuchi Sinha)

During the two year span across Grades 1 and 2

Each OELP teacher tries to ensure that four to six pieces of children's written work go into each child's portfolios in a month. This allows us to see the progressions in each child's writing over time. Flipping through a folder is a reliable way of seeing the progress in the child's learning in ways that "tests" can perhaps never manage to do.

At the end of Grade Two



The progress in the children's writings is visible now. Many of them are questioning, thinking and expressing their ideas, thoughts and imaginations in their own ways, through their own written words, which are at times in Marwari, their mother tongue. These school goers are now well on their way to becoming 'confident and thinking learners'!