



**FOUNDATIONAL
LEARNING
STUDY 2022** | **FLS**

**NATIONAL REPORT
ON BENCHMARKING
FOR ORAL READING FLUENCY
WITH READING COMPREHENSION
AND NUMERACY**

FLS 2022

**Foundational
Learning Study**

**National Report
on Benchmarking
for Oral Reading Fluency
with Reading Comprehension
and Numeracy**

FLS 2022

Foundational Learning Study

**National Report on Benchmarking for Oral Reading Fluency
with Reading Comprehension and Numeracy**

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धर्मेन्द्र प्रधान
धर्मेन्द्र प्रधान
Dharmendra Pradhan



75
आज़ादी का
अमृत महोत्सव

मंत्री
शिक्षा; कौशल विकास
और उद्यमशीलता
भारत सरकार



Minister
Education; Skill Development
& Entrepreneurship
Government of India

MESSAGE

The National Education Policy 2020 has most aptly pointed out that the ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. The highest priority has therefore been awarded to achieving universal foundational literacy and numeracy at the end of Grade III, by 2026-27 through a National Mission i.e., the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat).

As a crucial step towards strengthening efforts for Foundational Literacy and Numeracy, the Ministry of Education has conducted a large scale nationwide Foundational Learning Study (FLS) in collaboration with the National Council of Educational Research and Training (NCERT) during March, 2022. The study is first of its kind in the world as it aims to set-up benchmarks for reading with comprehension in 20 Indian languages. More importantly, FLS will also provide data to report on Sustainable Development Goal (SDG) 4.1.1 indicators at the global level.

With great pride, I would like to underline the fact that this Foundational Learning Study is the largest one-on-one study with a sample size of 85000+ Grade 3 students. This is also the first time the policy linking method for setting global benchmarks has been implemented on one-on-one numeracy assessments.

I would like to take this opportunity to congratulate all partners who were involved in conceptualization and implementation of this critical study. The first hand inferences of learning levels of students in the foundational stage drawn from the Foundational Learning Study will go a long way towards establishing Foundational Literacy and Numeracy as an essential pre-requisite to learning.

I extend my best wishes to all stakeholders who would be involved in this tremendous task of translating the vision of NEP 2020 for achieving universal Foundational Literacy and Numeracy.

(Dharmendra Pradhan)

सबको शिक्षा, अच्छी शिक्षा



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आज़ादी का
अमृत महोत्सव

अन्नपूर्णा देवी
ANNPURNA DEVI



राज्य मंत्री
शिक्षा मंत्रालय
भारत सरकार
MINISTER OF STATE
FOR EDUCATION
GOVERNMENT OF INDIA

02 SEP 2022

MESSAGE

Attaining foundational literacy and numeracy for all children has been accorded utmost importance by the National Education Policy 2020. As a first step, the Department of School Education & Literacy has set up a National Mission for universalization of Foundational Literacy and Numeracy called National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat). The Mission aims to ensure that all children by the end of grade 3 achieve foundational learning standards by the year 2026-27.

Following the Mission mandate, the Ministry in collaboration with the National Council of Educational Research and Training (NCERT) has conducted a large scale Foundational Learning Study (FLS) in March, 2022. FLS covered Grade 3 students and aims to benchmark Foundational Literacy and Numeracy in 20 Indian languages, which will enable to track the progress of a child.

As this Foundational Learning Study provides insights into the learning level in Foundational Literacy and Numeracy skills, the interventions and the follow up steps will result in overall improvement in the system to provide required foundational literacy and numeracy skills to the learners.

I would like to extend my appreciation to the team who conducted this crucial study and convey my best wishes to all stakeholders who are involved in the mammoth task of attaining Foundational Literacy and Numeracy in consonance with the vision of NEP 2020.

Annpurna Devi

(ANNPURNA DEVI)



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सचिव

Anita Karwal, IAS
Secretary



स्कूल शिक्षा और साक्षरता विभाग
शिक्षा मंत्रालय
भारत सरकार
Department of School Education & Literacy
Ministry of Education
Government of India

Dated: 02nd September, 2022

Message

Early years of development of a young child is a period of rapid brain development. Research also indicates that 80-90 percent of the brain develops by the time a child is 6-7 years old. That is why the focus on building the strong foundation for better growth, development and learning in early years becomes one of the most important indicators for the development of a productive and efficient human capital. The National Education Policy, 2020 has also accorded the highest importance to the achievement of foundational literacy and numeracy skills and categorically recognizes that the rest of this policy will become relevant for our children only if this most basic learning requirement is first achieved.

Towards this end, a National Mission on Foundational Literacy and Numeracy known as NIPUN Bharat (National Initiative for Proficiency in Reading with Understanding and Numeracy) has been launched. The focus is on creating an enabling environment for ensuring universal acquisition of foundational literacy and numeracy, so that every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade III.

In keeping with this goal, we were able to conduct the largest one-on-one Foundational Learning Study in collaboration with other likeminded partners to establish reading proficiency benchmarks for fluency and comprehension in 20 Indian languages and proficiency benchmarks for numeracy. For the first time, policy linking method for setting global benchmarks has also been implemented on one-on-one numeracy assessments. Hence, the study aims to provide reliable, valid and comparable data that can be used to monitor the performance of the system in giving children a robust foundational education.

It gives me great pleasure to share the FLS report with all of you and to partner you in this incredible task ahead to achieve universal acquisition of foundational literacy and numeracy skills at the primary level.


(Anita Karwal)

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About FLS

Ministry of Education launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat in July 2021. NIPUN was announced as a national mission to enable all children at the end of Grade 3 to attain foundational skills by the year 2026-2027. As a crucial step towards strengthening efforts for Foundational Literacy and Numeracy (FLN), a large-scale Foundational Learning Study (FLS) has been undertaken by National Council of Educational Research and Training (NCERT) in March 2022.

Objectives of the study

Assess learning outcomes: The study aims to provide reliable and valid data about Grade 3 students to know what they are able to do in foundational literacy and numeracy and the extent of learning outcomes being achieved.

Set baseline for NIPUN: The data derived from the FLS Study would help in establishing a baseline for the NIPUN Bharat mission.

Set benchmarks: The Study also aims to establish reading proficiency benchmarks for fluency and comprehension for each of the languages (20 in number) being assessed under the study and proficiency benchmarks for numeracy.

Report on SDG: This study will also provide data to report on SDG 4.1.1 indicators at the global level.

Coverage of the Study and Sample

Approx. 86,000 grade 3 students from 10,000 schools were covered. The Study sample included state government schools, government aided schools, private recognised and central government schools.

FLS was conducted in 20 languages which are being used as a medium of instruction in various state/UTs covering - Assamese, Bengali, Bodo, English, Garo, Gujarati, Hindi, Kannada, Khasi, Konkani, Malayalam, Manipuri, Marathi, Mizo, Nepali, Odia, Punjabi, Tamil, Telugu and Urdu.

Study Methodology

The FLS Study is a school-based performance assessment. Selected sample of children from grade 3 were assessed by a test administrator in a one-on-one setting where each child responded to a set of questions administered orally.

Several foundational literacy skills including oral language comprehension, phonological awareness, decoding, reading comprehension, oral reading fluency with comprehension were assessed as part of assessment. For foundational numeracy, number identification & comparison, number operations, multiplication and division facts, measurement, fractions, patterns, and data handling are included.

Study Achievements

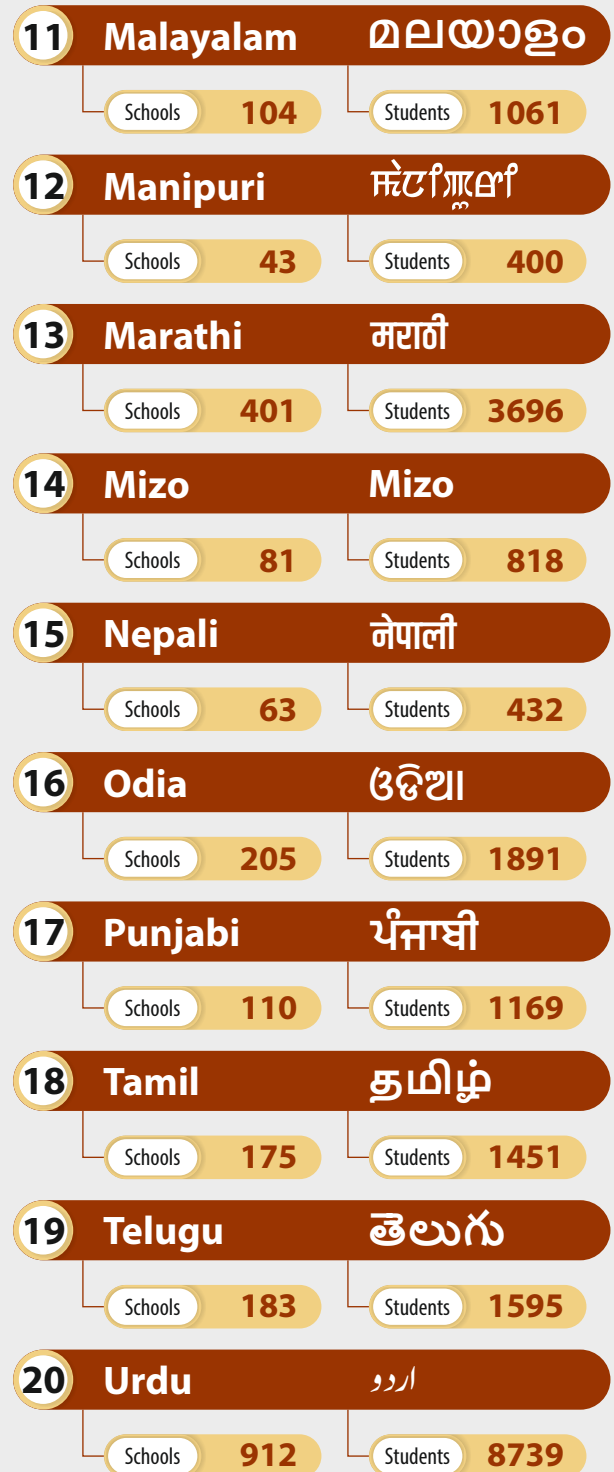
Psychometric analysis of the data has been carried out. Benchmarks for oral reading fluency and comprehension in 20 languages and benchmarks for numeracy have been established.

A policy linking methodology has been implemented for the first time to arrive at the benchmarks in literacy and numeracy under the FLS 2022.

Foundational Learning Study 2022 is the largest study that assessed the learning levels of more than 86,000 students across India and is the only study that has been conducted in 20 different languages.

Foundational Learning Study 2022

Languages assessed, Number of Sampled Schools and Number of Sampled Students



FOUNDATIONAL LITERACY

GLIMPSSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

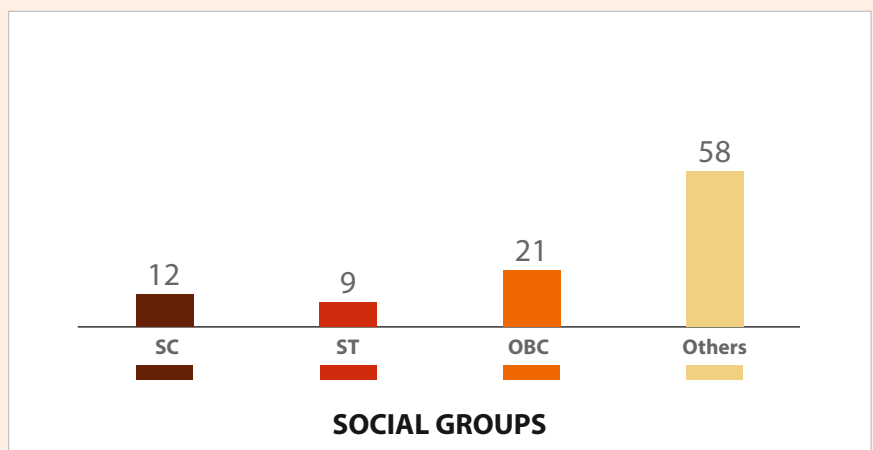
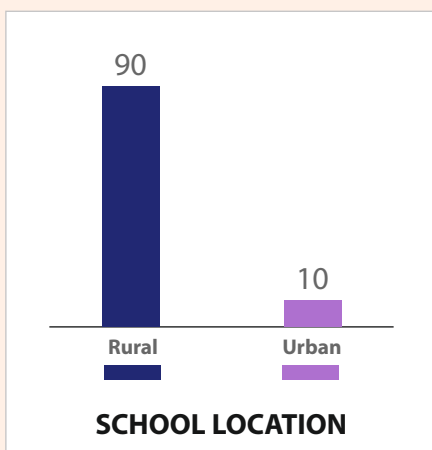
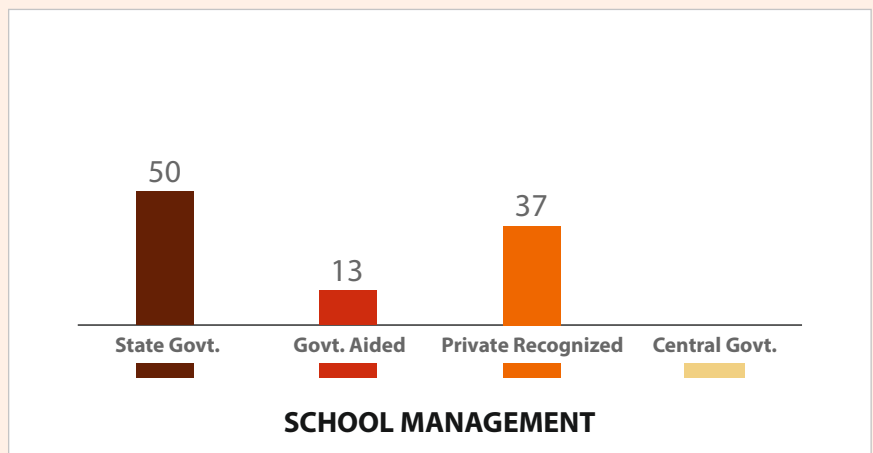
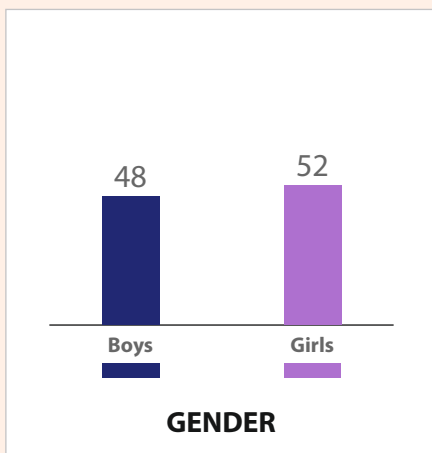
Language

ASSAMESE

States/UTs in which FLS was conducted in Assamese Language

ASSAM, MEGHALAYA

PARTICIPATION OF STUDENTS (in percentages)

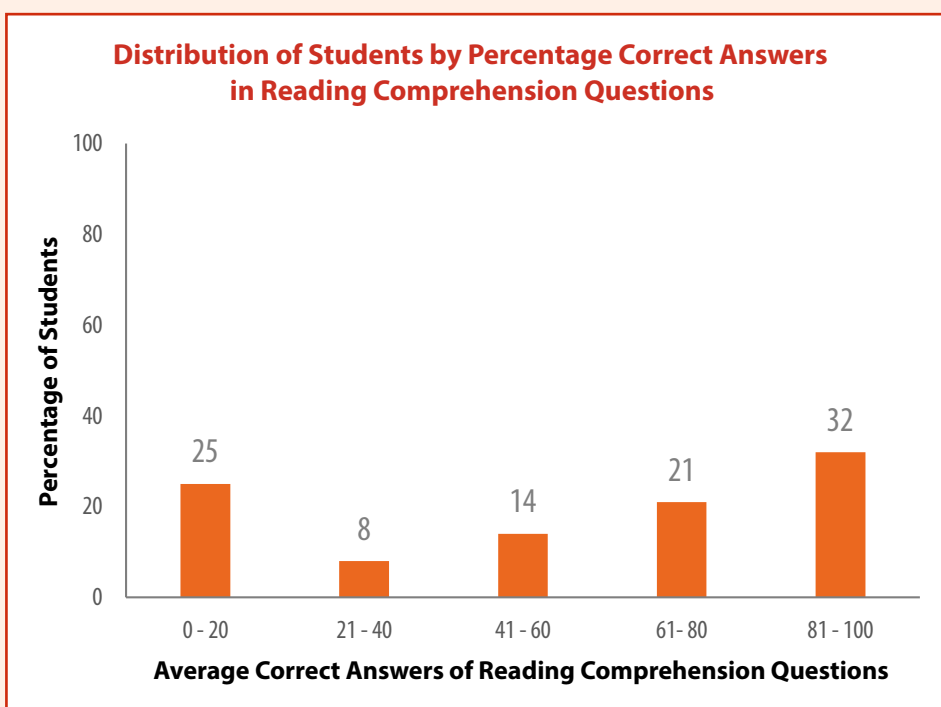
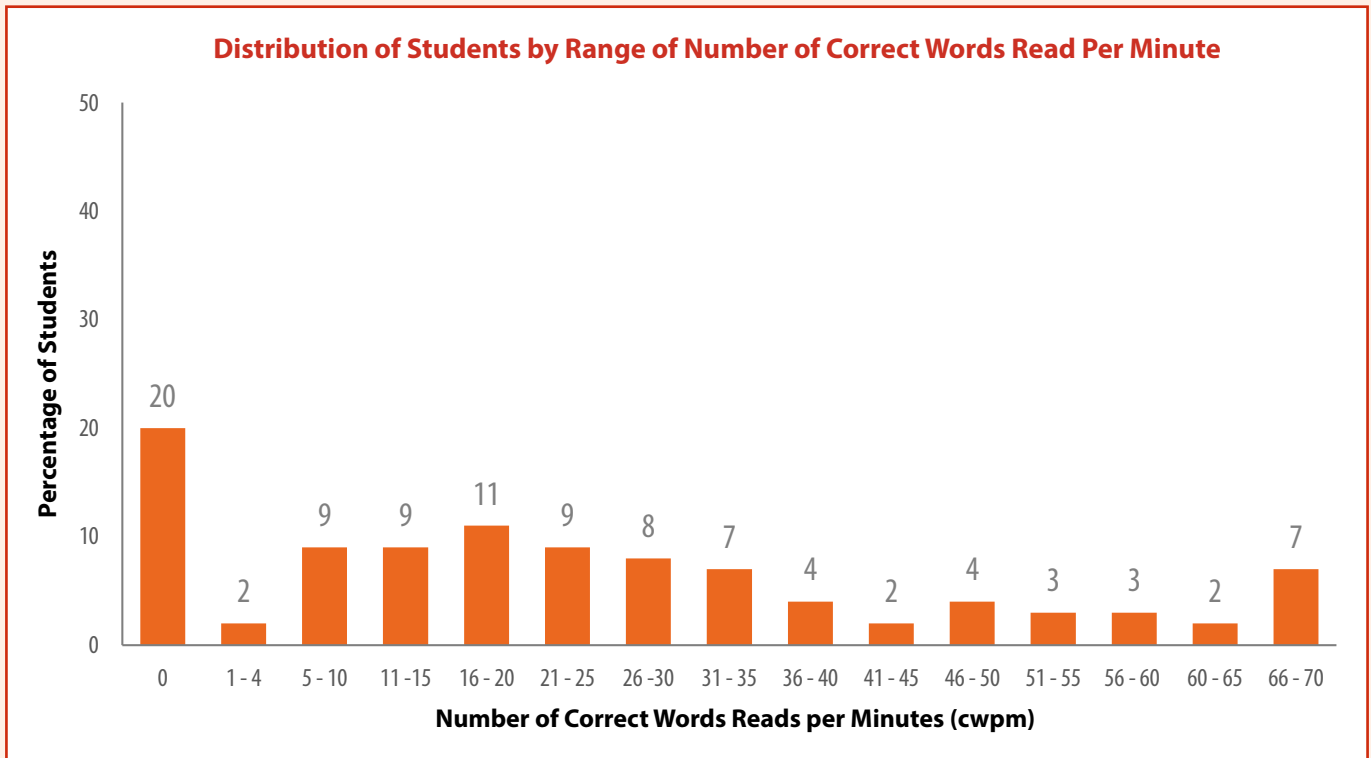


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	25
Girls	24
Total	24



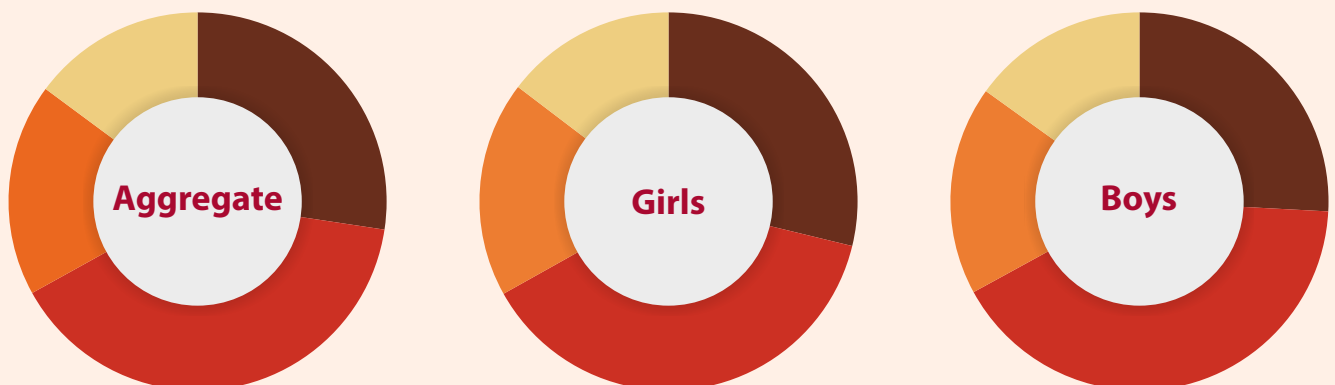
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 8 correctly read words with comprehension in one minute.	9 - 29 correctly read words with comprehension in one minute.	30 - 50 correctly read words with comprehension in one minute.	51 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	27	40	18	15
Percentage of Girls meeting the standard	29	38	18	15
Percentage of Boys meeting the standard	26	41	18	15

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

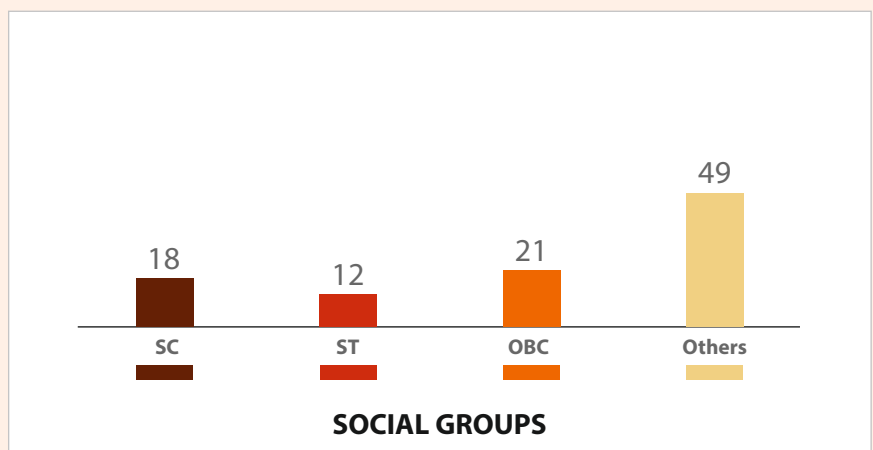
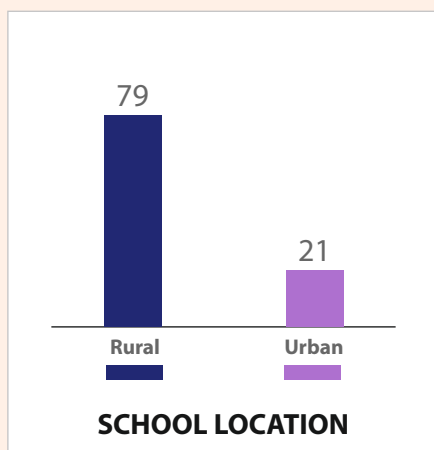
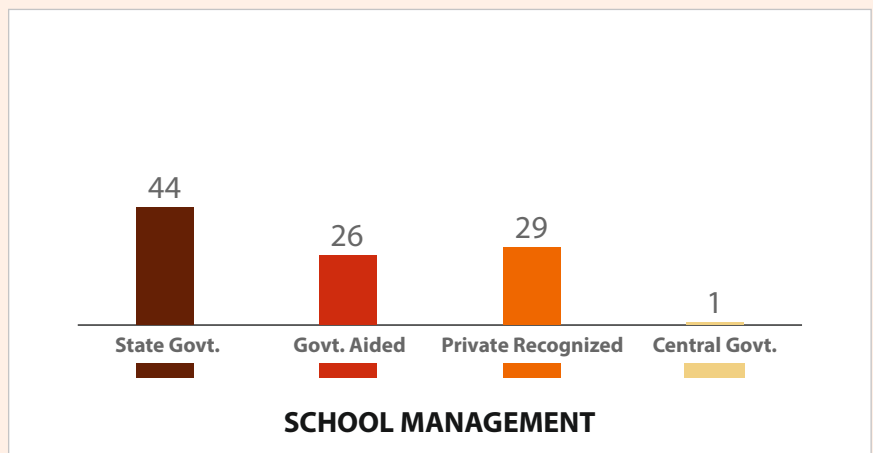
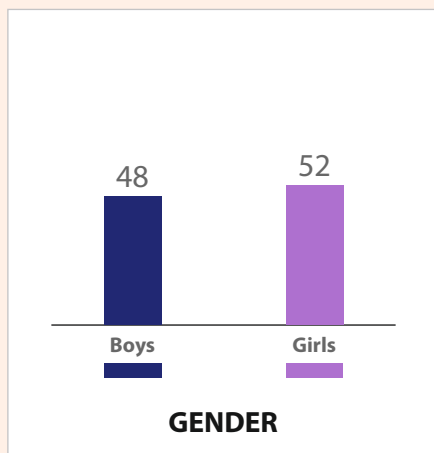
Language

BENGALI

States/UTs in which FLS was conducted in Bengali Language

TRIPURA, MEGHALAYA, ASSAM, WEST BENGAL, JHARKHAND, MAHARASHTRA

PARTICIPATION OF STUDENTS (in percentages)

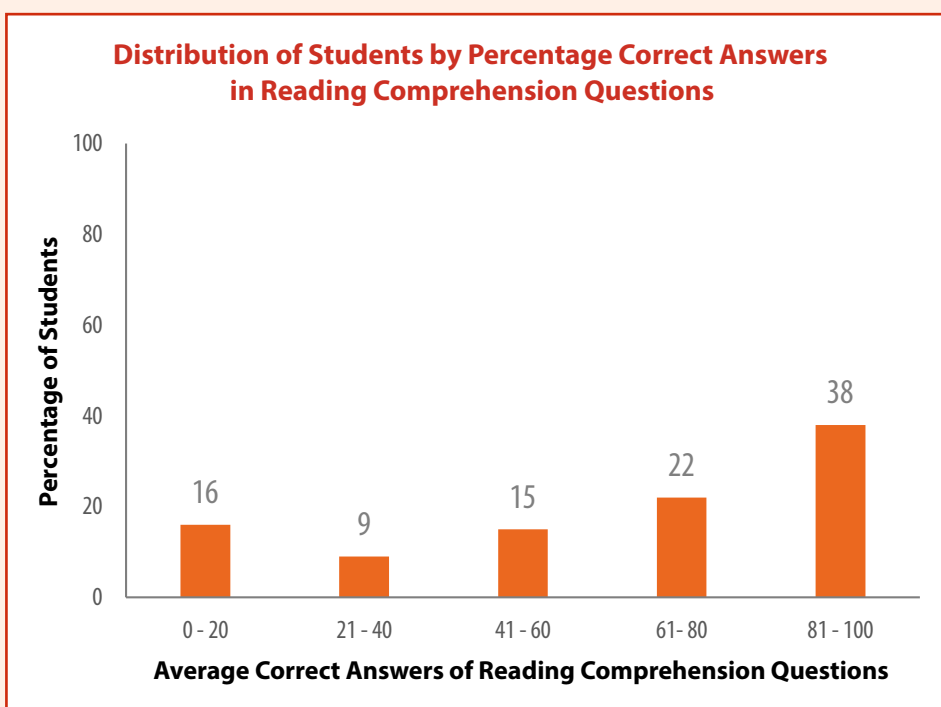
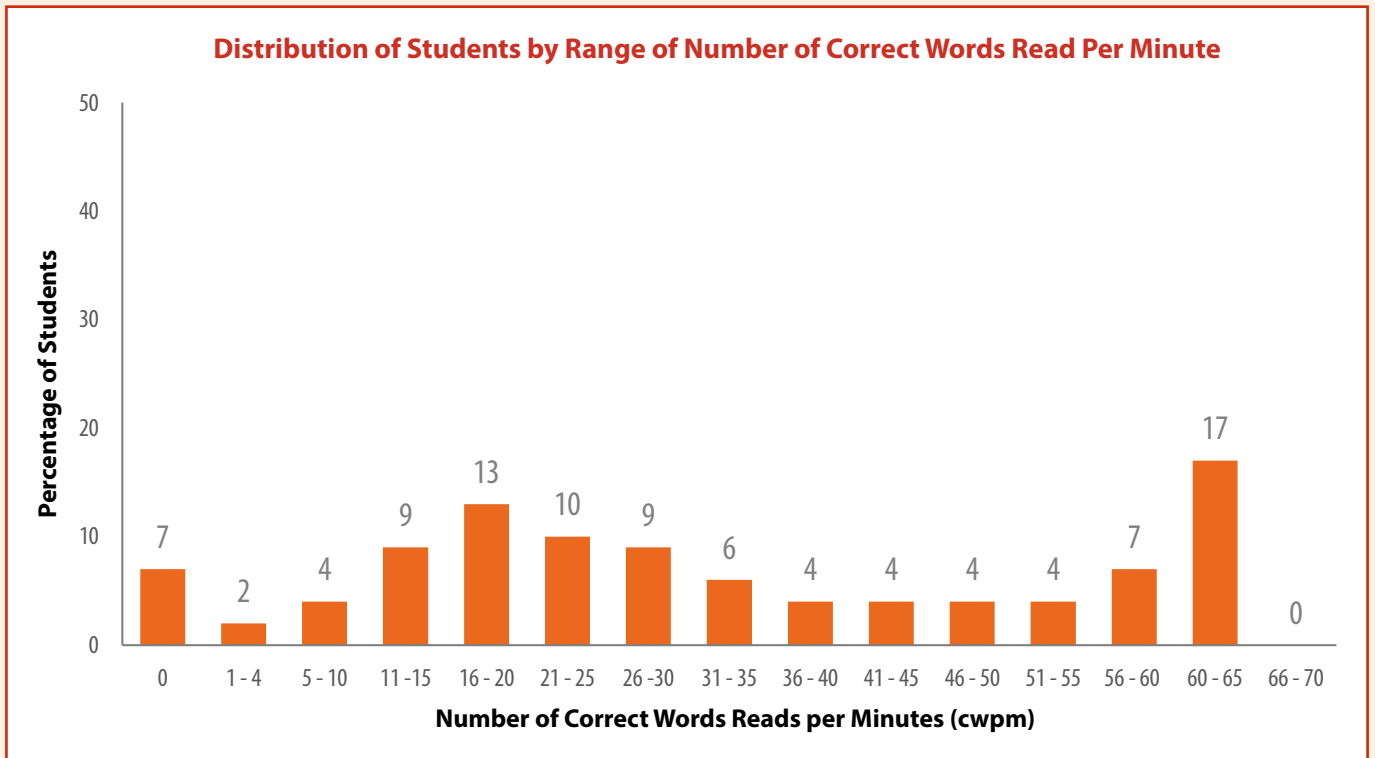


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	32
Girls	33
Total	33



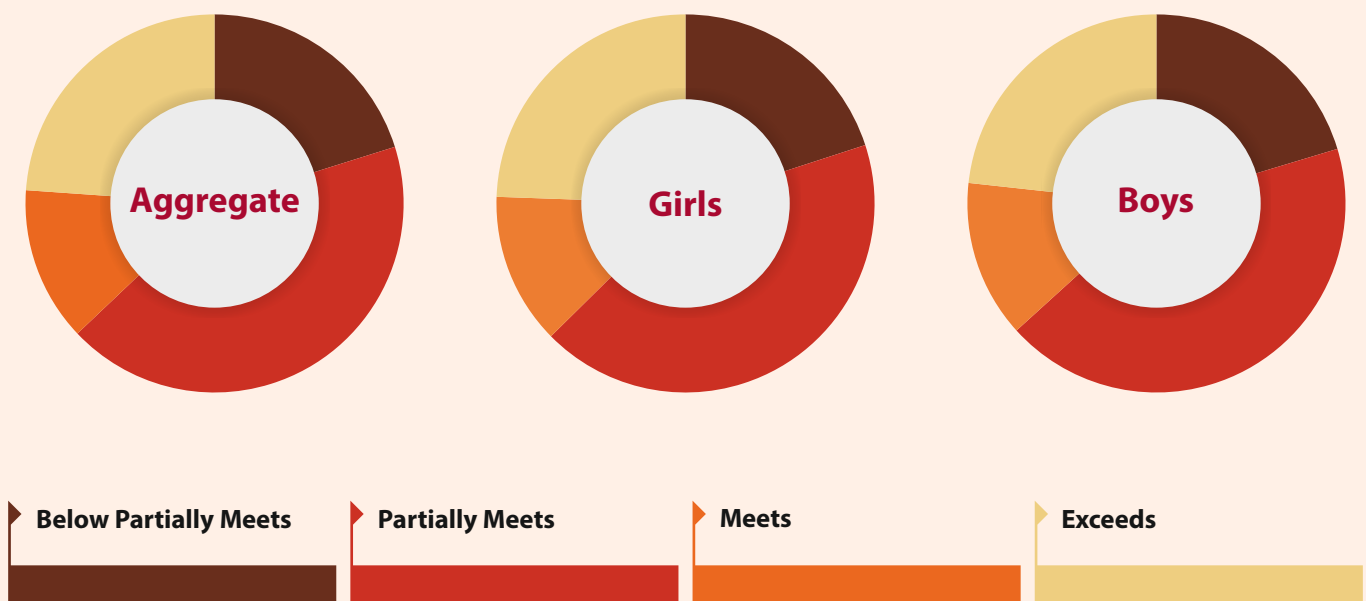
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 14 correctly read words with comprehension in one minute.	15 - 38 correctly read words with comprehension in one minute.	39 - 55 correctly read words with comprehension in one minute.	56 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	20	43	13	24
Percentage of Girls meeting the standard	20	43	13	24
Percentage of Boys meeting the standard	20	44	13	23

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

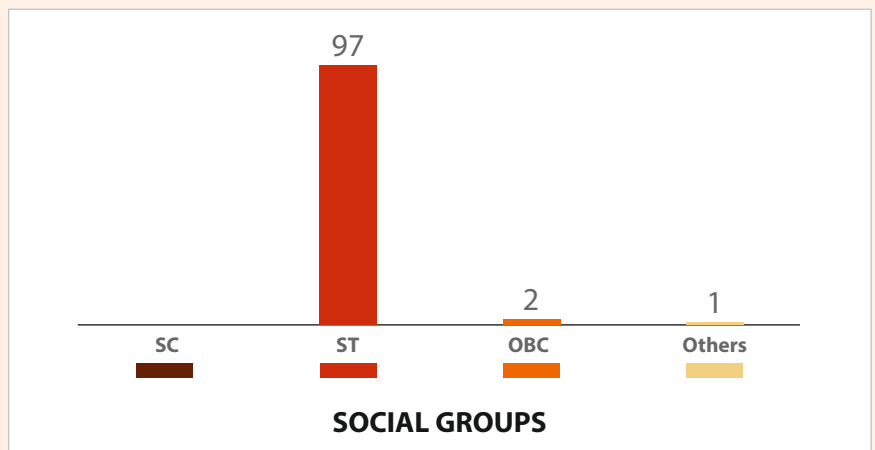
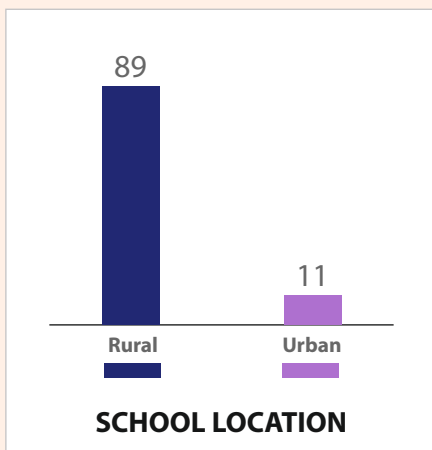
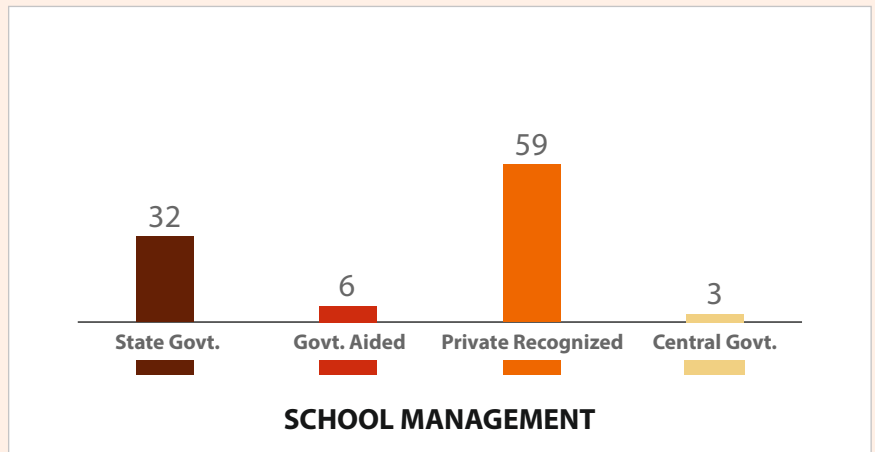
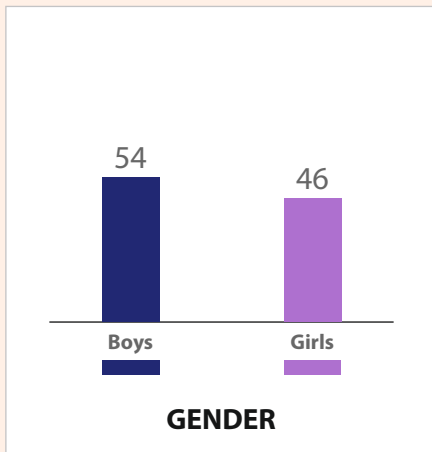
Language

BODO

States/UTs in which FLS was conducted in Bodo Language

ASSAM

PARTICIPATION OF STUDENTS (in percentages)

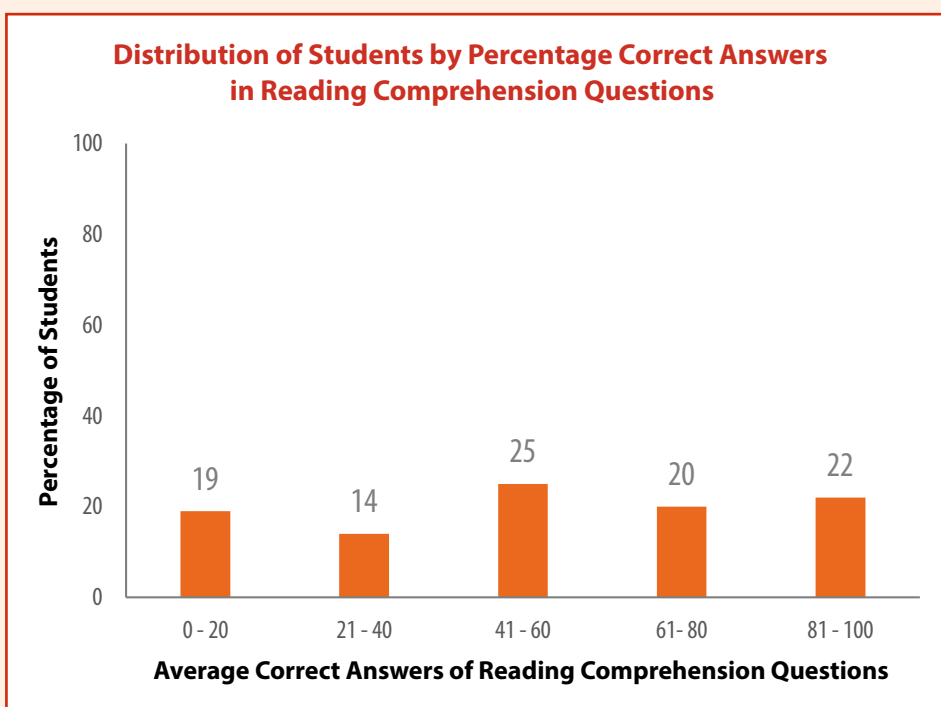
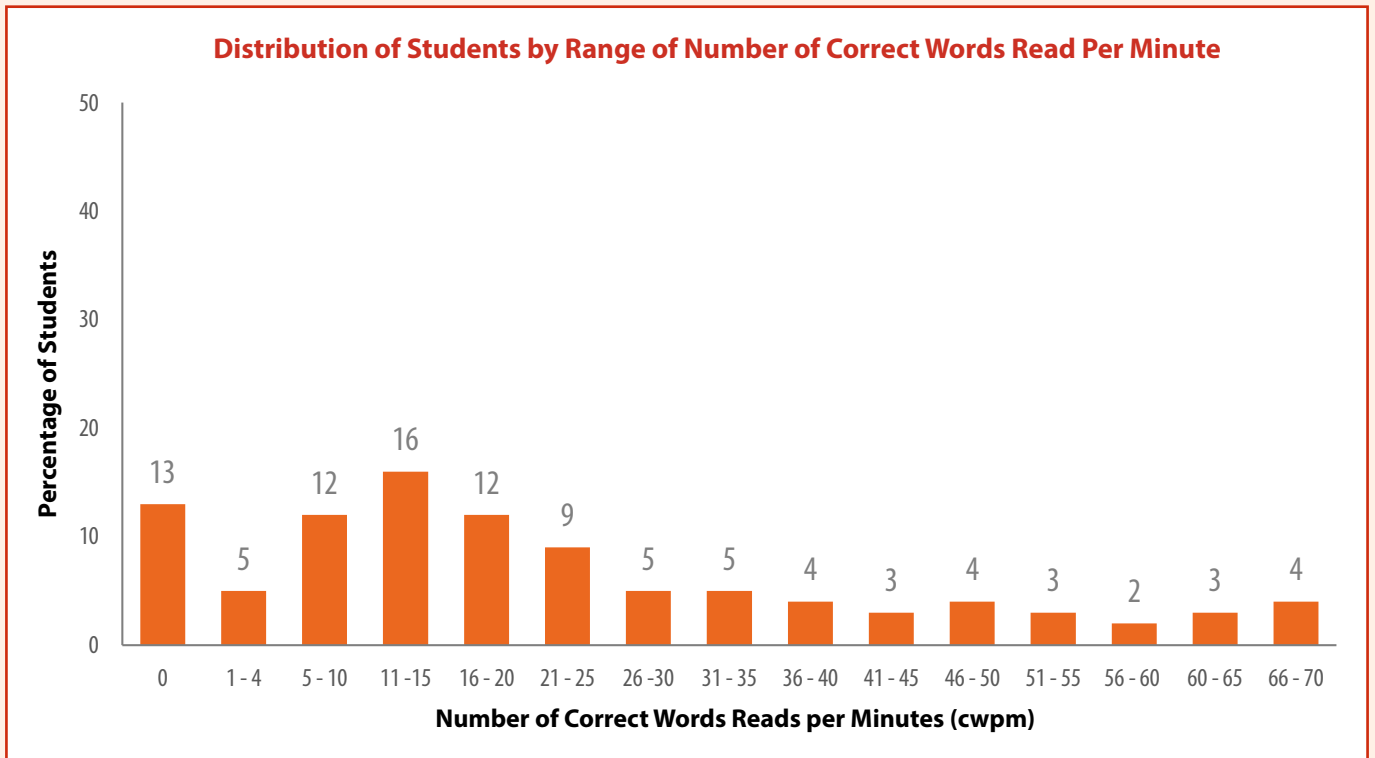


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	21
Girls	23
Total	22



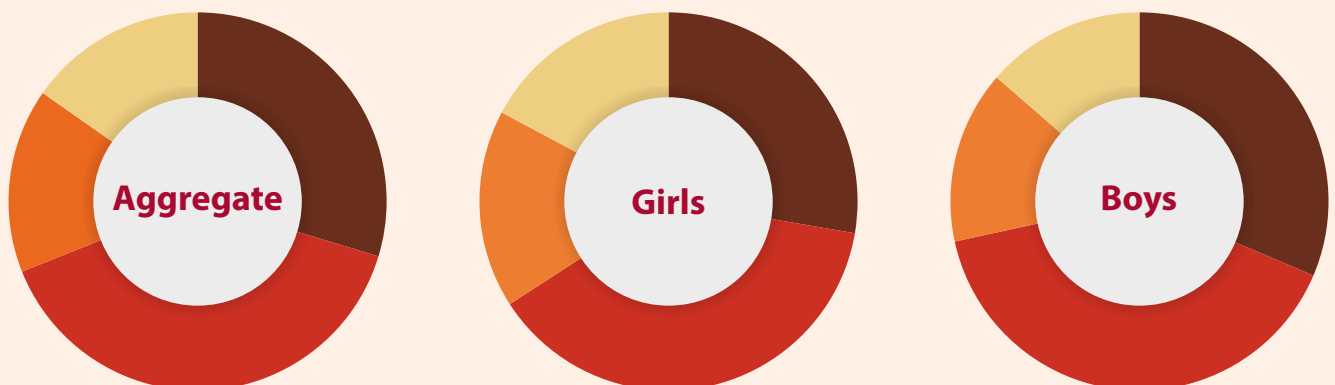
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 10 correctly read words with comprehension in one minute.	11 - 26 correctly read words with comprehension in one minute.	27 - 44 correctly read words with comprehension in one minute.	45 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	30	39	16	15
Percentage of Girls meeting the standard	28	38	17	17
Percentage of Boys meeting the standard	31	40	15	14

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

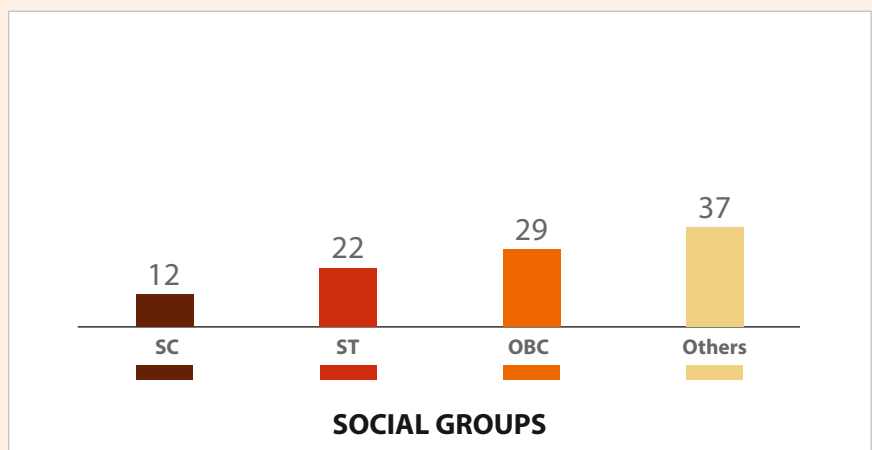
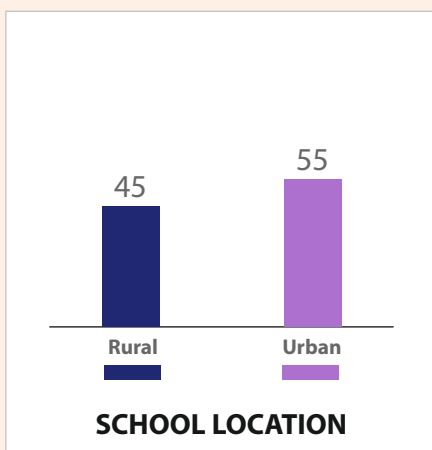
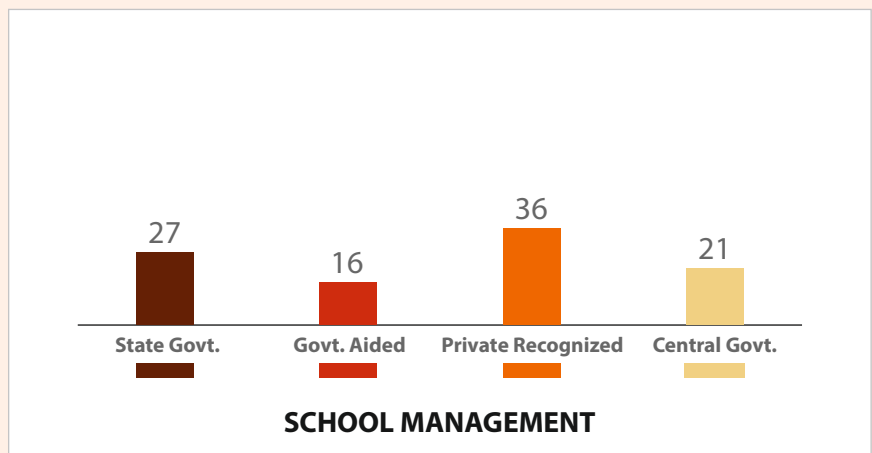
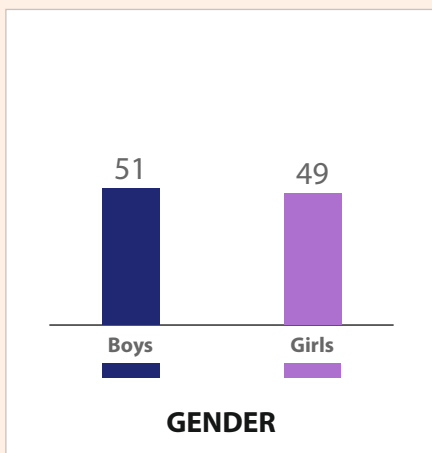
Language

ENGLISH

States/UTs in which FLS was conducted in English Language

JAMMU & KASHMIR, HIMACHAL PRADESH, PUNJAB, CHANDIGARH, UTTARAKHAND, HARYANA, DELHI, RAJASTHAN, UTTAR PRADESH, BIHAR, SIKKIM, ARUNACHAL PRADESH, NAGALAND, MANIPUR, MIZORAM, TRIPURA, MEGHALAYA, ASSAM, WEST BENGAL, JHARKHAND, ODISHA, CHHATTISGARH, MADHYA PRADESH, GUJARAT, MAHARASHTRA, ANDHRA PRADESH, KARNATAKA, GOA, LAKSHADWEEP, KERALA, TAMILNADU, PUDUCHERRY, ANDAMAN & NICOBAR ISLANDS, TELANGANA, LADAKH, DAMAN-DIU AND DADRA NAGAR HAVELI

PARTICIPATION OF STUDENTS (in percentages)

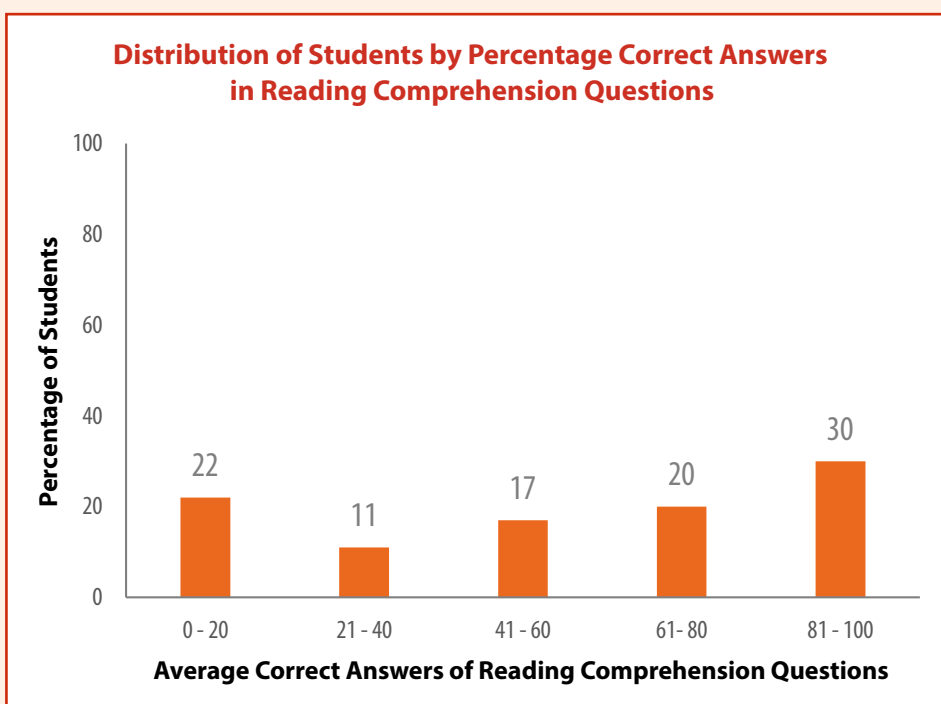
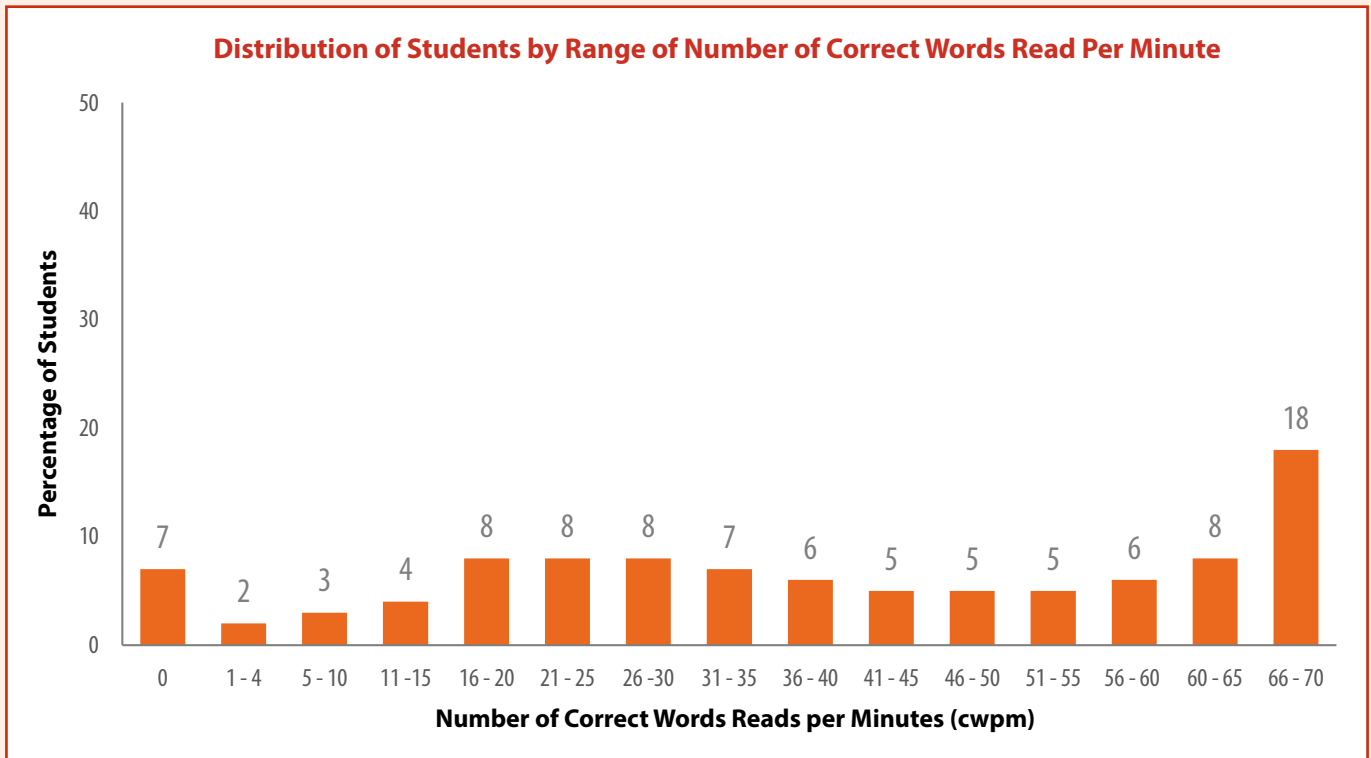


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Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	39
Girls	39
Total	39



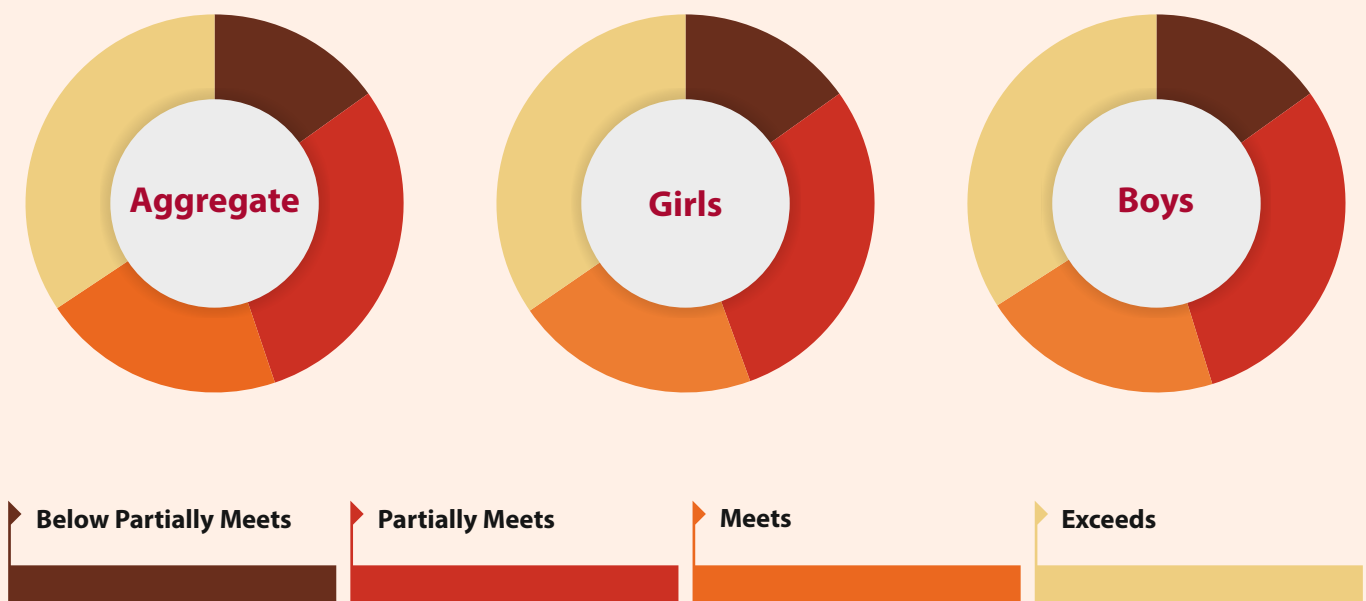
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 14 correctly read words with comprehension in one minute.	15 - 34 correctly read words with comprehension in one minute.	35 - 53 correctly read words with comprehension in one minute.	54 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	15	30	21	34
Percentage of Girls meeting the standard	15	29	21	35
Percentage of Boys meeting the standard	15	30	21	34

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

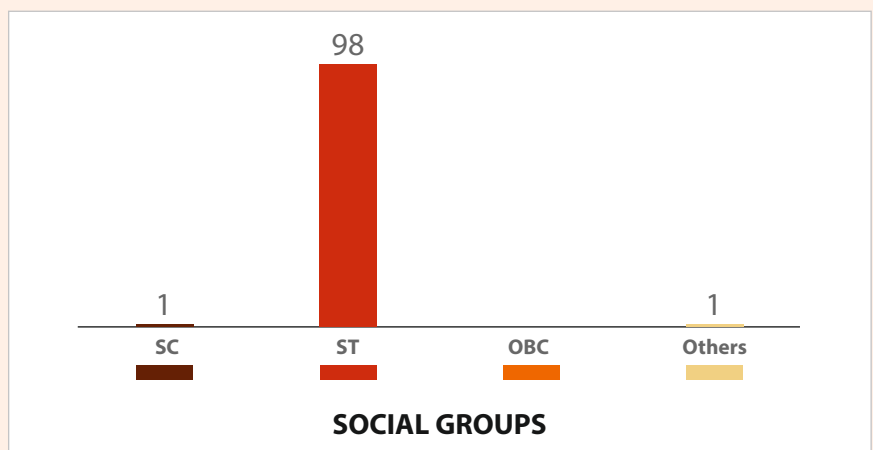
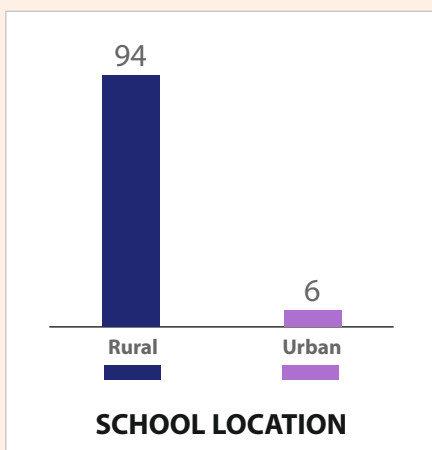
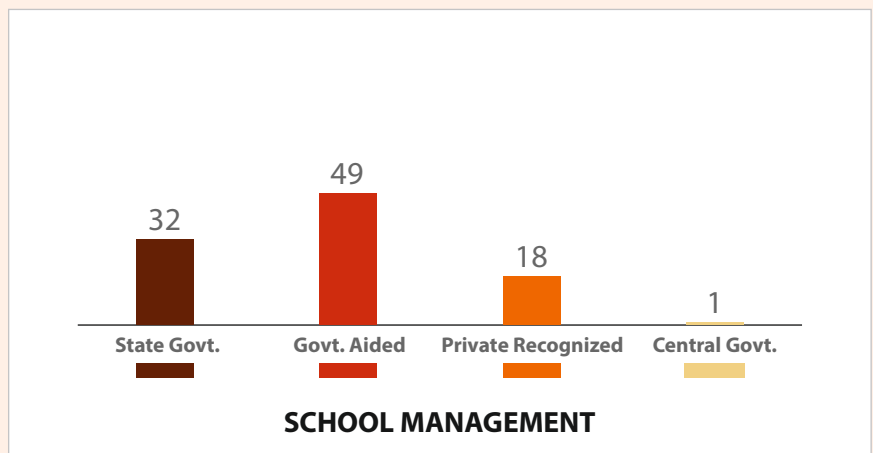
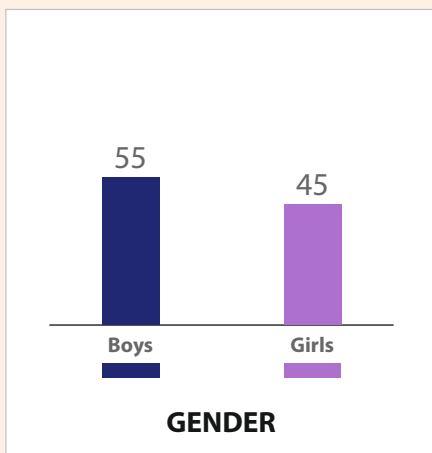
Language

GARO

States/UTs in which FLS was conducted in Garo Language

ASSAM, MEGHALAYA

PARTICIPATION OF STUDENTS (in percentages)

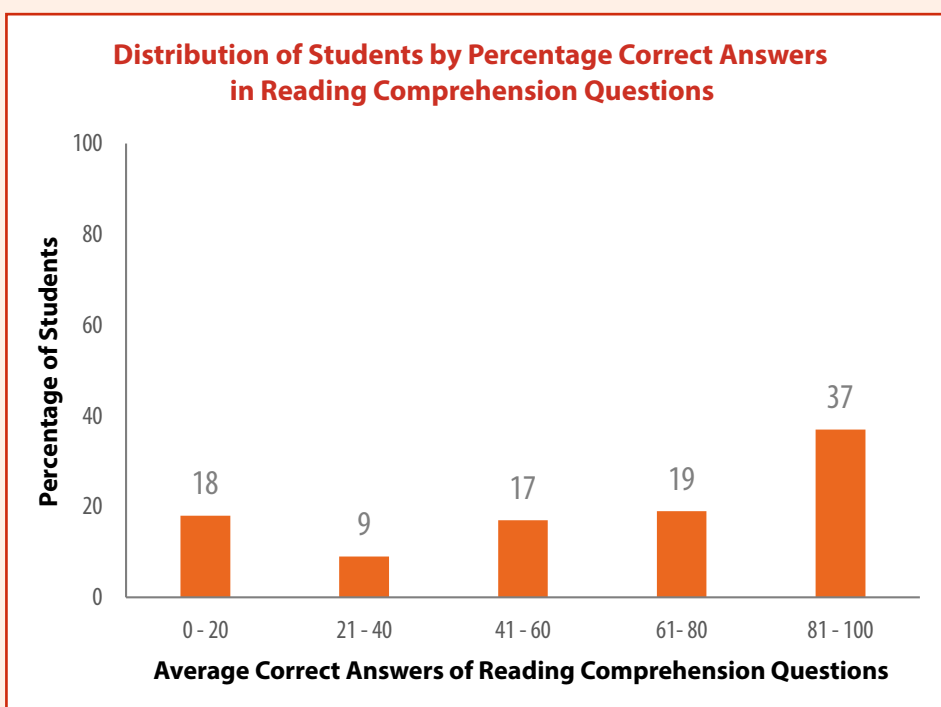
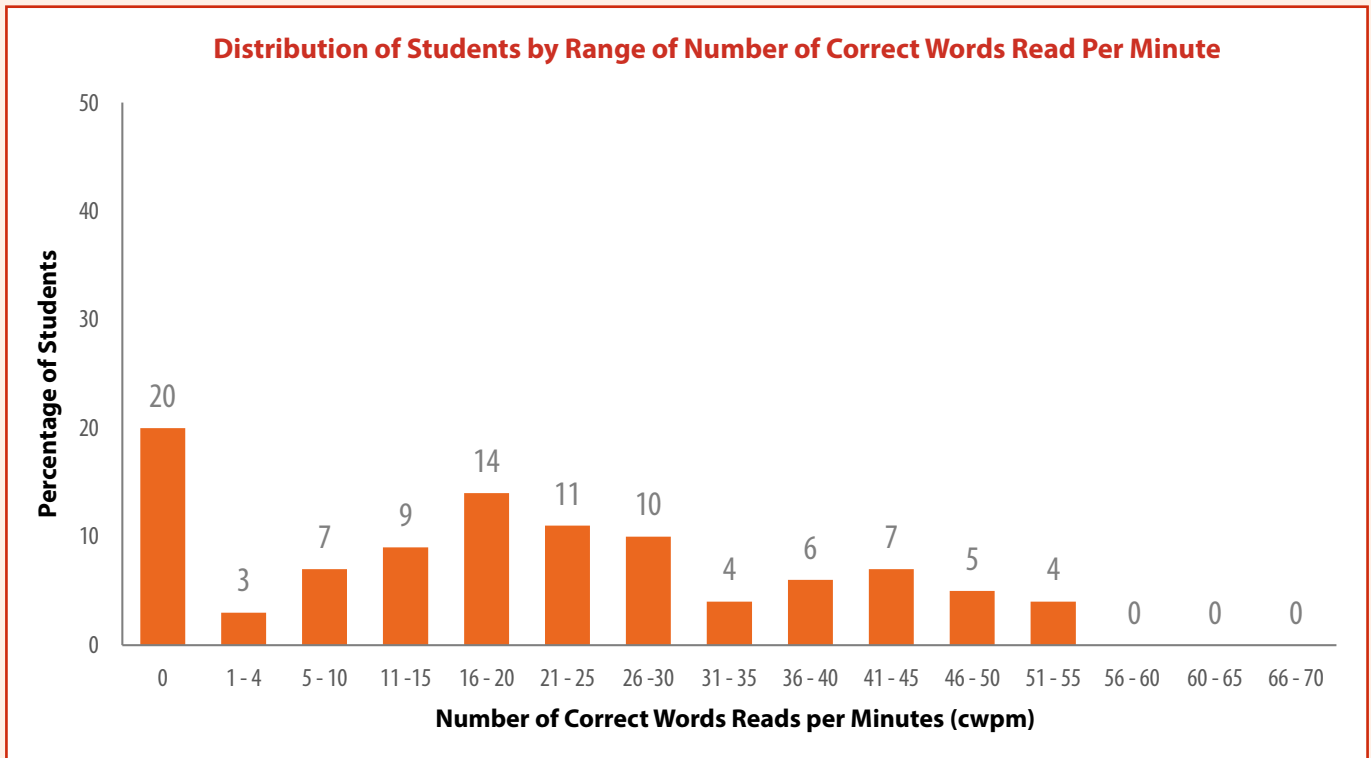


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	20
Girls	22
Total	21



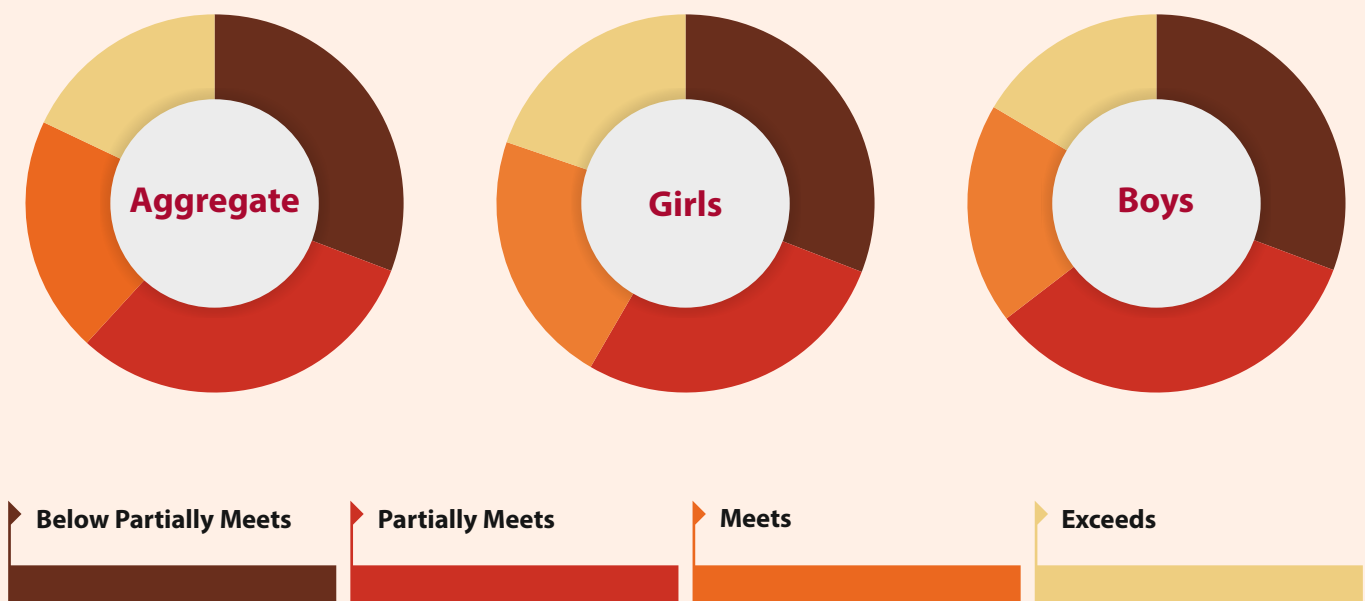
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 10 correctly read words with comprehension in one minute.	11 - 24 correctly read words with comprehension in one minute.	25 - 39 correctly read words with comprehension in one minute.	40 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	31	31	20	18
Percentage of Girls meeting the standard	31	27	22	20
Percentage of Boys meeting the standard	31	34	19	16

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

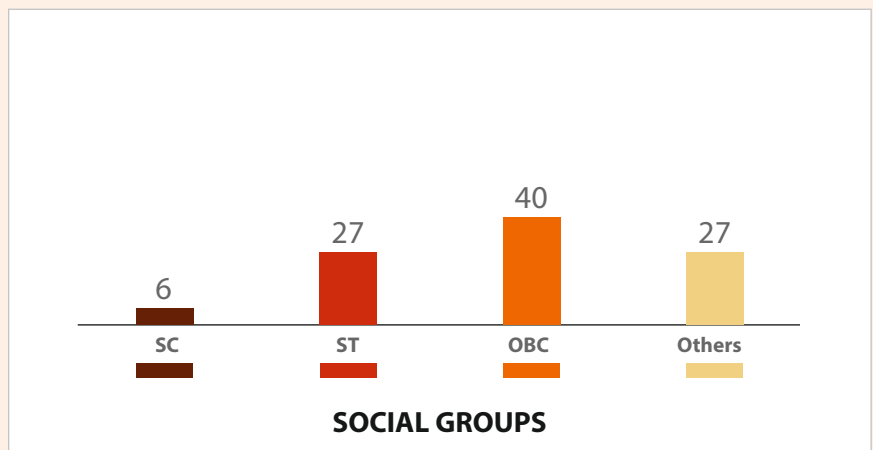
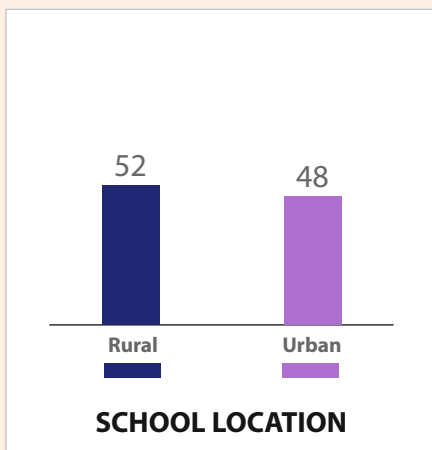
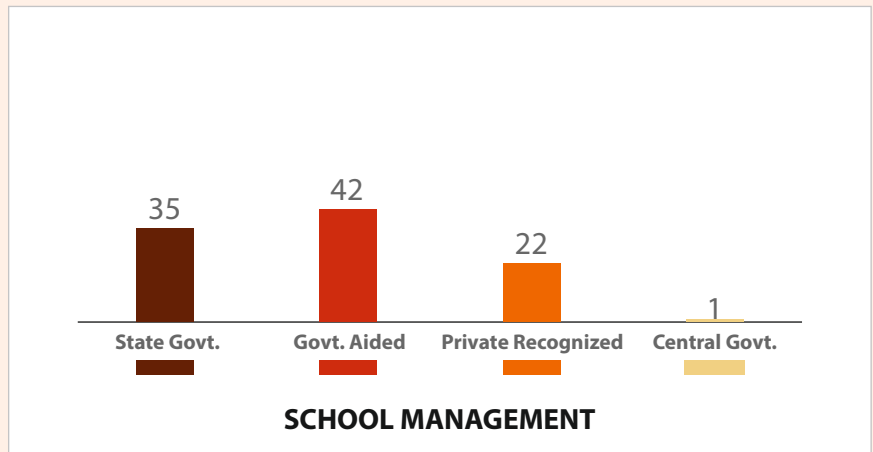
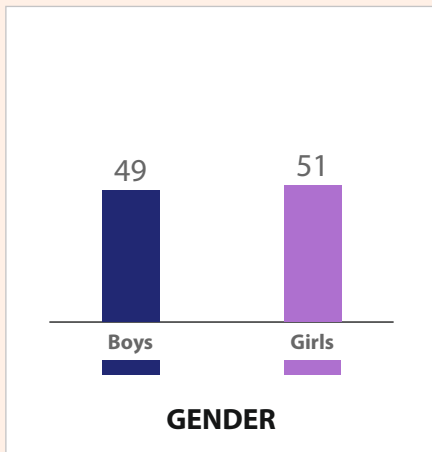
Language

GUJARATI

States/UTs in which FLS was conducted in Gujarati Language

GUJARAT, MAHARASHTRA, DAMAN-DIU AND DADRA NAGAR HAVELI

PARTICIPATION OF STUDENTS (in percentages)

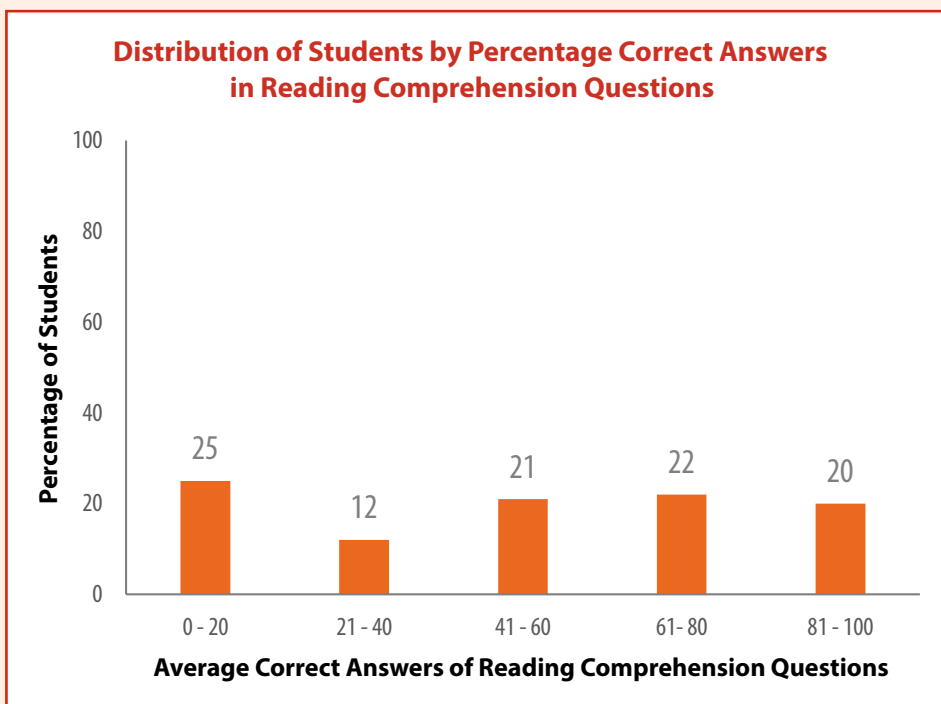
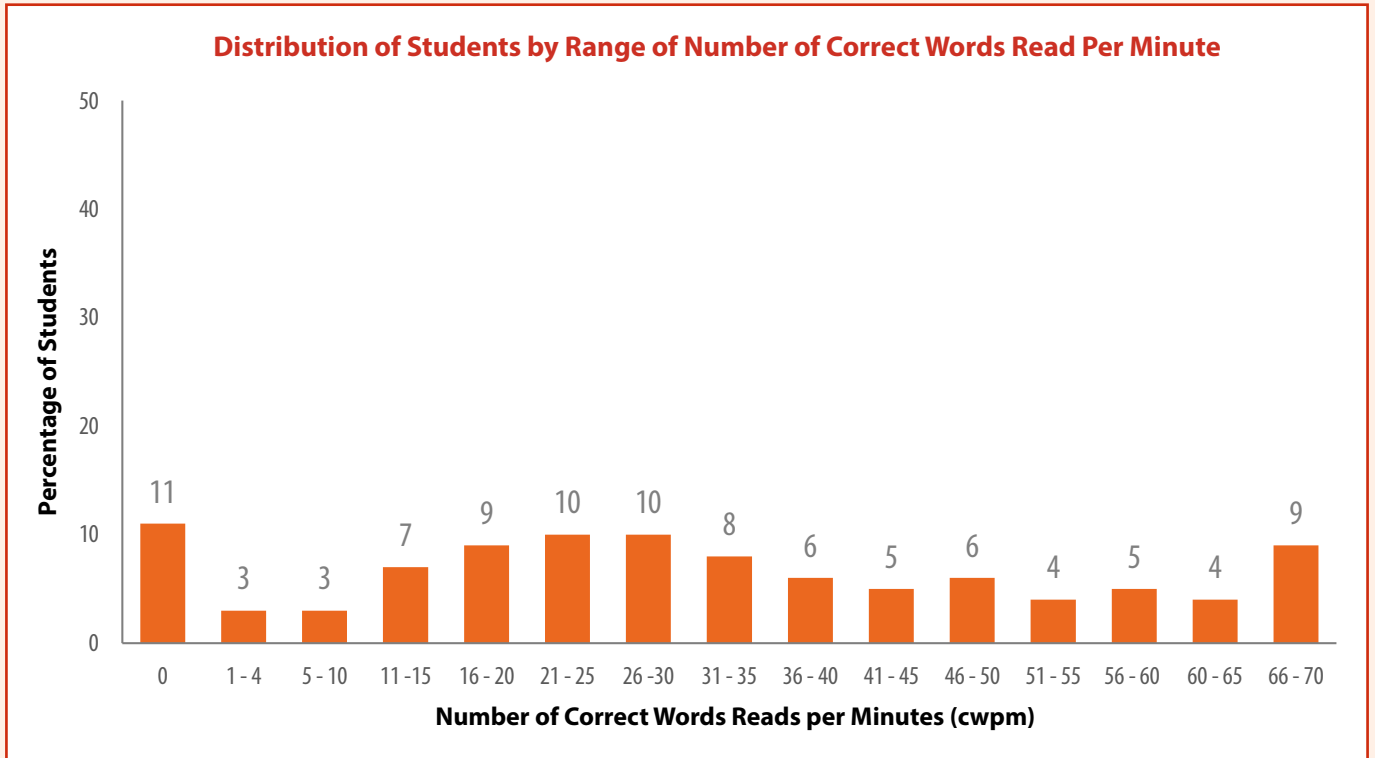


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	30
Girls	33
Total	31



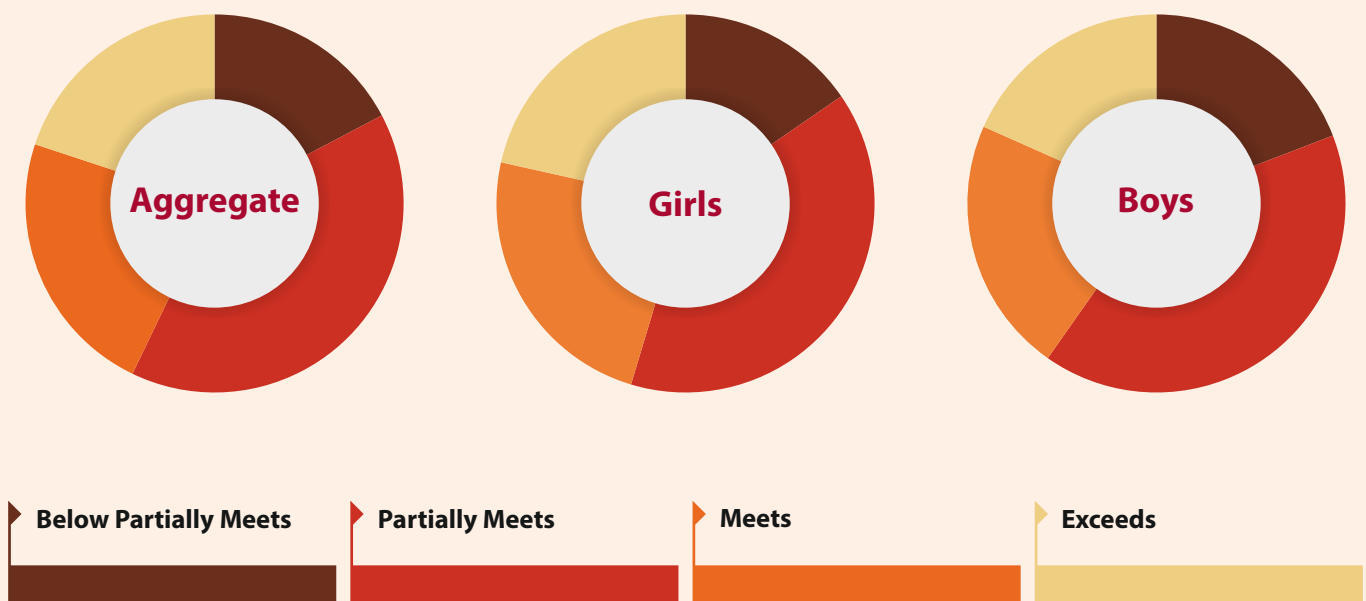
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 11 correctly read words with comprehension in one minute.	12 - 32 correctly read words with comprehension in one minute.	33 - 52 correctly read words with comprehension in one minute.	53 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	17	40	23	20
Percentage of Girls meeting the standard	15	39	24	22
Percentage of Boys meeting the standard	19	41	22	18

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

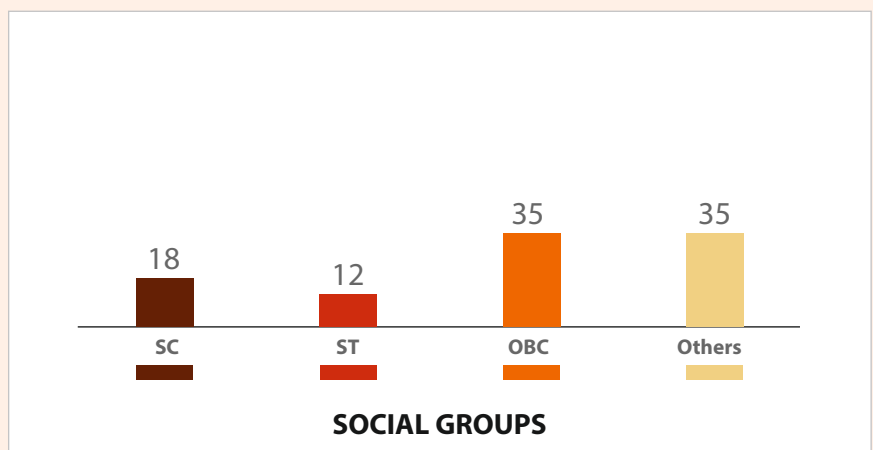
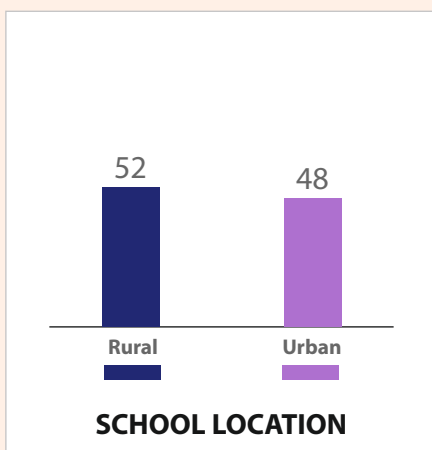
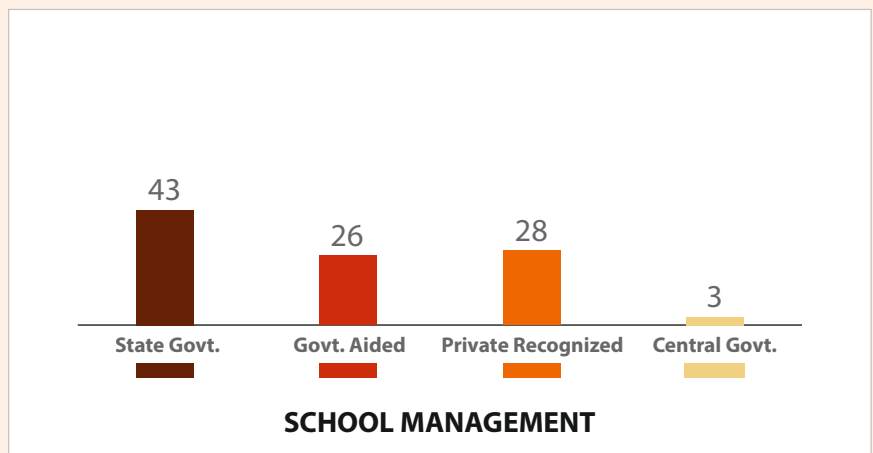
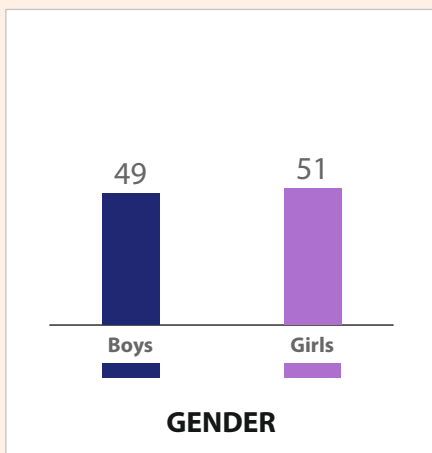
Language

HINDI

States/UTs in which FLS was conducted in Hindi Language

HIMACHAL PRADESH, PUNJAB, CHANDIGARH, UTTARAKHAND, HARYANA, DELHI, RAJASTHAN, UTTAR PRADESH, BIHAR, ASSAM, WEST BENGAL, JHARKHAND, ODISHA, CHHATTISGARH, MADHYA PRADESH, GUJARAT, MAHARASHTRA, ANDAMAN & NICOBAR ISLANDS

PARTICIPATION OF STUDENTS (in percentages)

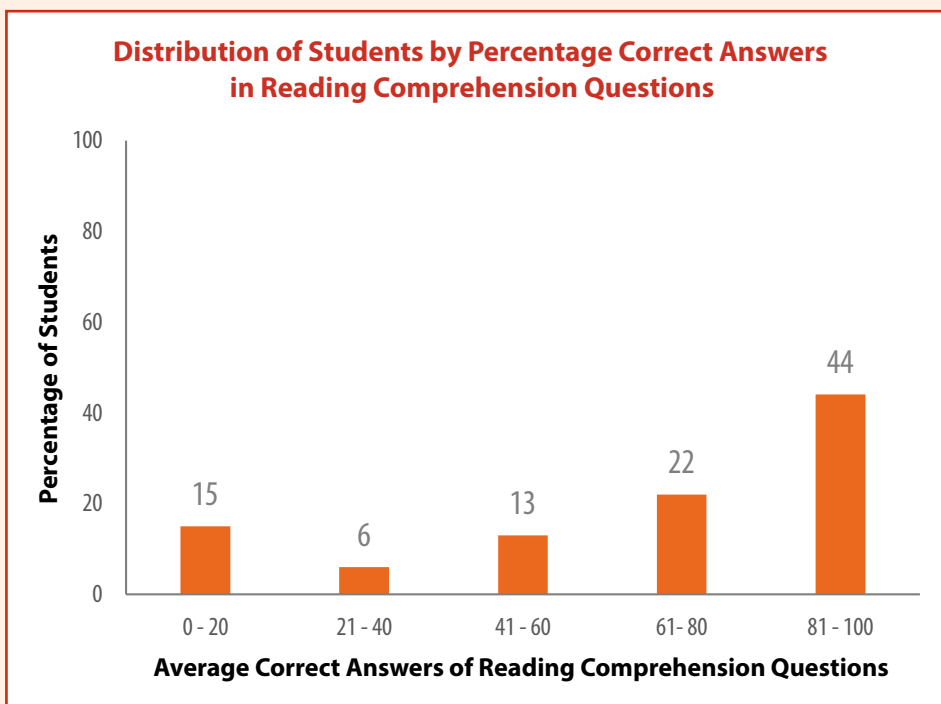
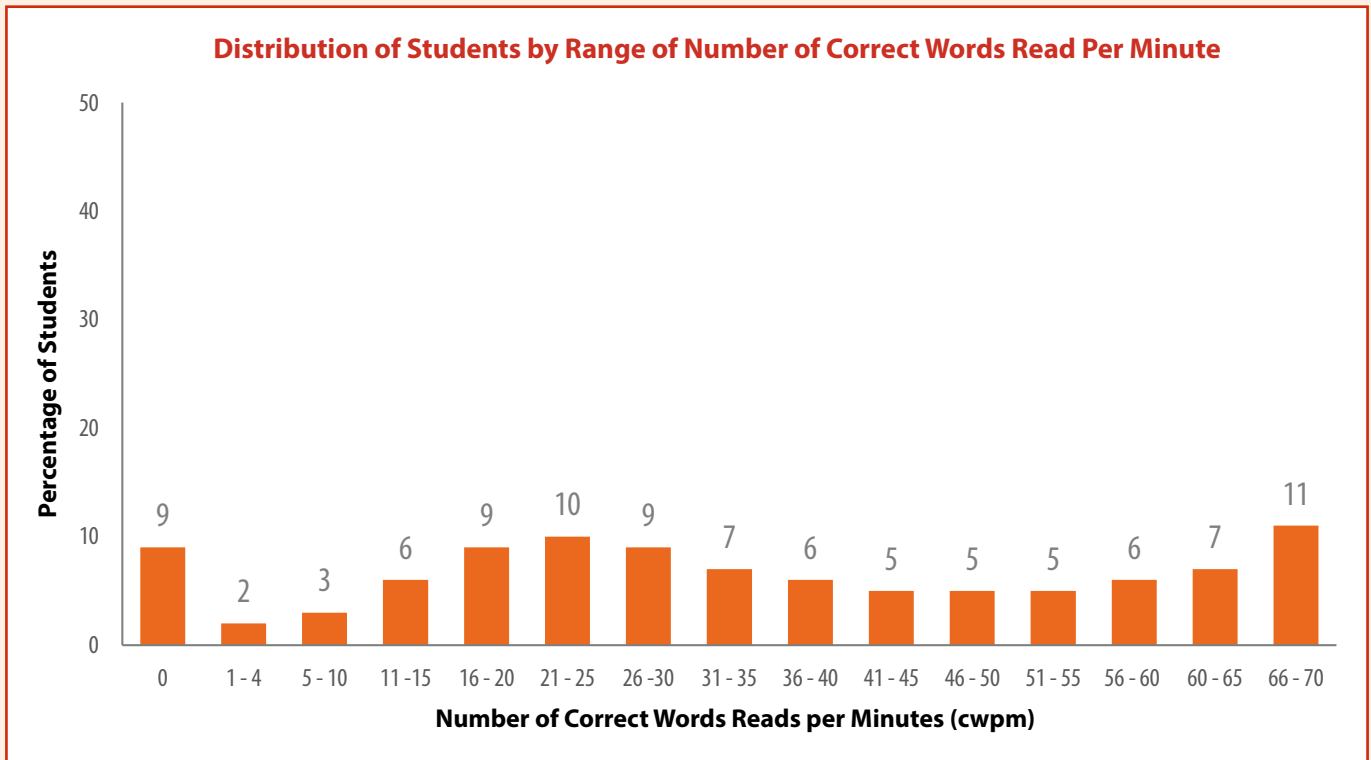


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	35
Girls	35
Total	35



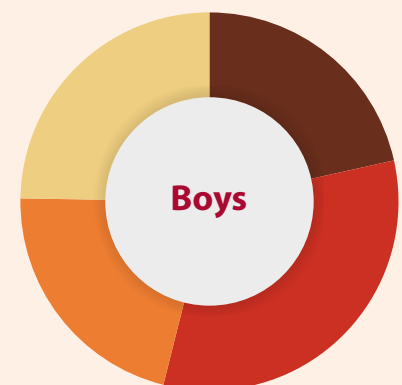
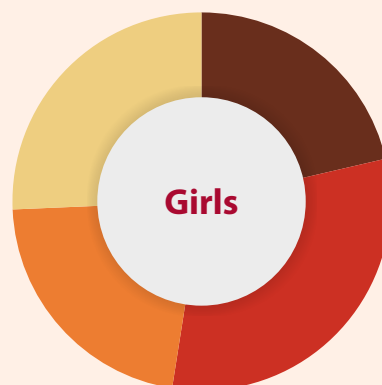
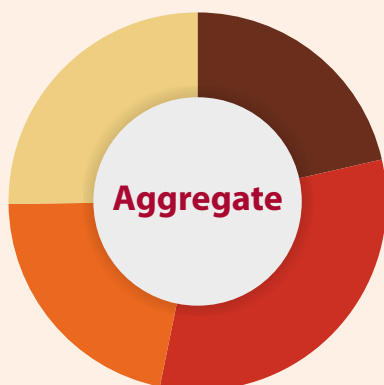
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 16 correctly read words with comprehension in one minute.	17 - 34 correctly read words with comprehension in one minute.	35 - 54 correctly read words with comprehension in one minute.	55 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	21	32	22	25
Percentage of Girls meeting the standard	21	31	22	26
Percentage of Boys meeting the standard	22	32	21	25

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSES OF RESULTS

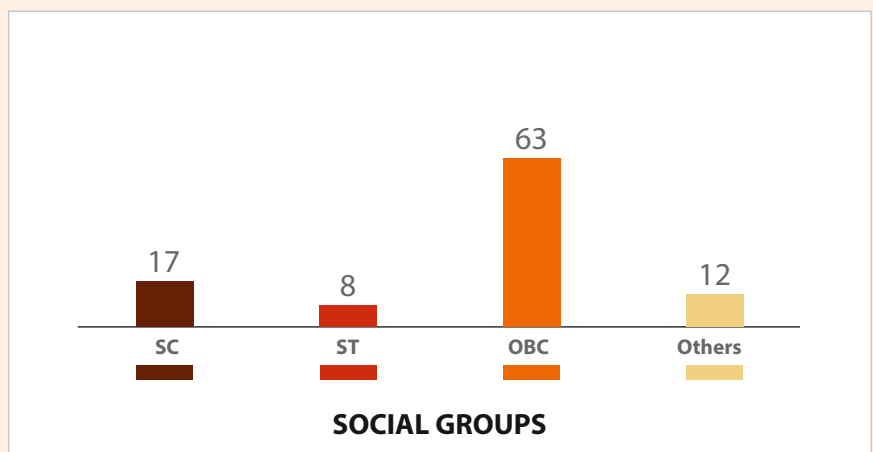
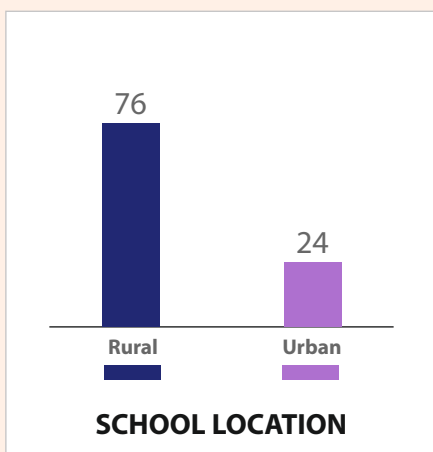
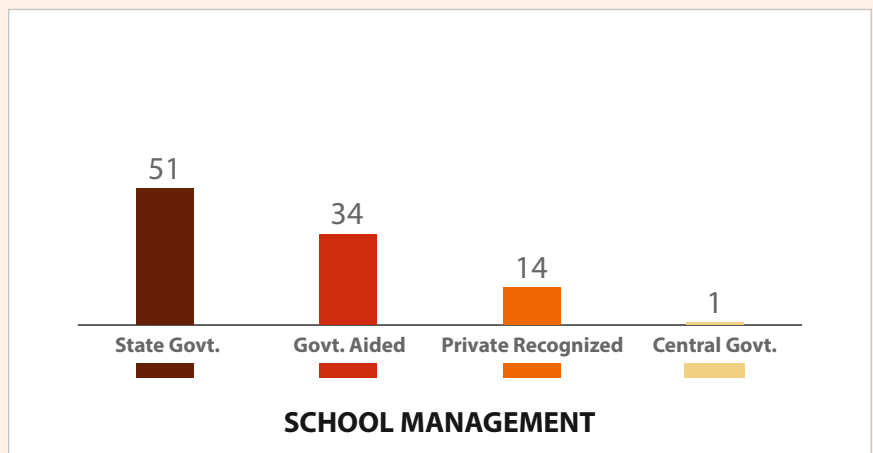
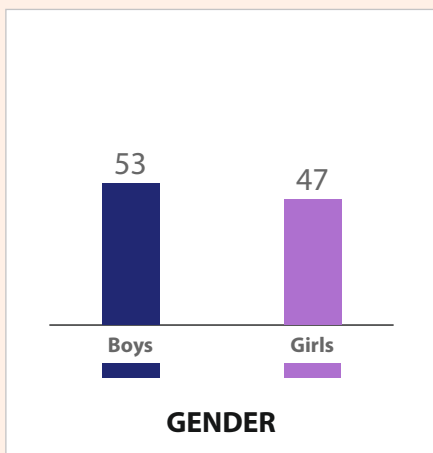
ORAL READING FLUENCY with RC READING COMPREHENSION

Language
KANNADA

States/UTs in which FLS was conducted in Kannada Language

MAHARASHTRA, ANDHRA PRADESH, KARNATAKA, KERALA

PARTICIPATION OF STUDENTS (in percentages)



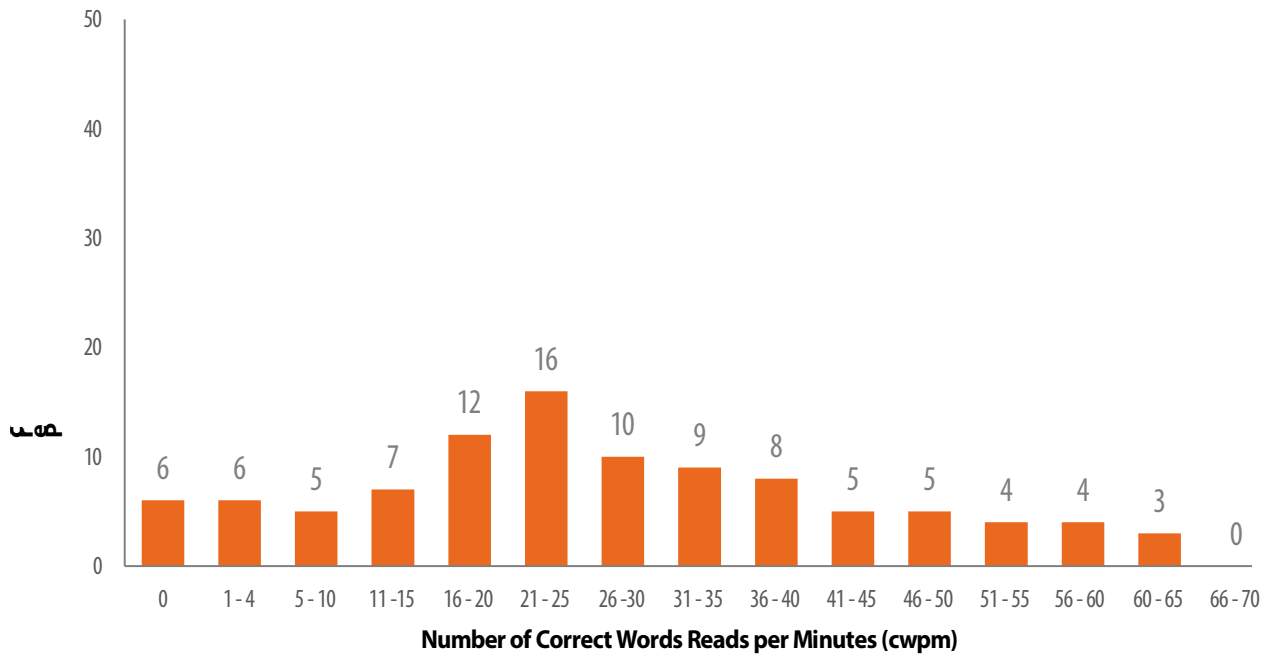
Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

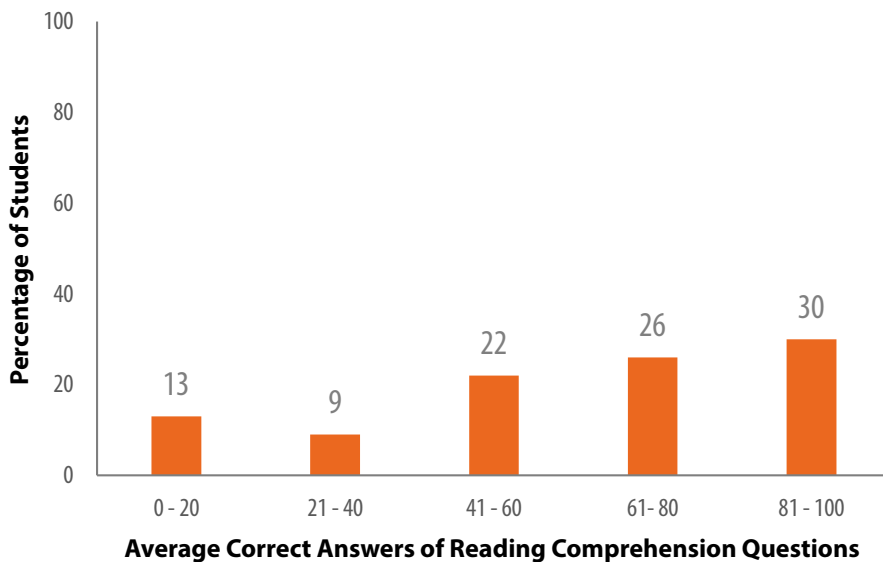
Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	26
Girls	28
Total	27

Distribution of Students by Range of Number of Correct Words Read Per Minute



Distribution of Students by Percentage Correct Answers in Reading Comprehension Questions



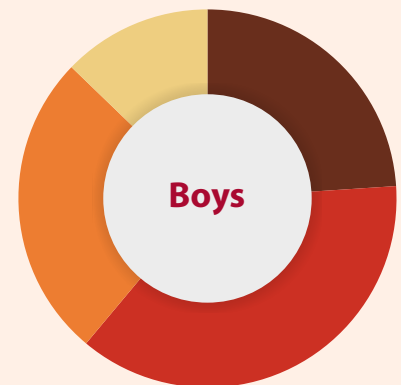
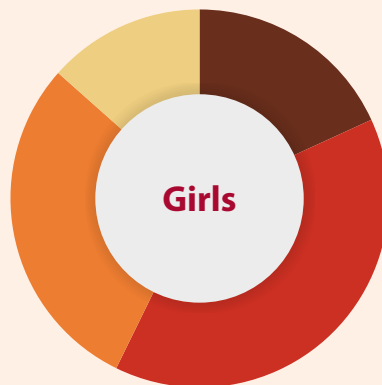
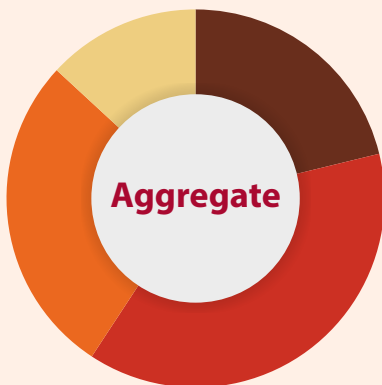
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 13 correctly read words with comprehension in one minute.	14 - 29 correctly read words with comprehension in one minute.	30 - 48 correctly read words with comprehension in one minute.	49 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	21	38	28	13
Percentage of Girls meeting the standard	18	40	29	13
Percentage of Boys meeting the standard	24	37	26	13

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

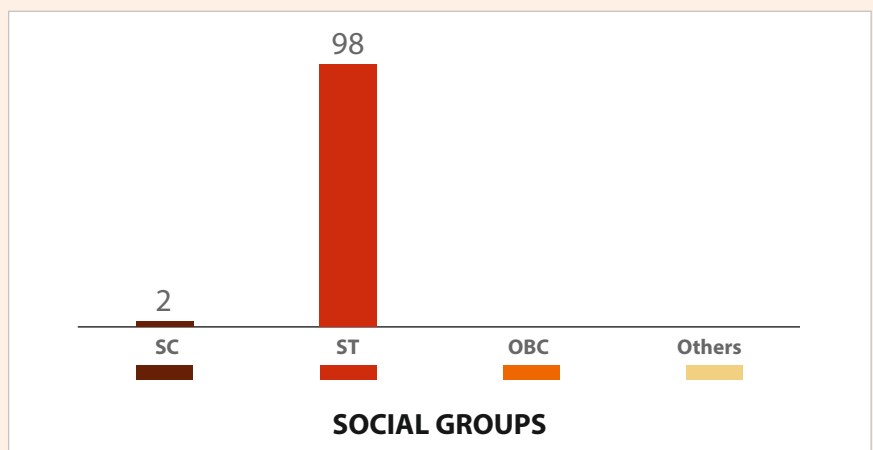
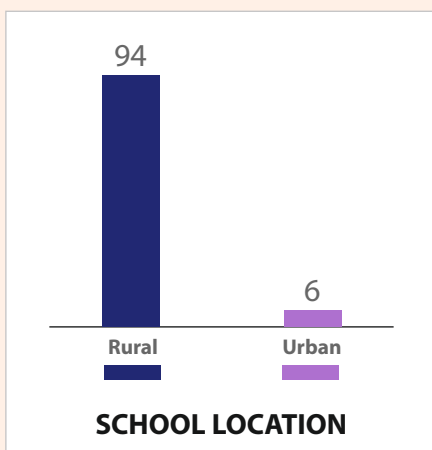
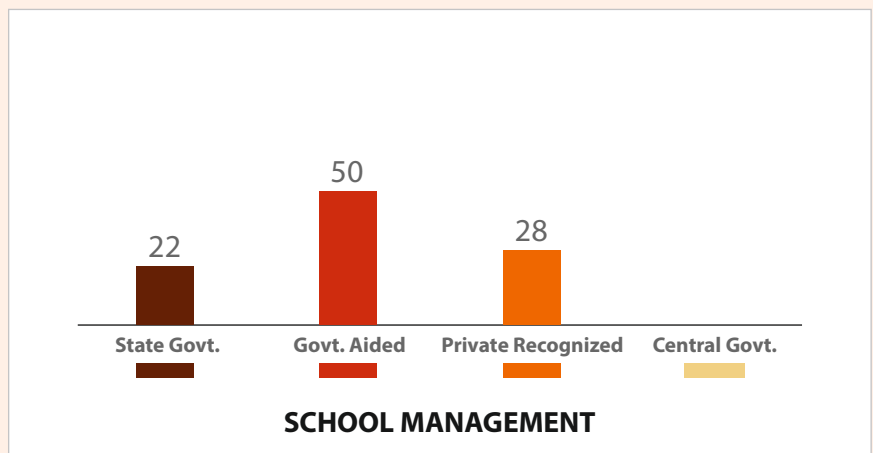
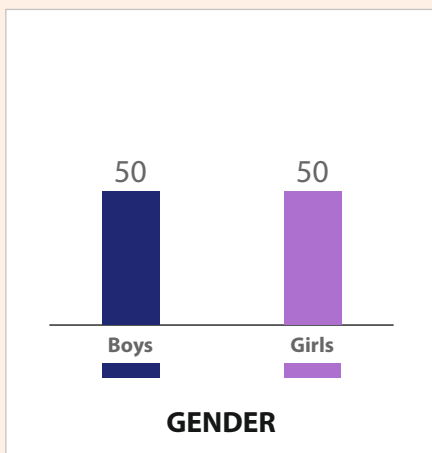
Language

KHASI

States/UTs in which FLS was conducted in Khasi Language

MEGHALAYA

PARTICIPATION OF STUDENTS (in percentages)

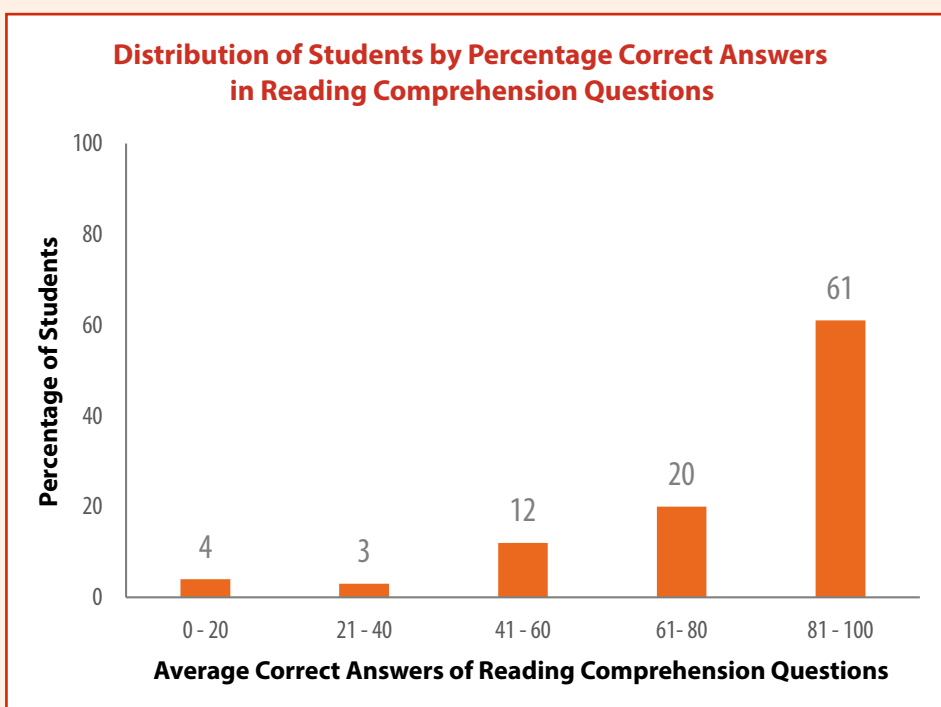
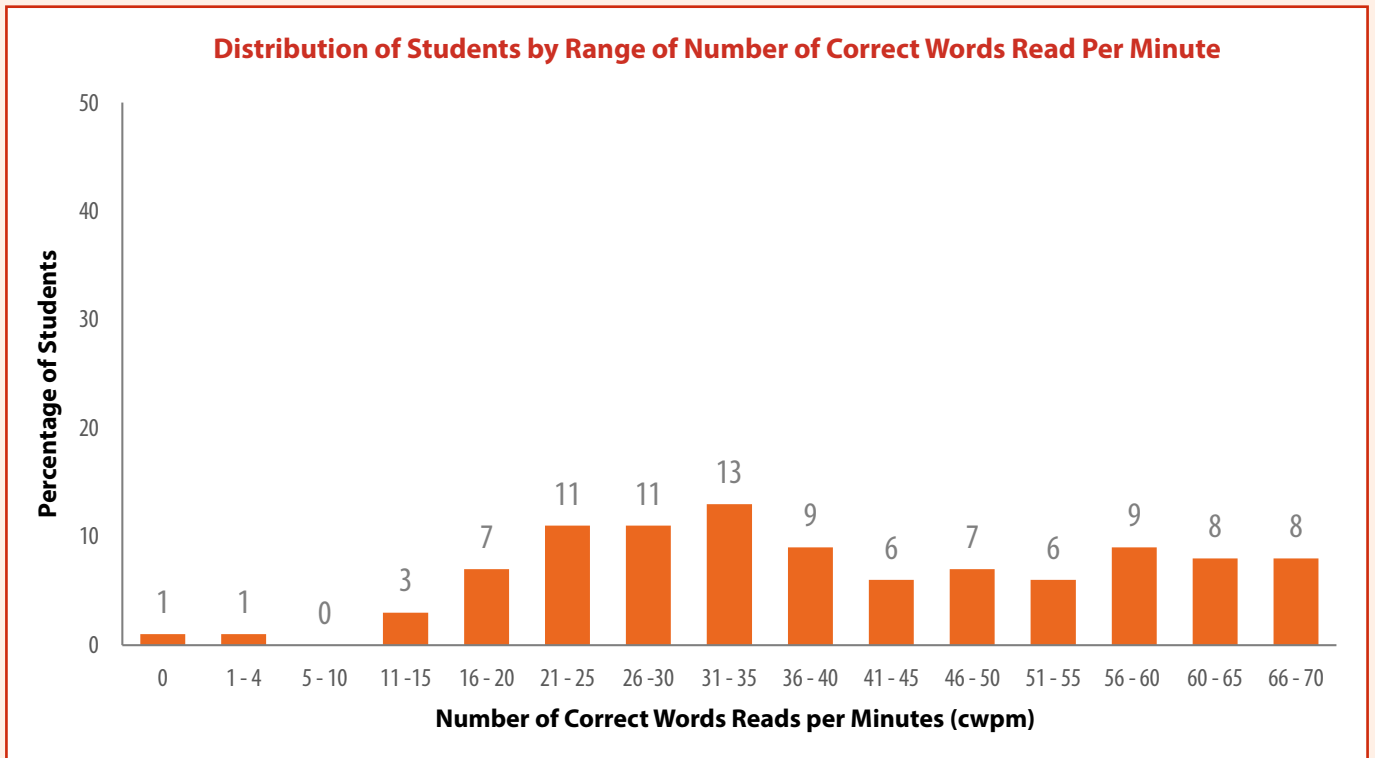


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	40
Girls	40
Total	40



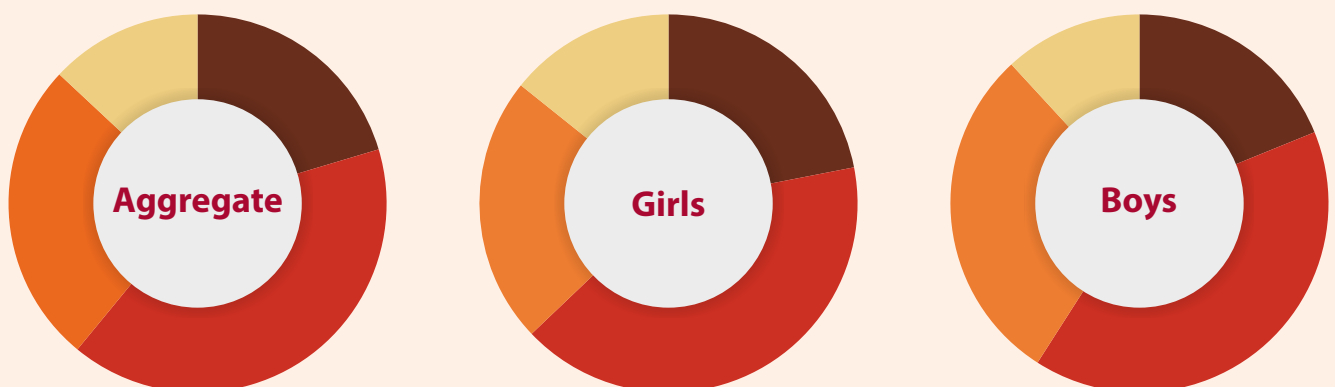
	Average Correct Answers of RCQ (%)
Boys	80
Girls	80
Total	80

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 24 correctly read words with comprehension in one minute.	25 - 44 correctly read words with comprehension in one minute.	45 - 62 correctly read words with comprehension in one minute.	63 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	20	41	26	13
Percentage of Girls meeting the standard	22	41	23	14
Percentage of Boys meeting the standard	19	40	29	12

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSSES OF RESULTS

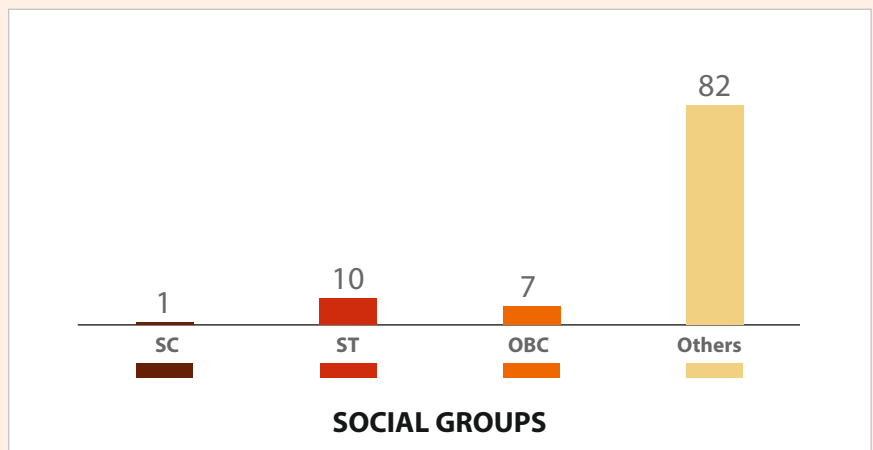
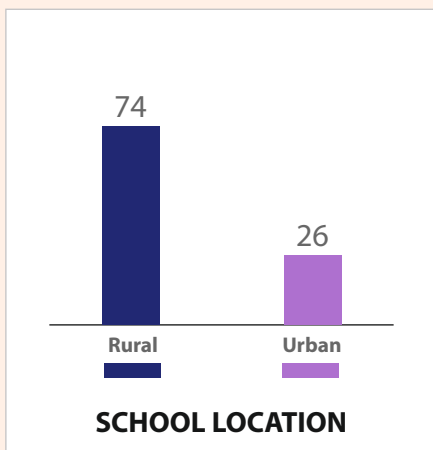
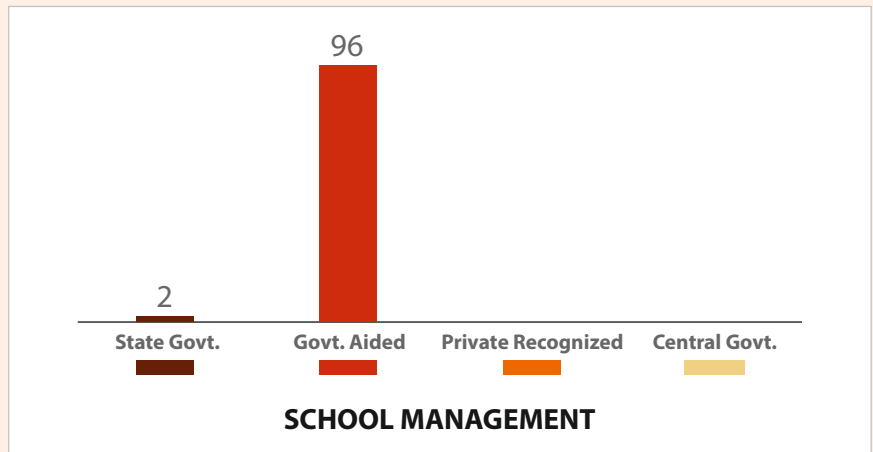
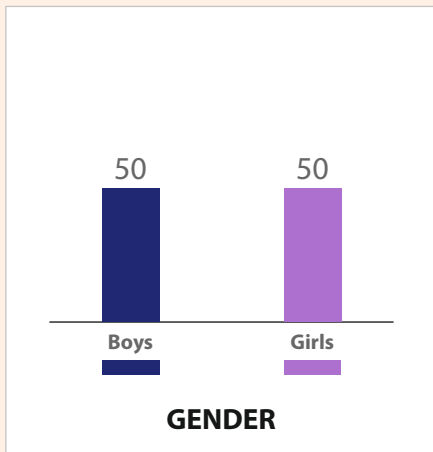
ORAL READING FLUENCY with RC READING COMPREHENSION

Language
KONKANI

States/UTs in which FLS was conducted in Konkani Language

GOA

PARTICIPATION OF STUDENTS (in percentages)

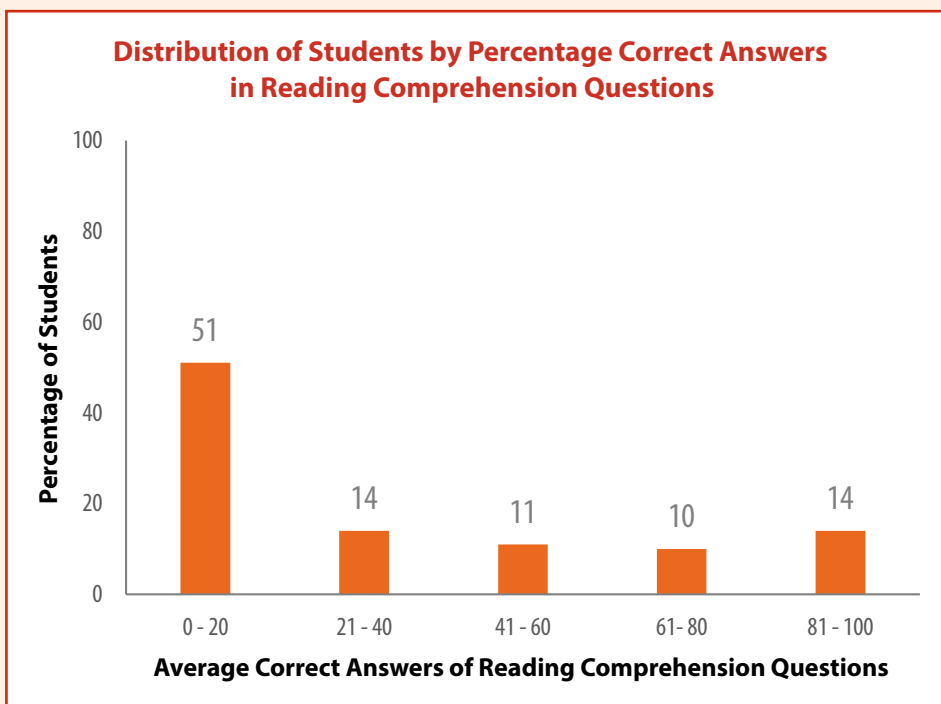
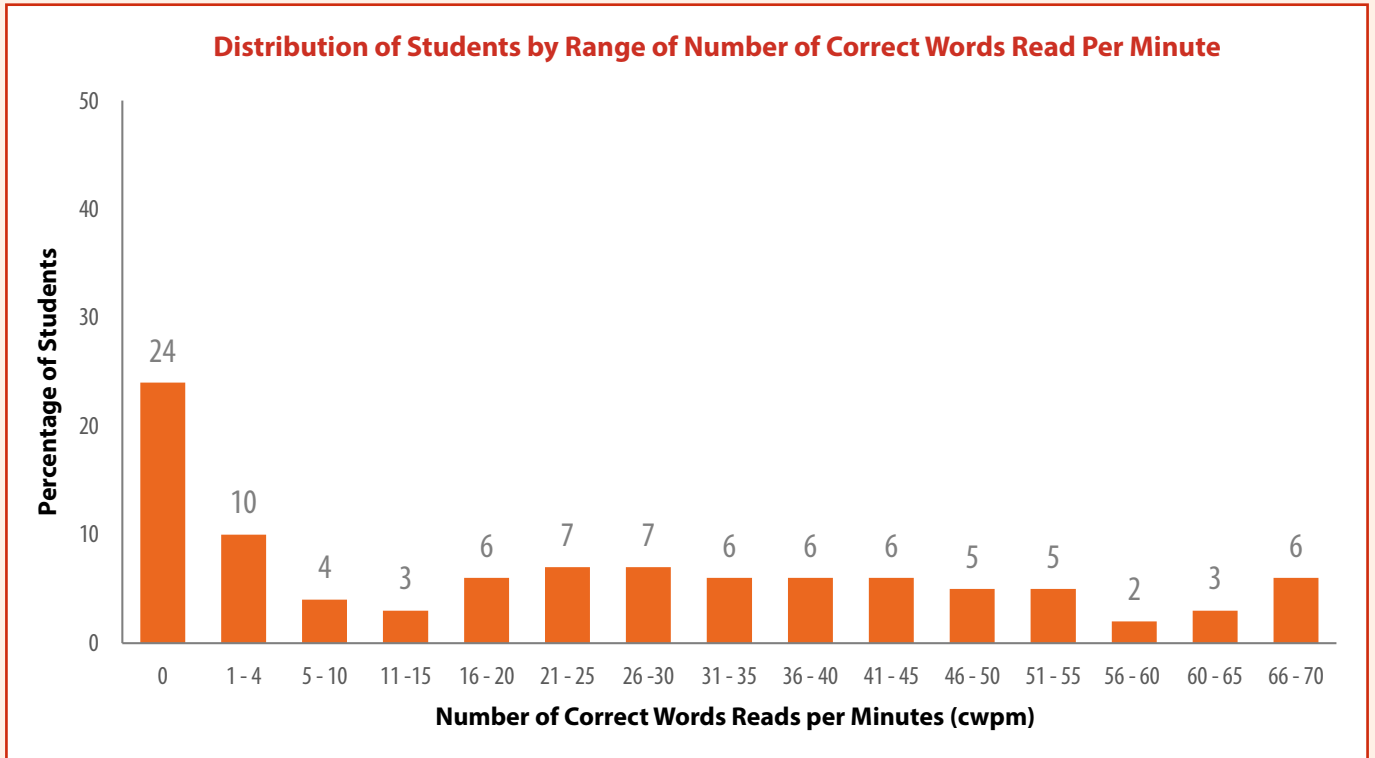


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	23
Girls	27
Total	25



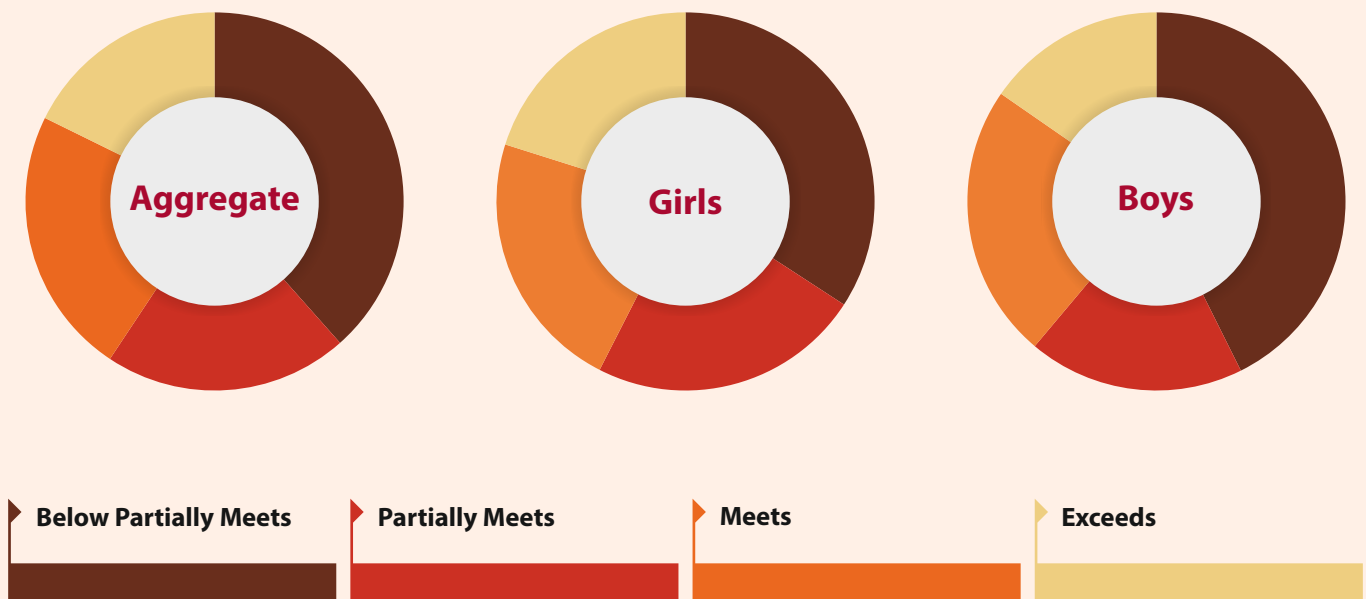
	Average Correct Answers of RCQ (%)
Boys	40
Girls	40
Total	40

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 12 correctly read words with comprehension in one minute.	13 - 29 correctly read words with comprehension in one minute.	30 - 49 correctly read words with comprehension in one minute.	50 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	38	21	23	18
Percentage of Girls meeting the standard	35	23	22	20
Percentage of Boys meeting the standard	43	18	24	15

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSSES OF RESULTS

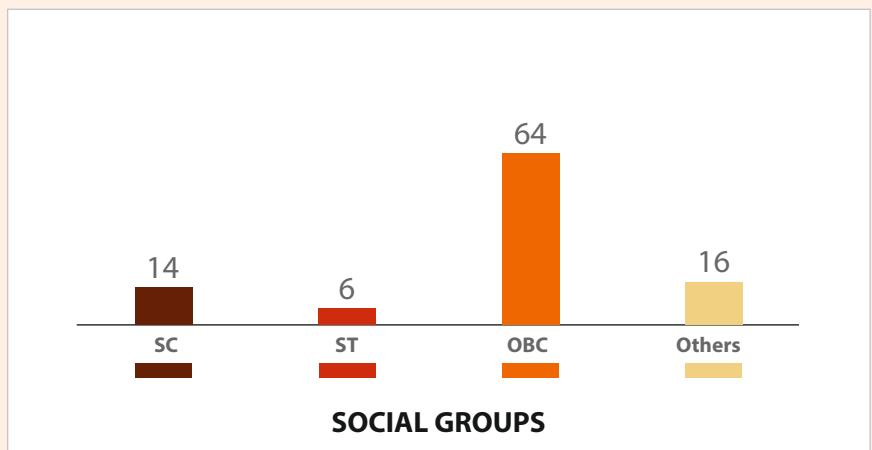
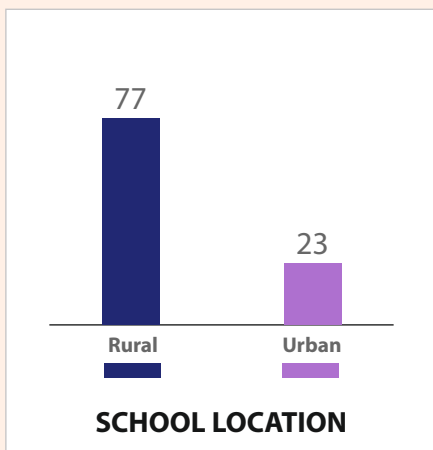
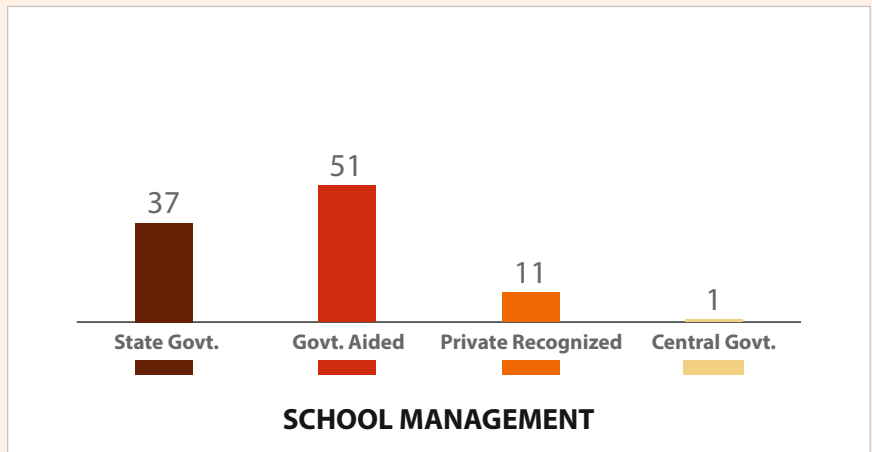
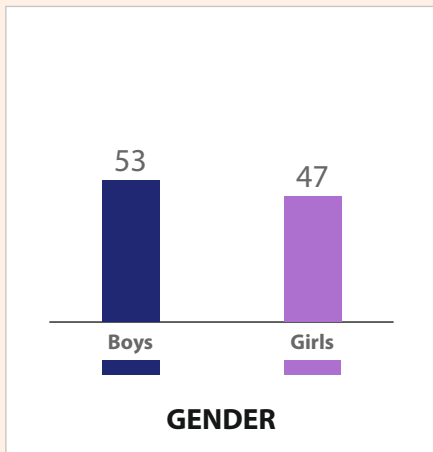
ORAL READING FLUENCY with RC READING COMPREHENSION

Language
MALAYALAM

States/UTs in which FLS was conducted in Malayalam Language

KERALA

PARTICIPATION OF STUDENTS (in percentages)

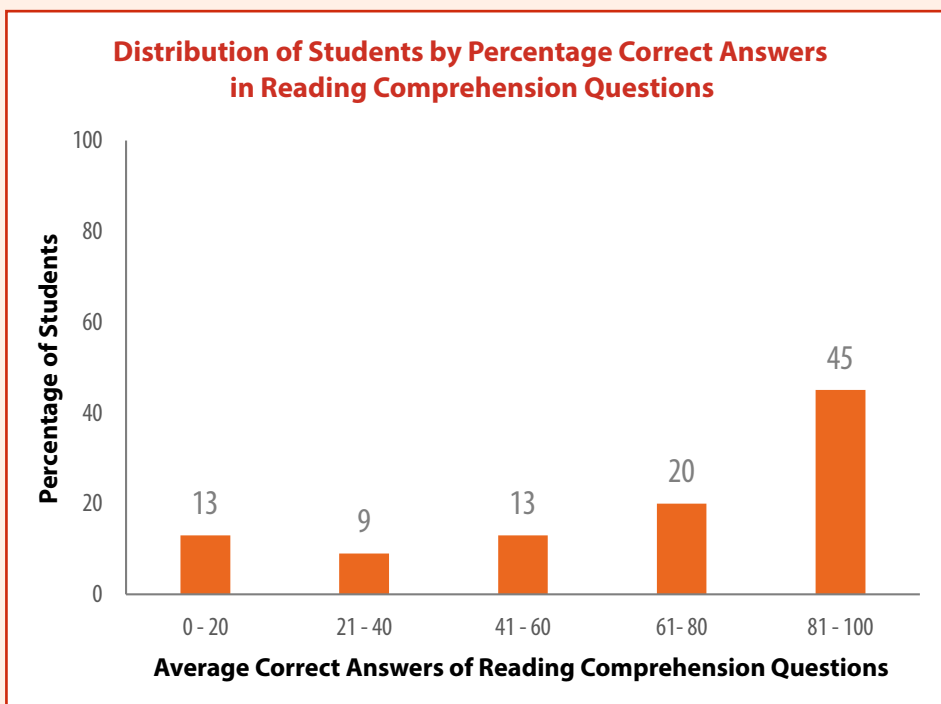
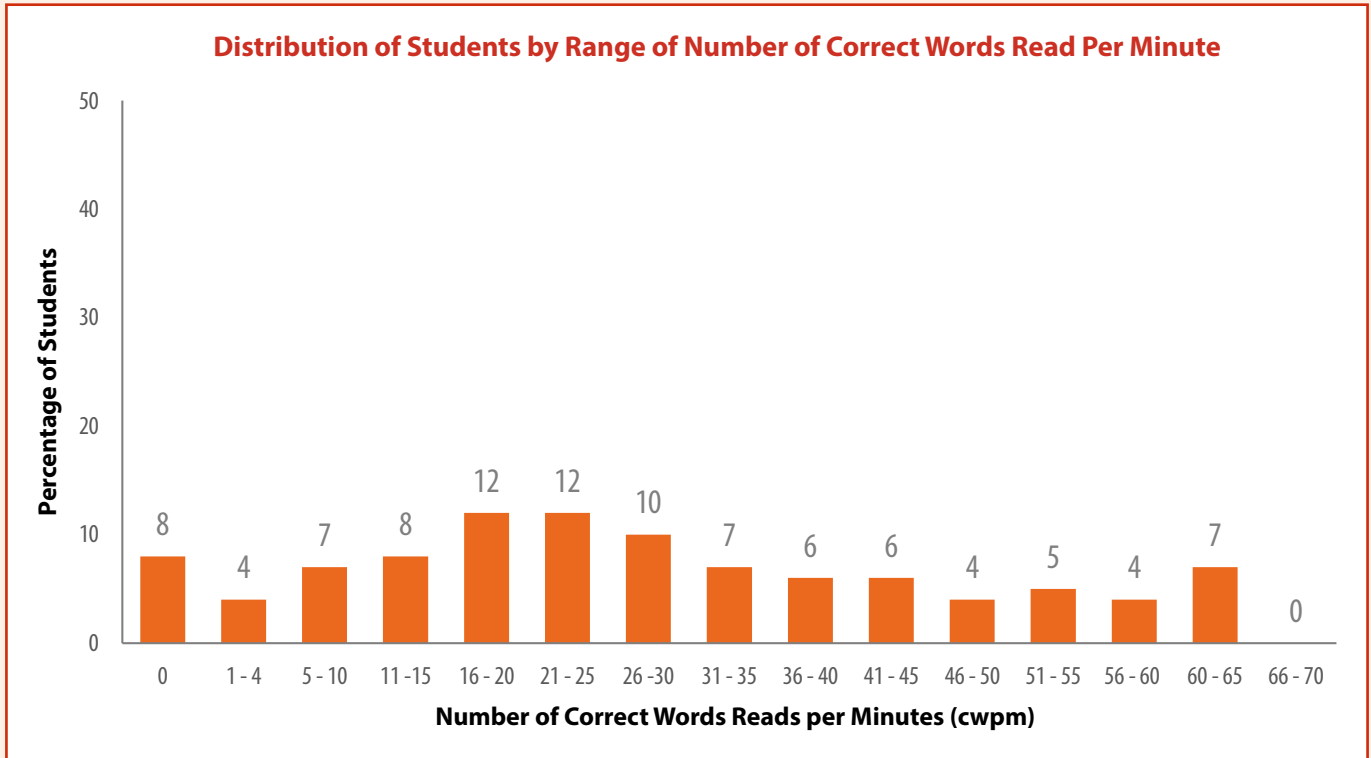


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	26
Girls	29
Total	28



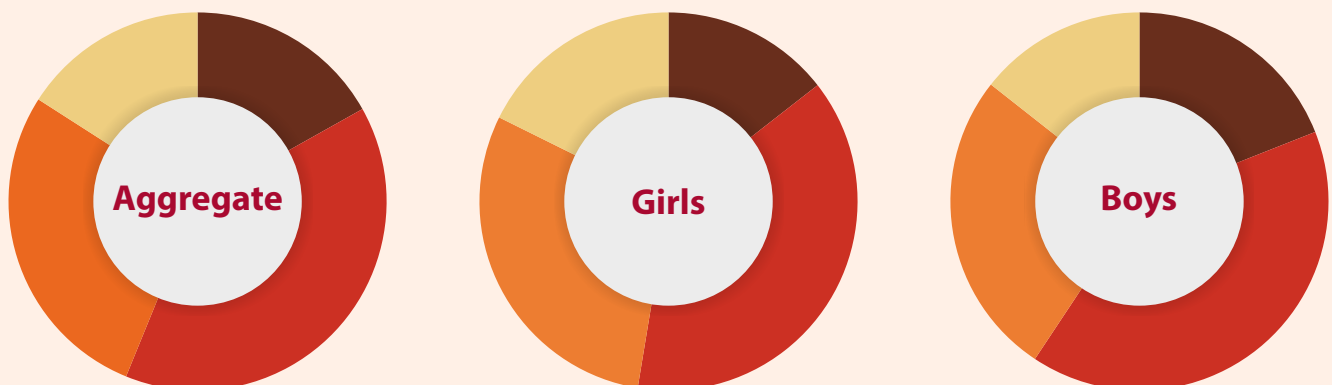
	Average Correct Answers of RCQ (%)
Boys	60
Girls	80
Total	80

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 9 correctly read words with comprehension in one minute.	10 - 27 correctly read words with comprehension in one minute.	28 - 50 correctly read words with comprehension in one minute.	51 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	17	39	28	16
Percentage of Girls meeting the standard	14	38	30	18
Percentage of Boys meeting the standard	19	41	26	14

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

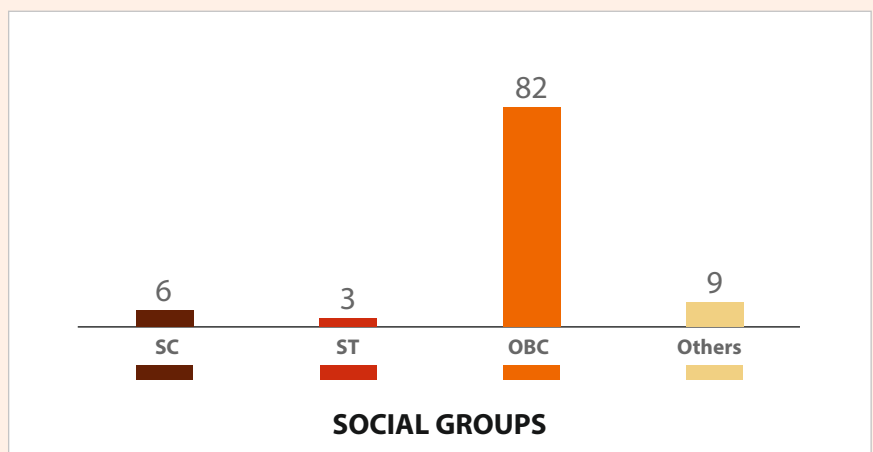
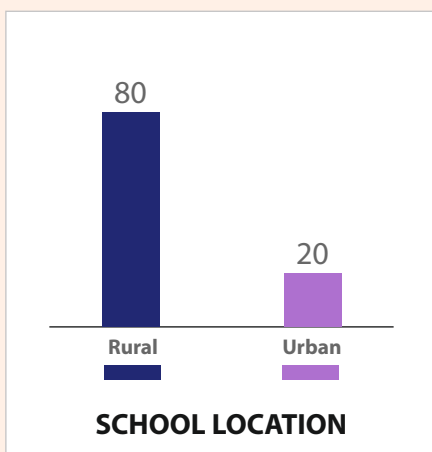
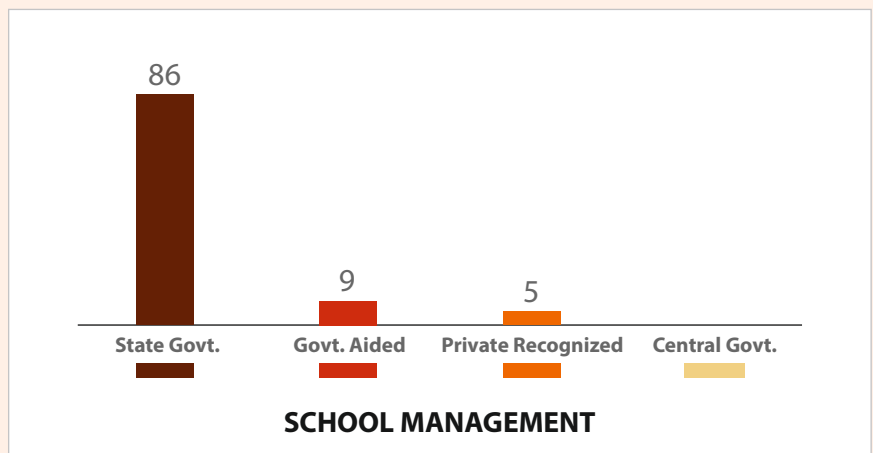
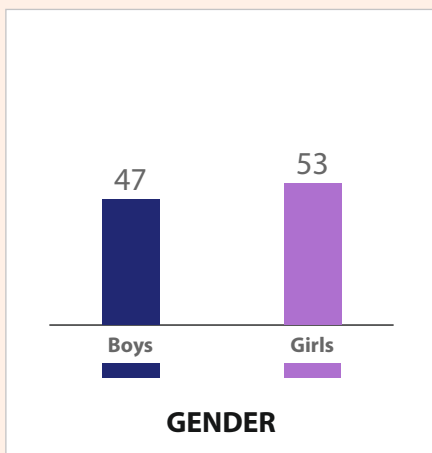
Language

MANIPURI

States/UTs in which FLS was conducted in Manipuri Language

MANIPUR

PARTICIPATION OF STUDENTS (in percentages)

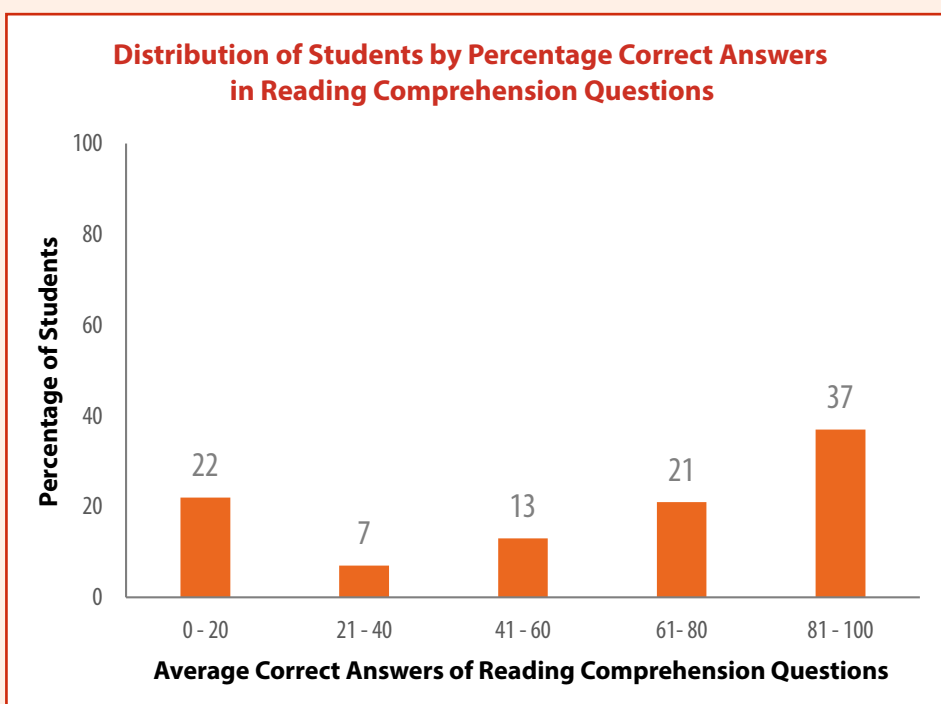
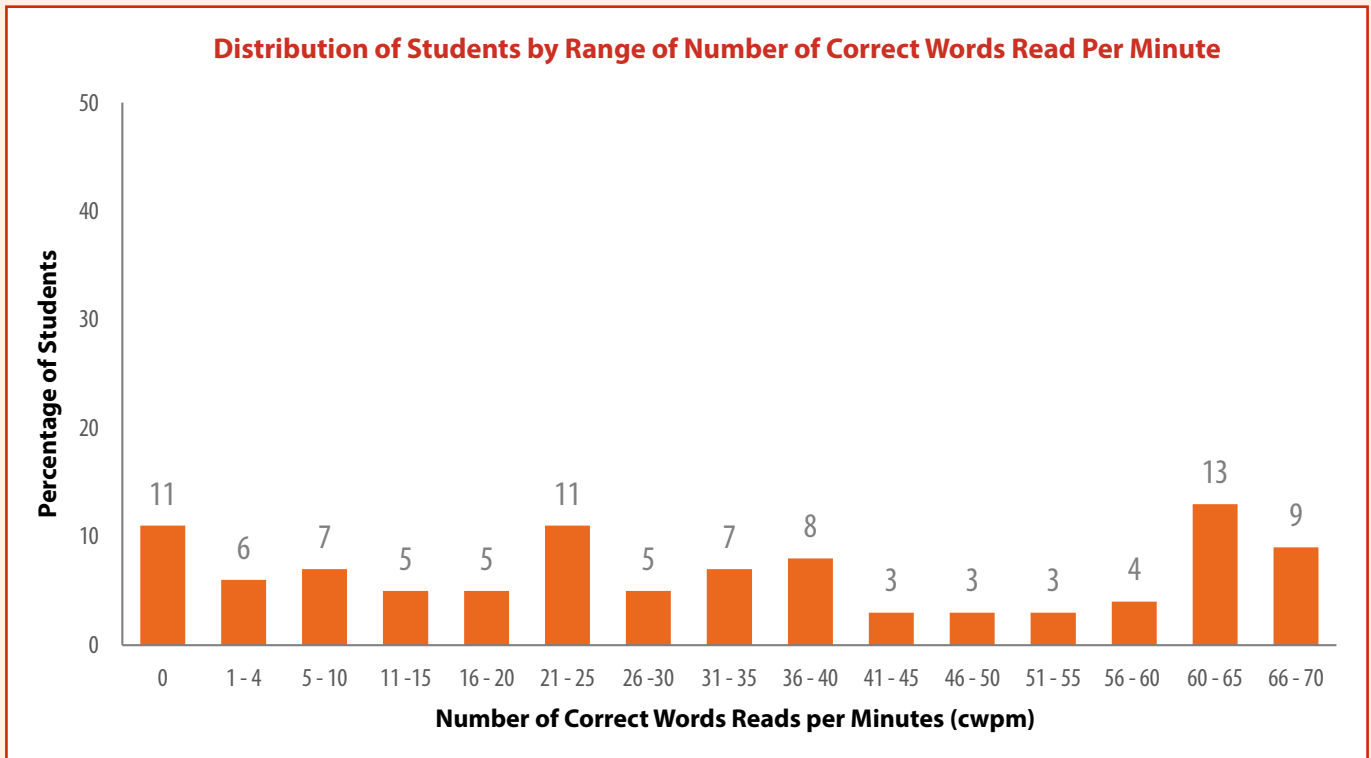


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	34
Girls	33
Total	33



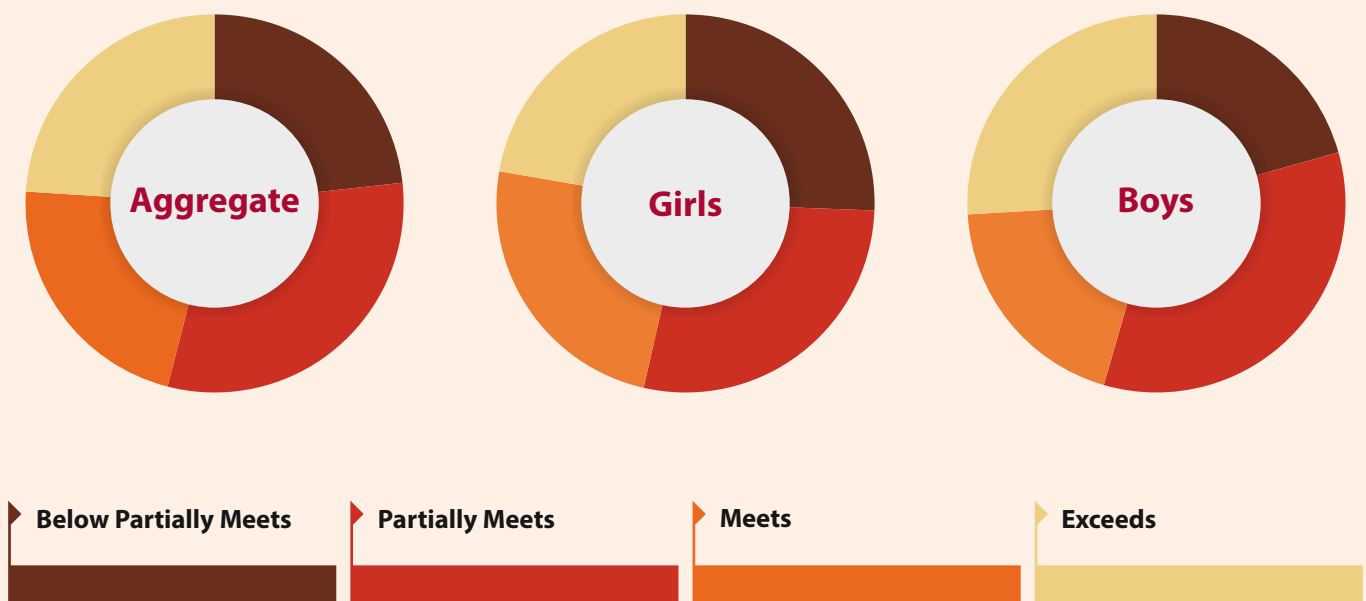
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 10 correctly read words with comprehension in one minute.	11 - 34 correctly read words with comprehension in one minute.	35 - 58 correctly read words with comprehension in one minute.	59 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	23	31	22	24
Percentage of Girls meeting the standard	26	28	24	22
Percentage of Boys meeting the standard	21	33	20	26

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

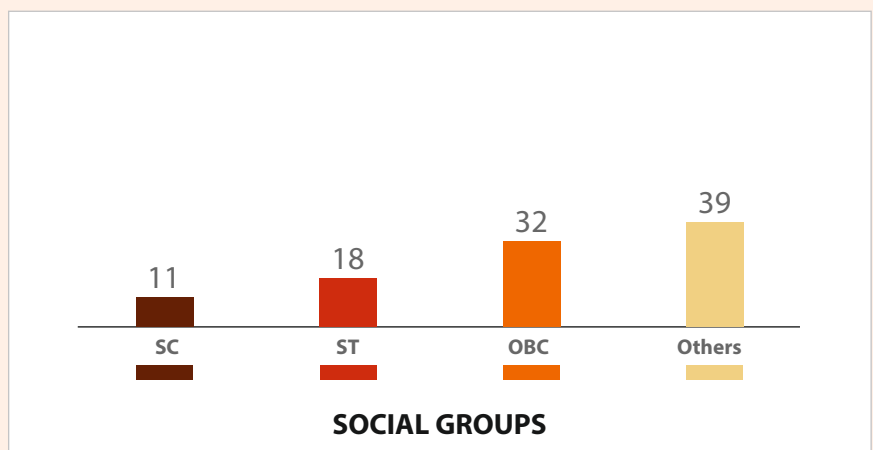
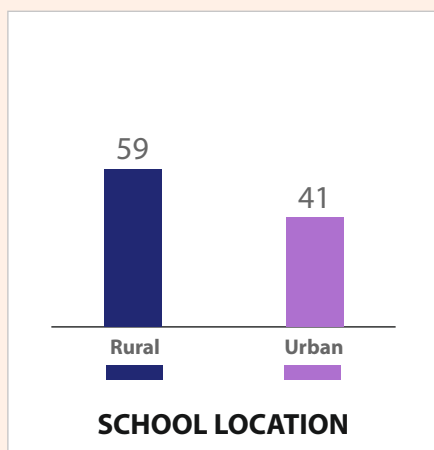
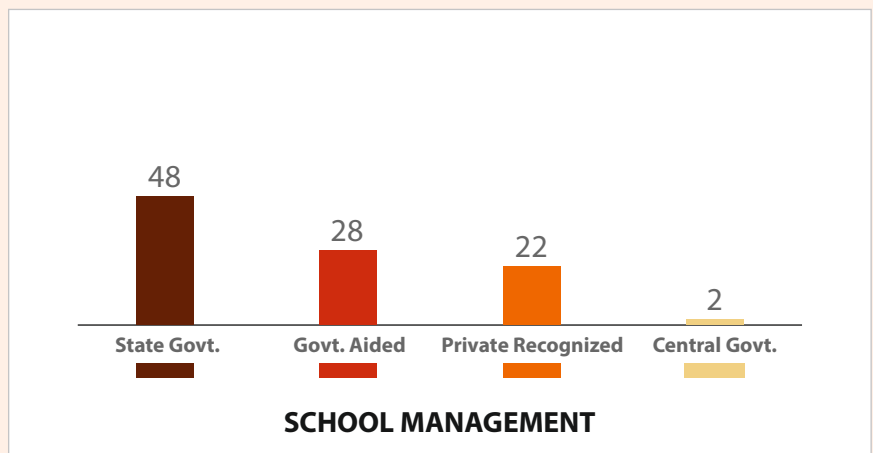
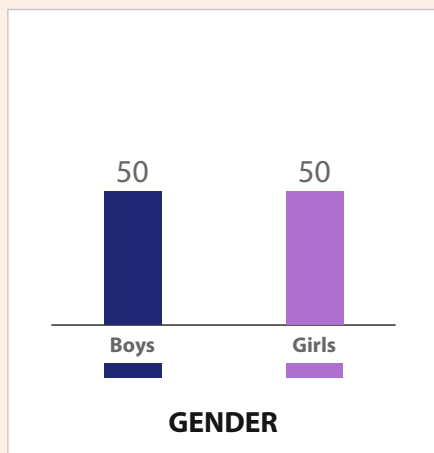
Language

MARATHI

States/UTs in which FLS was conducted in Marathi Language

MAHARASHTRA, GUJARAT, MADHYA PRADESH, KARNATAKA, GOA, DAMAN-DIU AND DADRA NAGAR HAVELI

PARTICIPATION OF STUDENTS (in percentages)

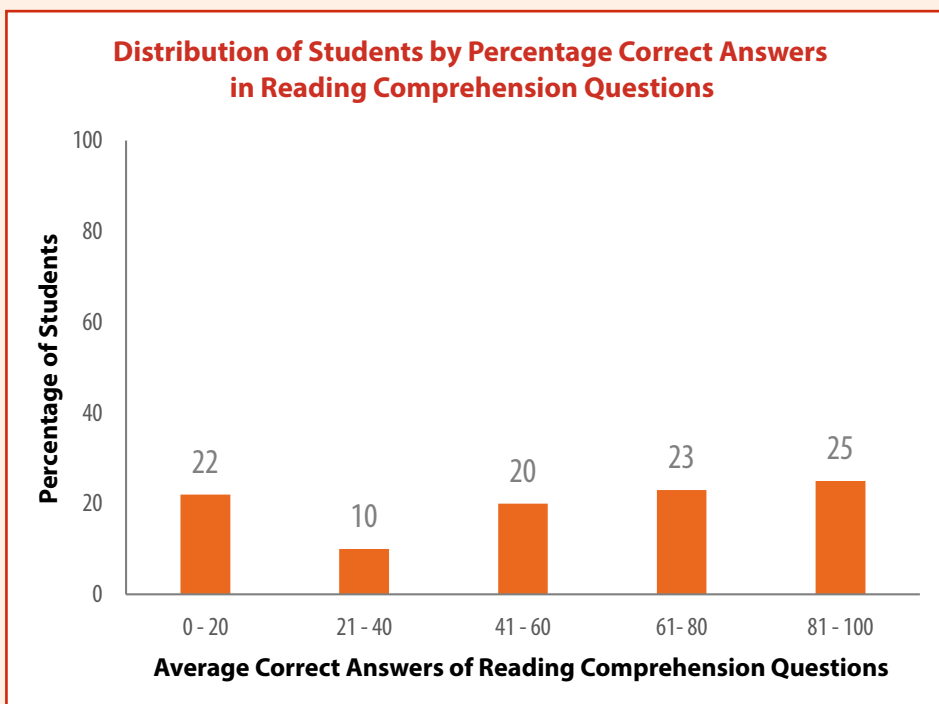
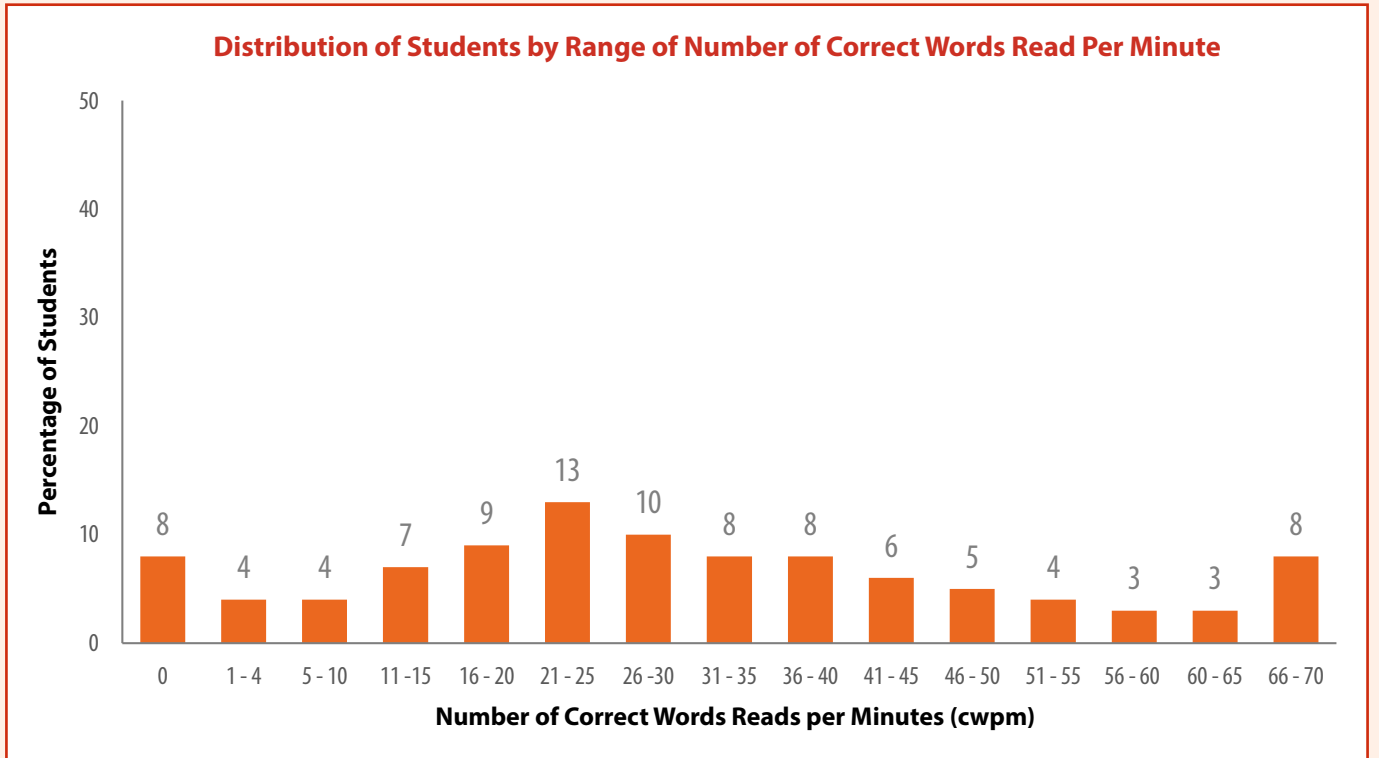


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	30
Girls	32
Total	31



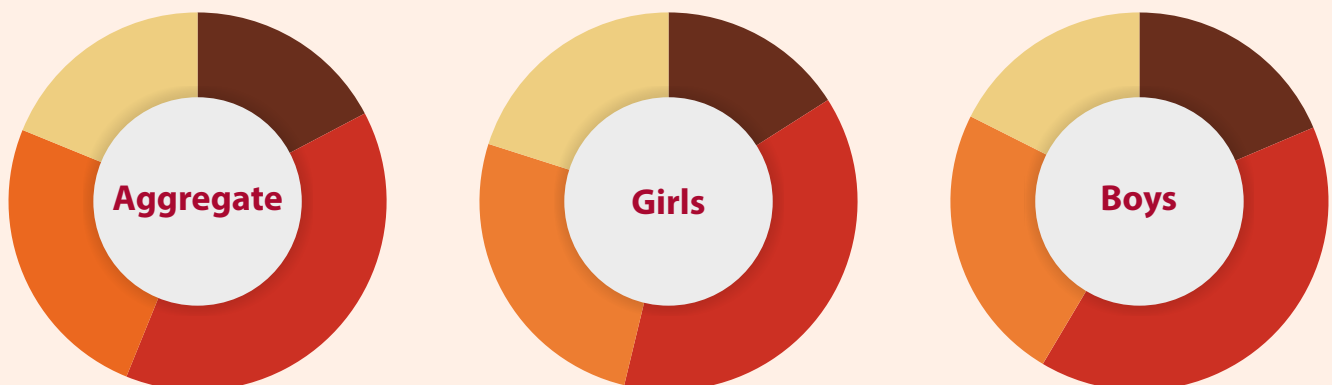
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 11 correctly read words with comprehension in one minute.	12 - 31 correctly read words with comprehension in one minute.	32 - 50 correctly read words with comprehension in one minute.	51 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	17	39	25	19
Percentage of Girls meeting the standard	16	38	26	20
Percentage of Boys meeting the standard	19	39	24	18

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

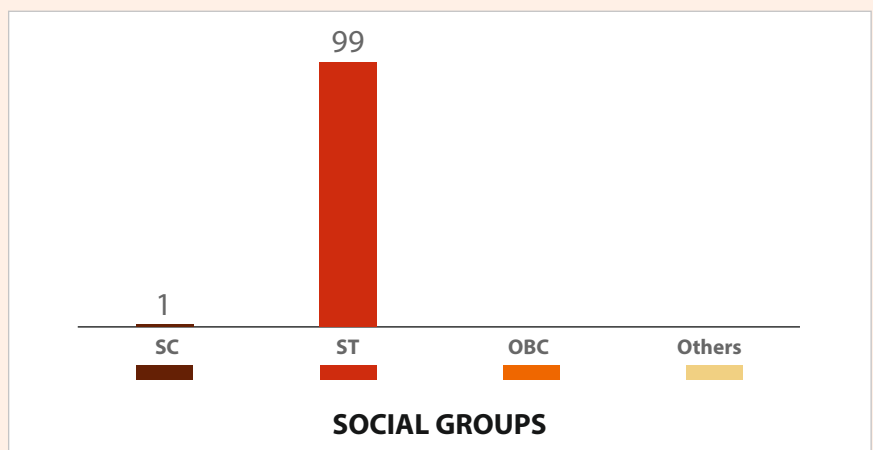
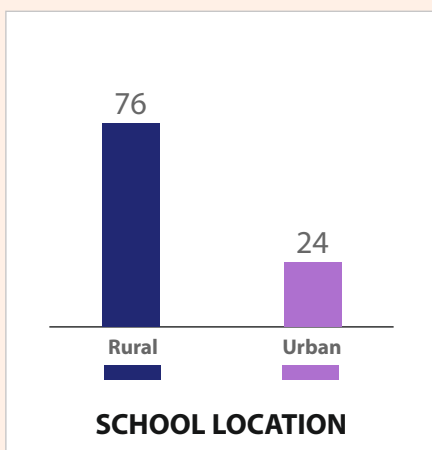
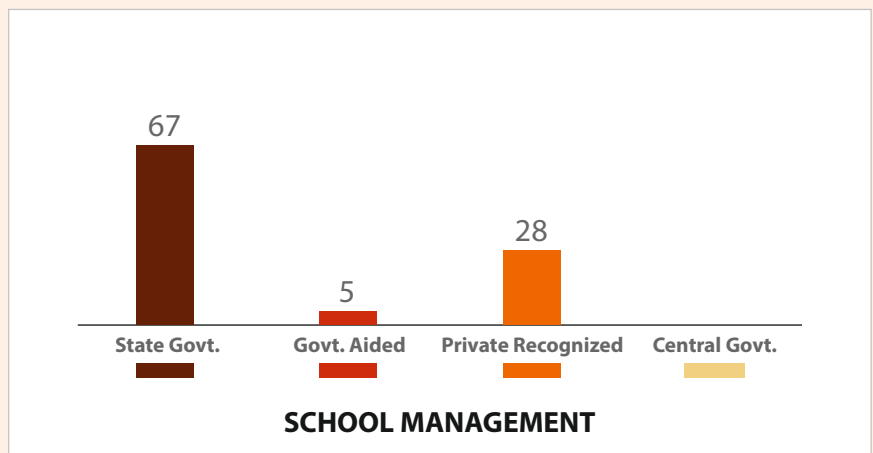
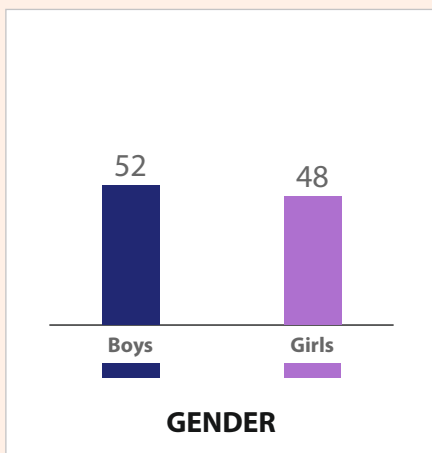
Language

MIZO

States/UTs in which FLS was conducted in Mizo Language

MIZORAM

PARTICIPATION OF STUDENTS (in percentages)

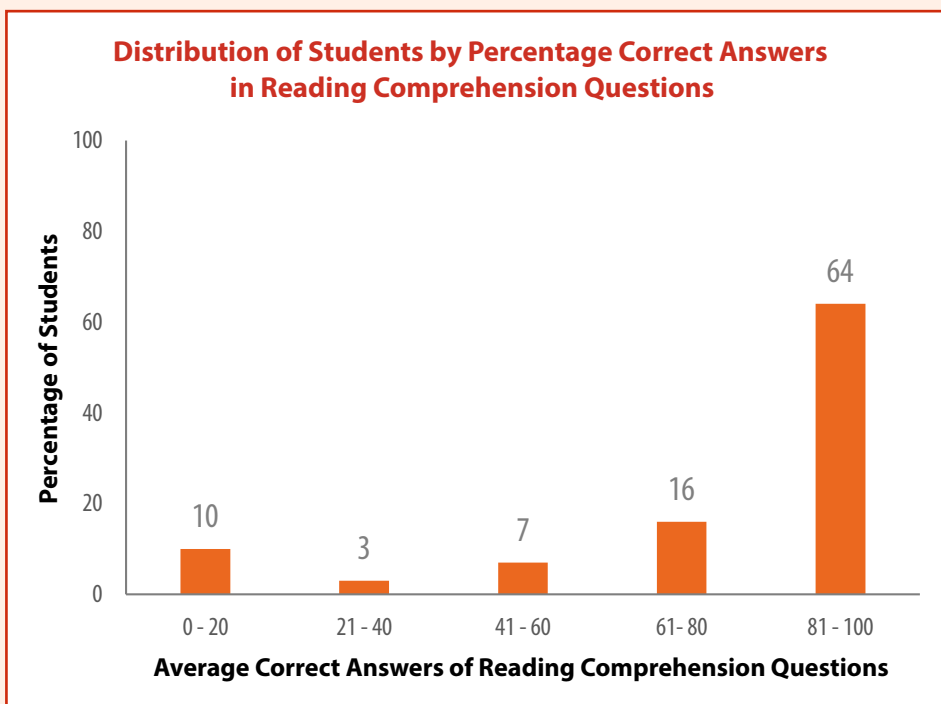
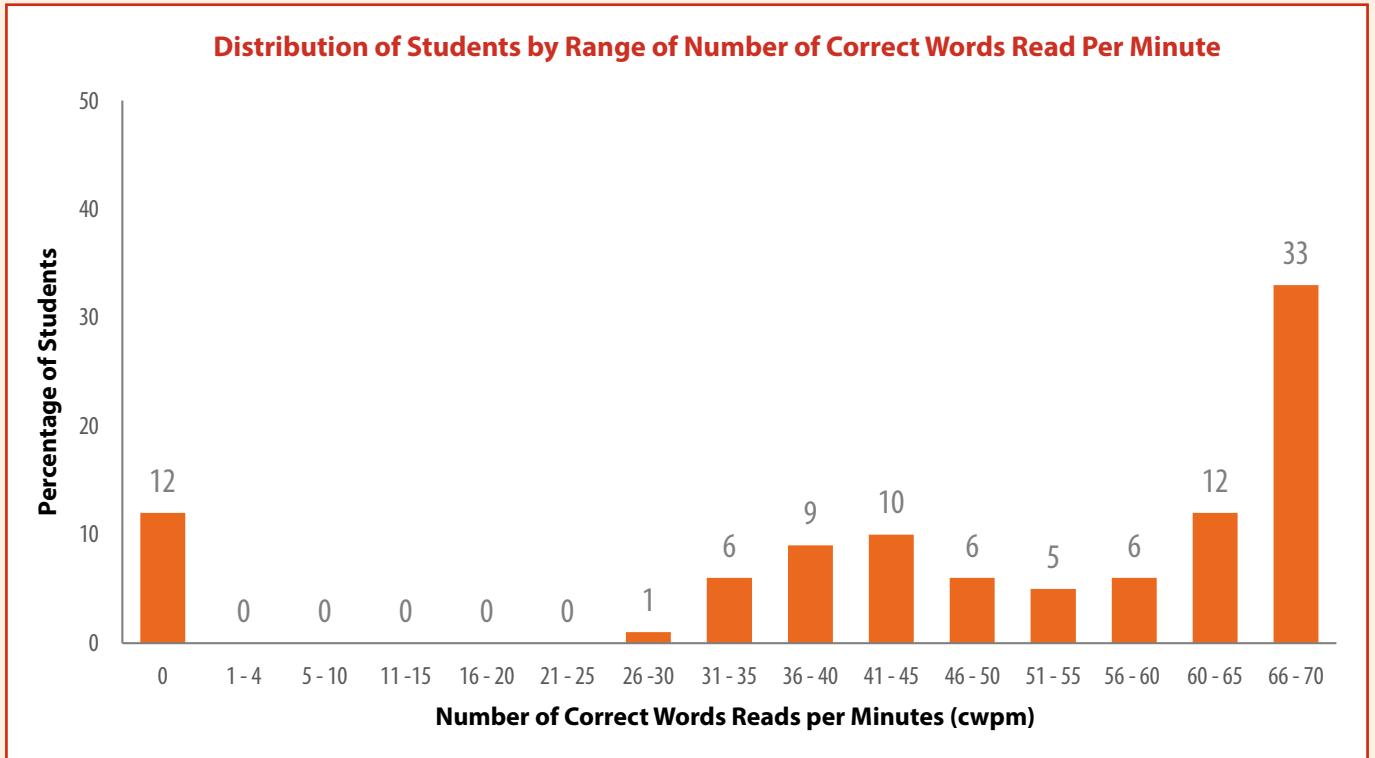


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	48
Girls	51
Total	49



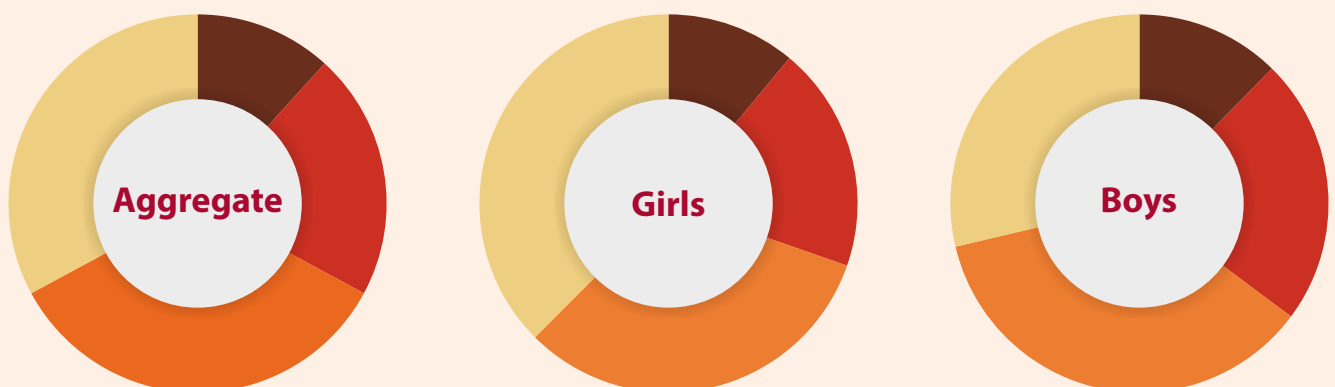
	Average Correct Answers of RCQ (%)
Boys	80
Girls	80
Total	80

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 24 correctly read words with comprehension in one minute.	25 - 42 correctly read words with comprehension in one minute.	43 - 65 correctly read words with comprehension in one minute.	66 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	12	21	34	33
Percentage of Girls meeting the standard	11	19	32	38
Percentage of Boys meeting the standard	12	23	36	29

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSES OF RESULTS

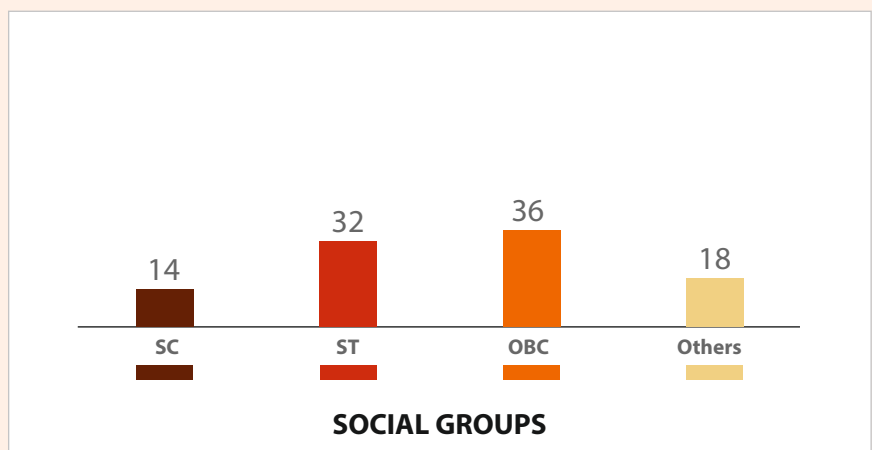
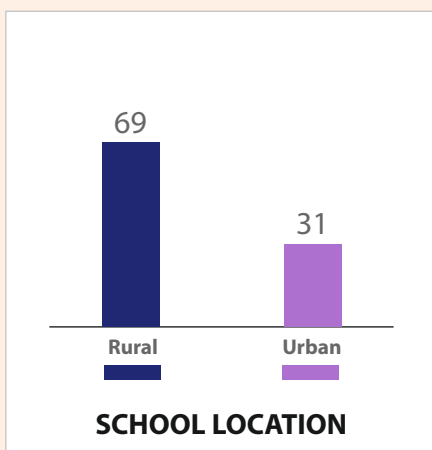
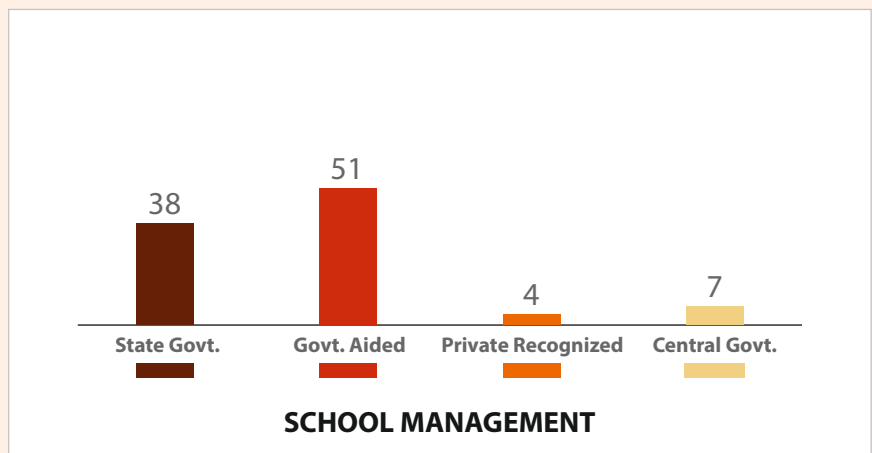
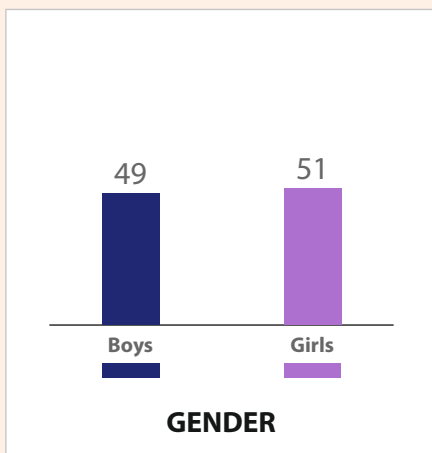
ORAL READING FLUENCY with RC READING COMPREHENSION

Language
NEPALI

States/UTs in which FLS was conducted in Nepali Language

WEST BENGAL

PARTICIPATION OF STUDENTS (in percentages)

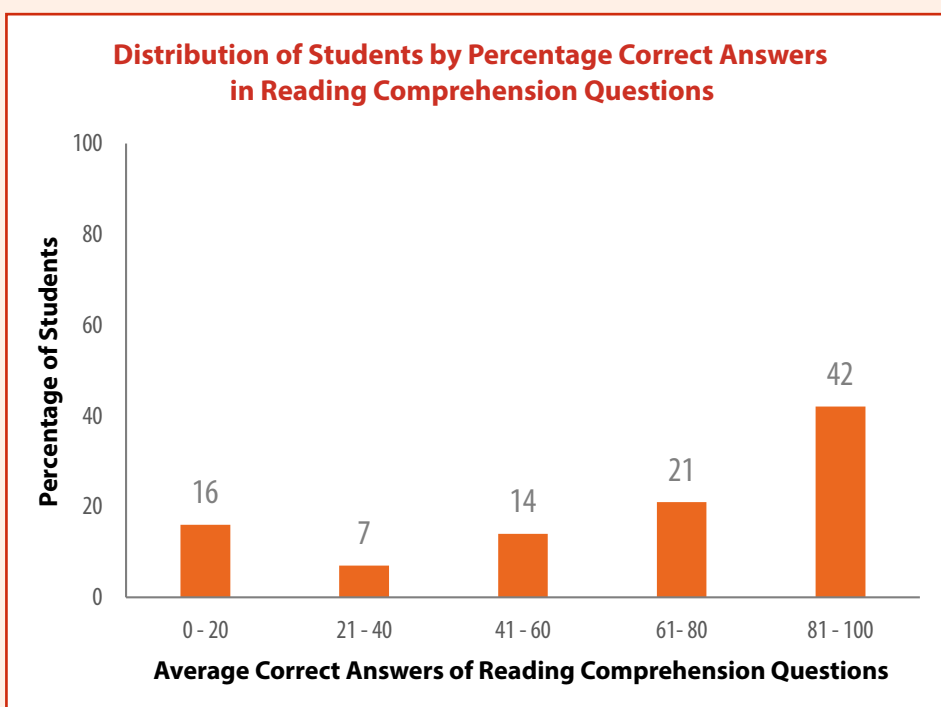
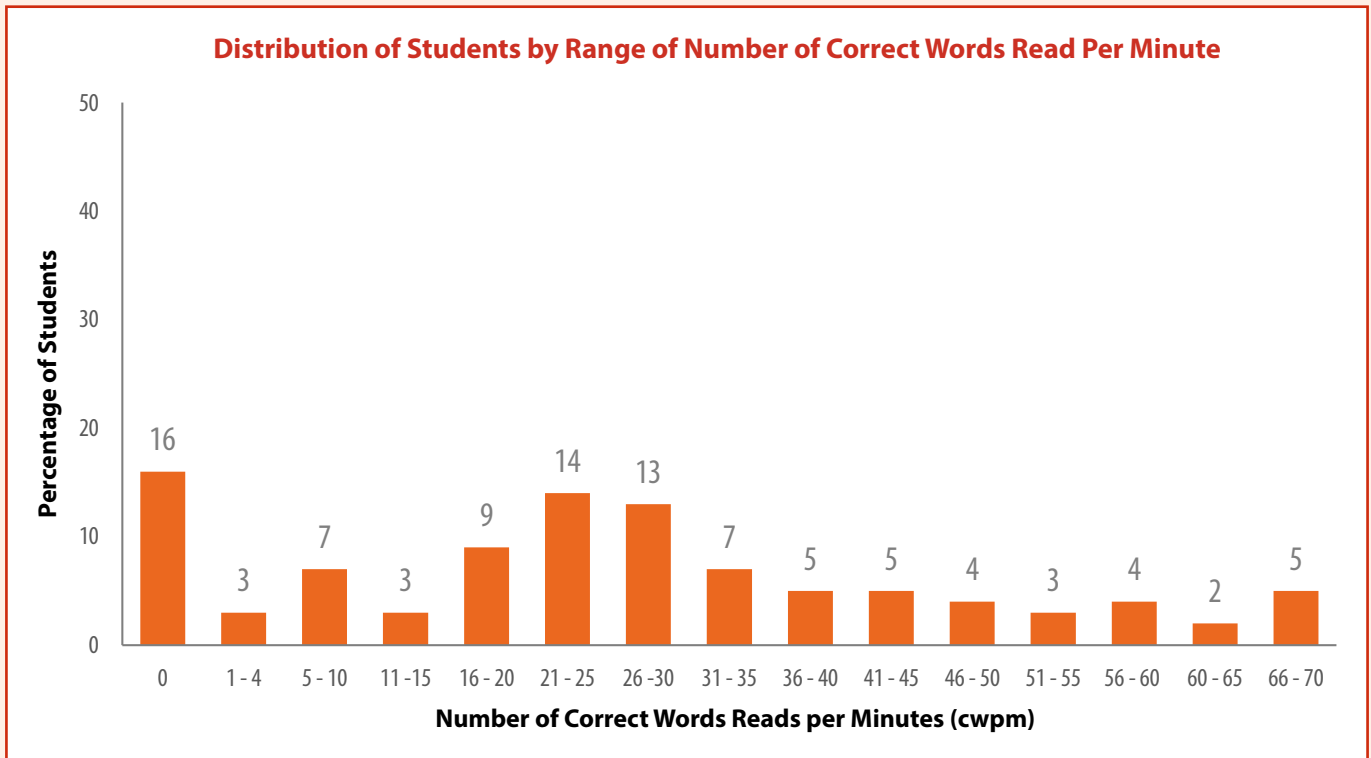


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	26
Girls	26
Total	26



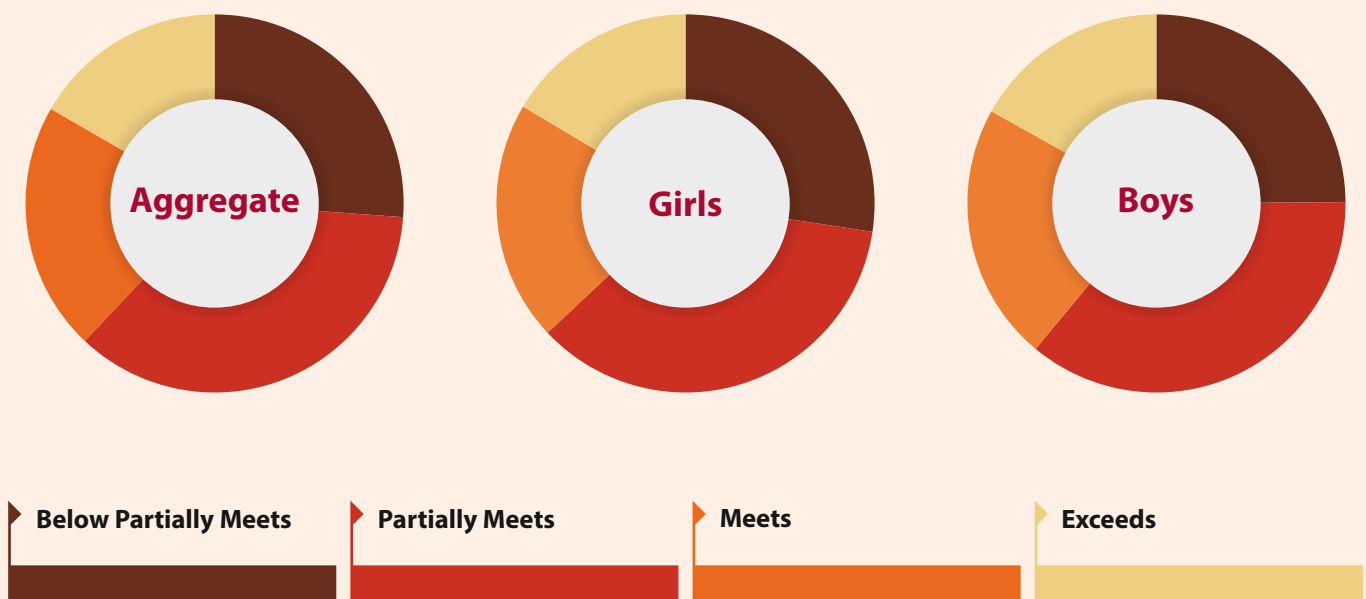
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 11 correctly read words with comprehension in one minute.	12 - 29 correctly read words with comprehension in one minute.	30 - 47 correctly read words with comprehension in one minute.	48 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	26	36	21	17
Percentage of Girls meeting the standard	27	36	21	16
Percentage of Boys meeting the standard	25	36	22	17

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

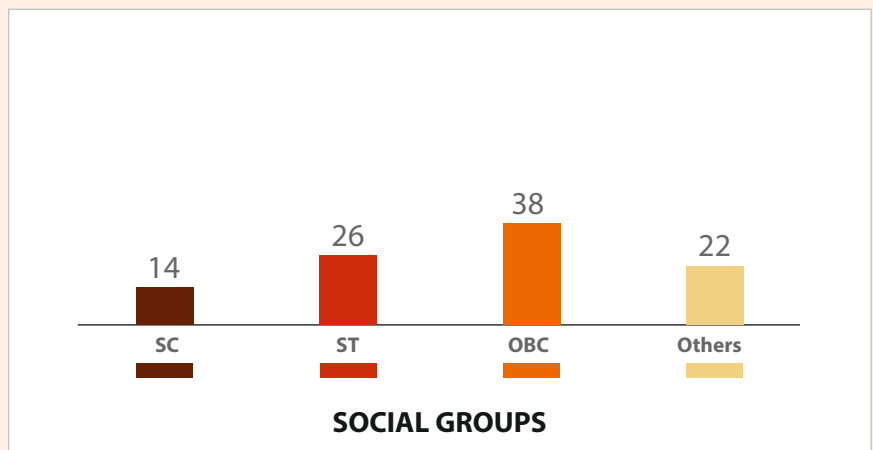
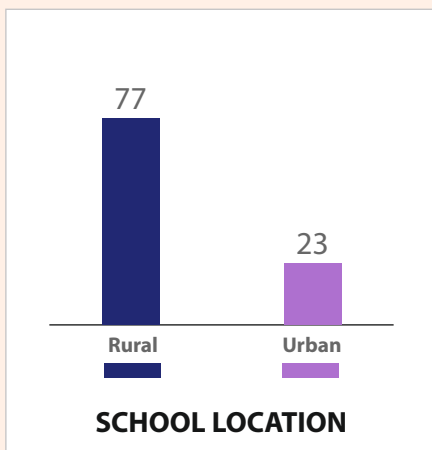
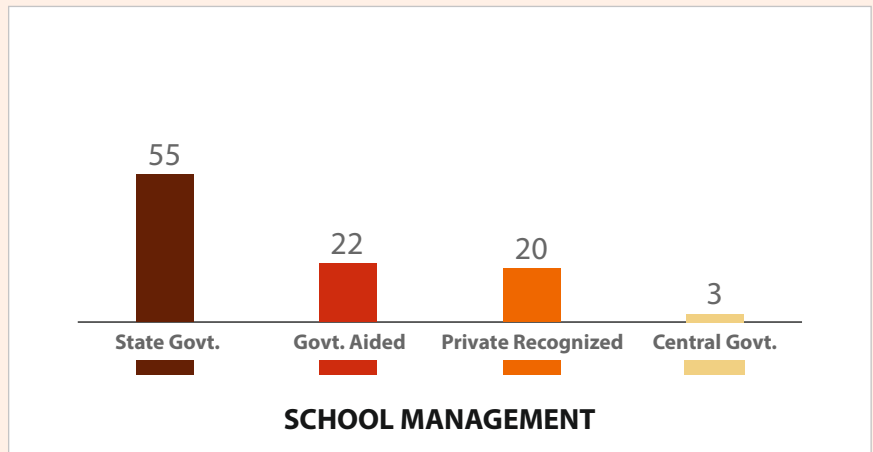
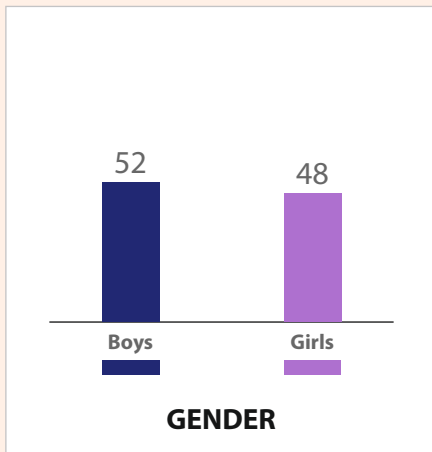
Language

ODIA

States/UTs in which FLS was conducted in Odia Language

ODISHA, ANDHRA PRADESH

PARTICIPATION OF STUDENTS (in percentages)

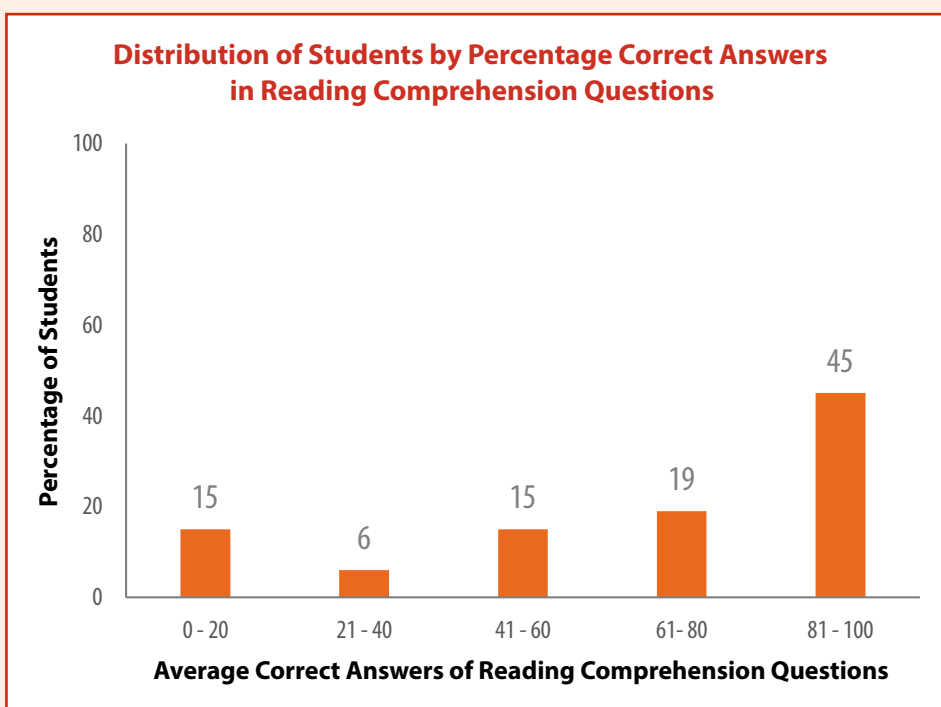
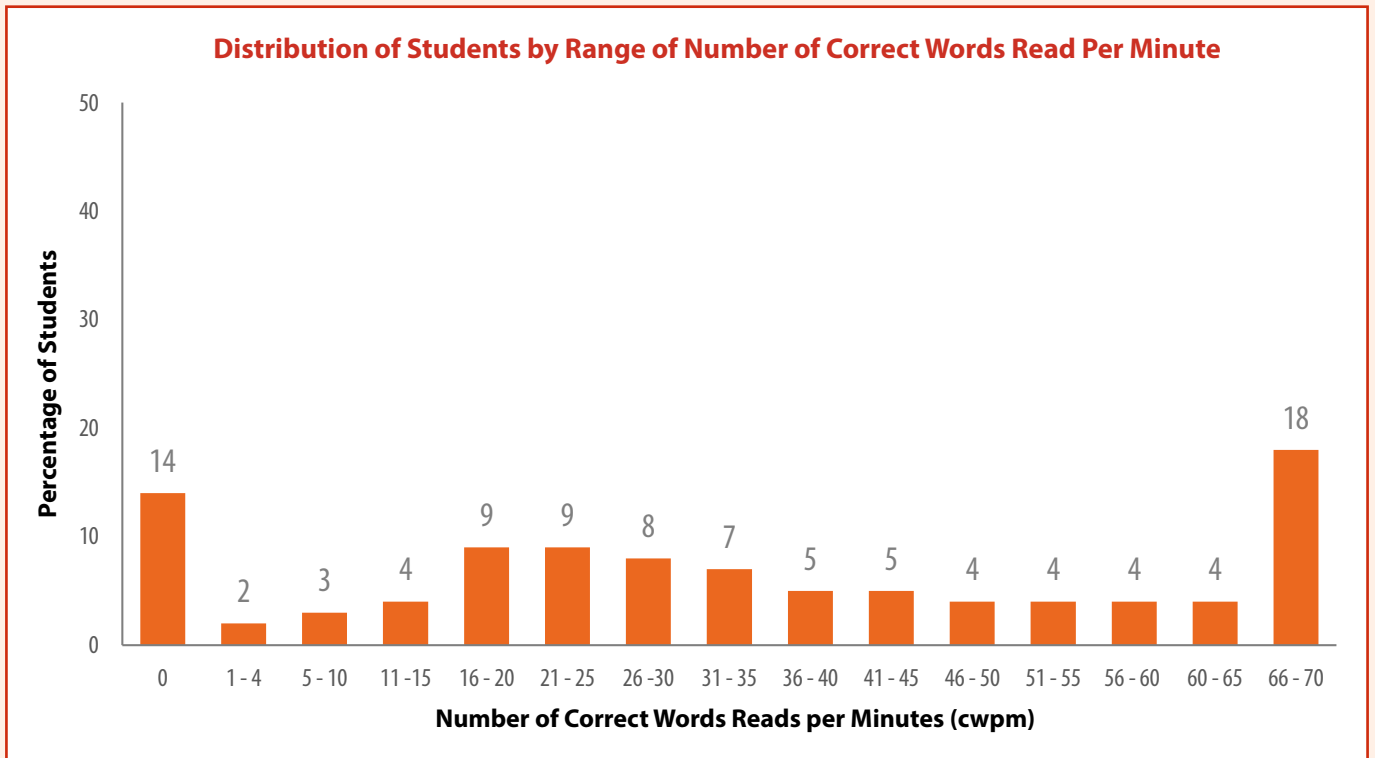


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	33
Girls	35
Total	34



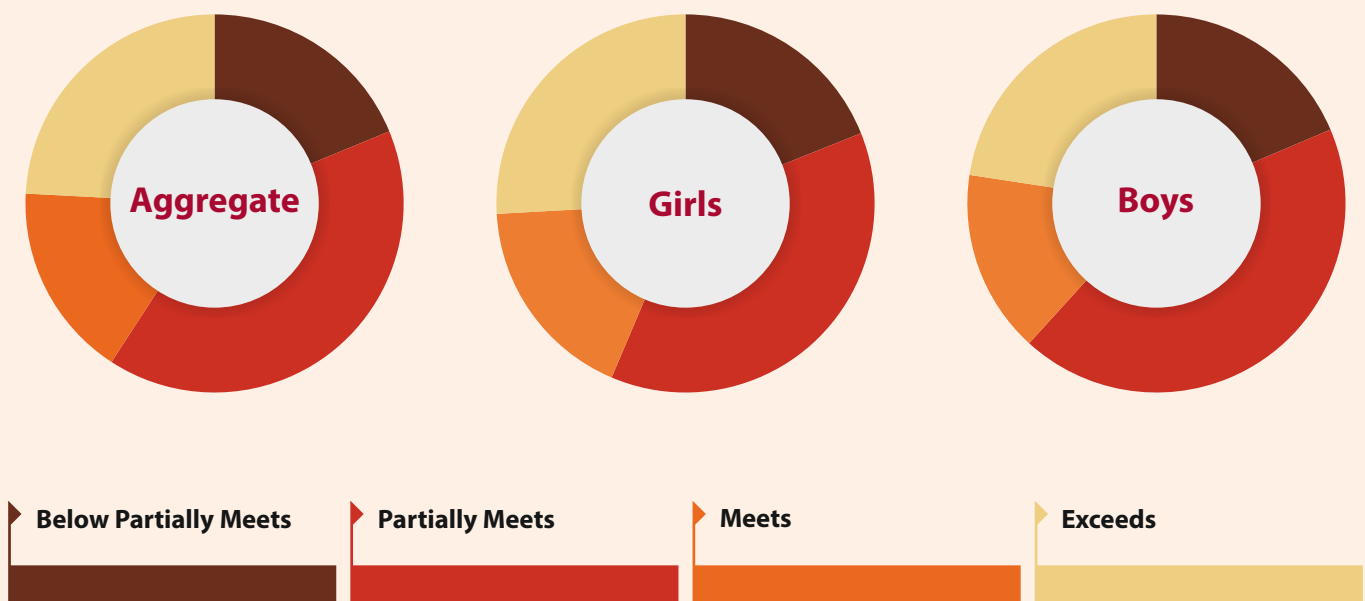
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 10 correctly read words with comprehension in one minute.	11 - 37 correctly read words with comprehension in one minute.	38 - 57 correctly read words with comprehension in one minute.	58 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	19	40	17	24
Percentage of Girls meeting the standard	19	37	18	26
Percentage of Boys meeting the standard	19	42	16	23

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

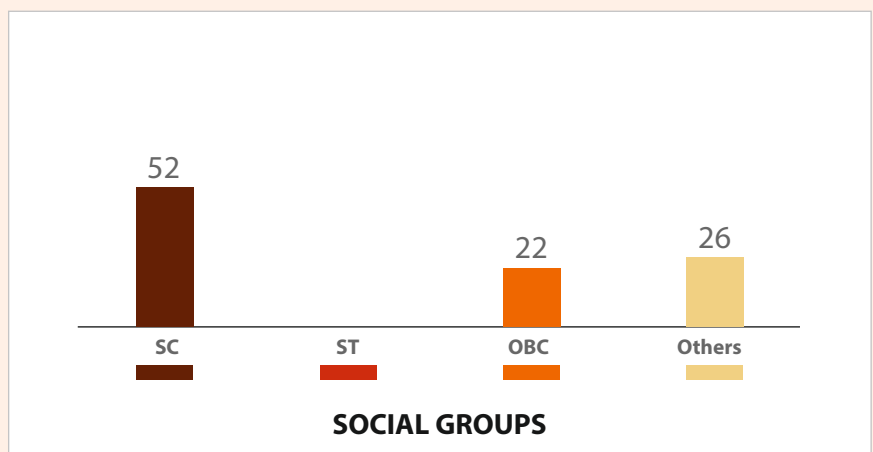
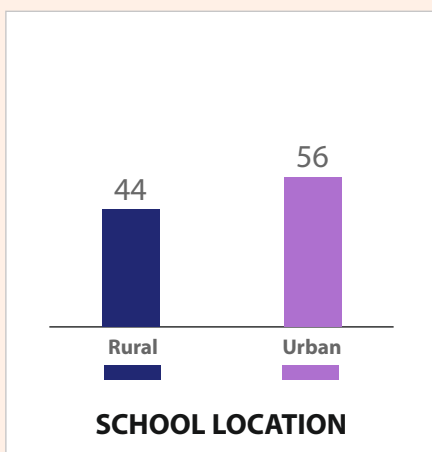
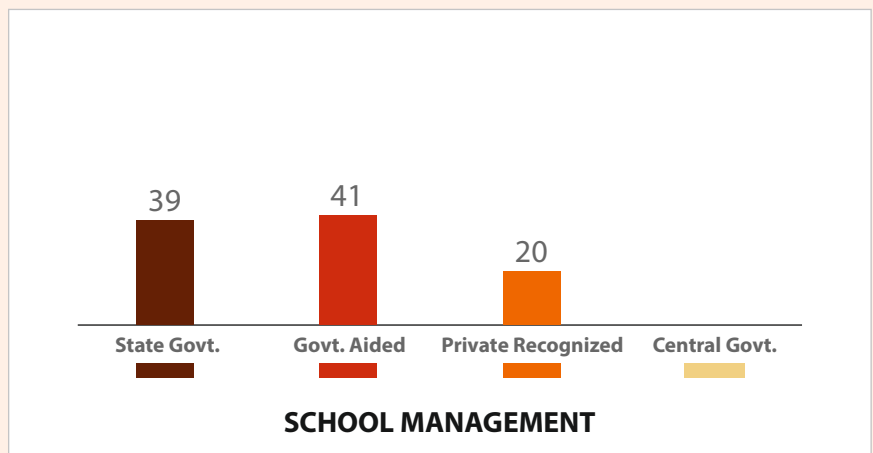
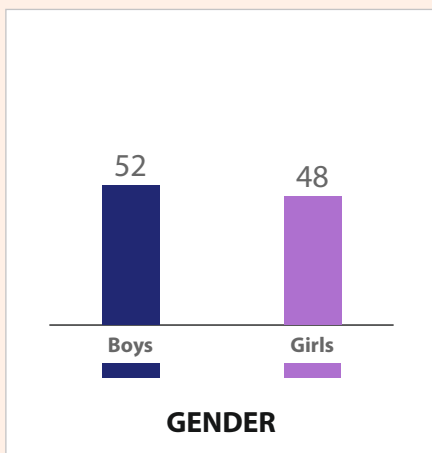
Language

PUNJABI

States/UTs in which FLS was conducted in Punjabi Language

PUNJAB

PARTICIPATION OF STUDENTS (in percentages)

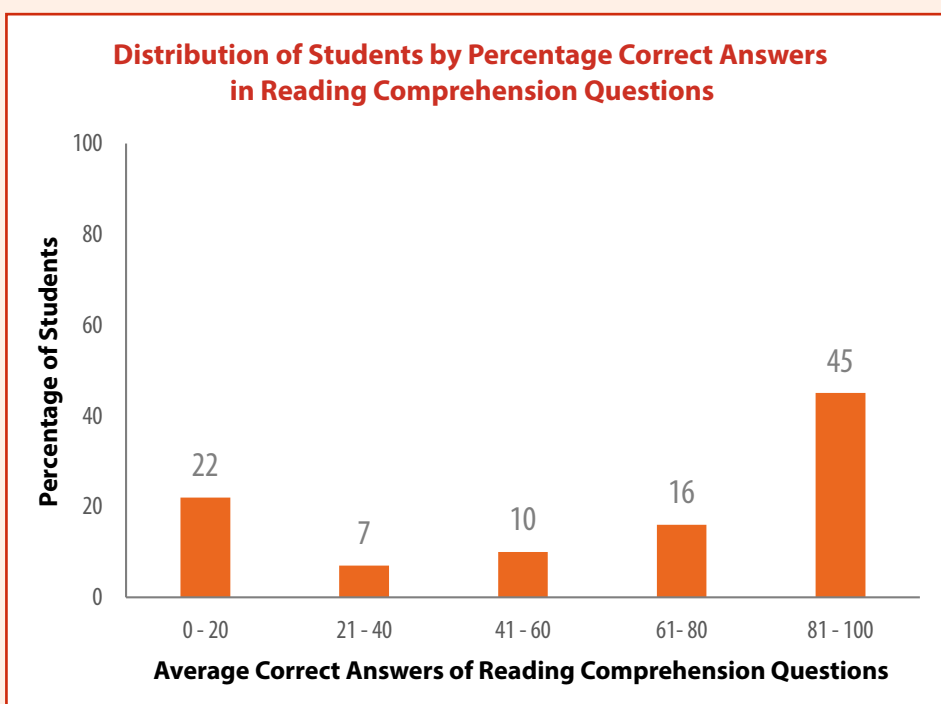
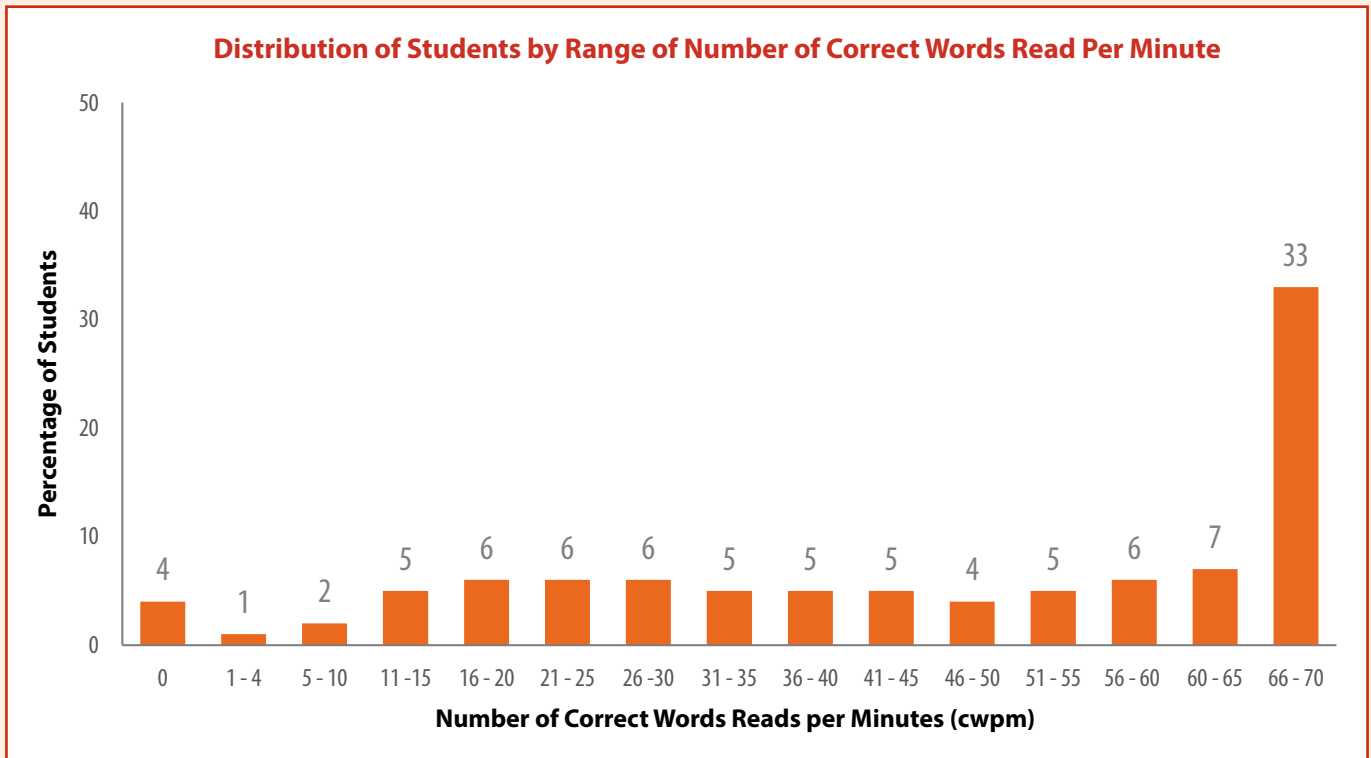


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	45
Girls	48
Total	46



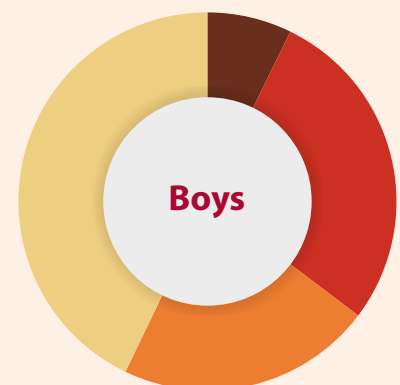
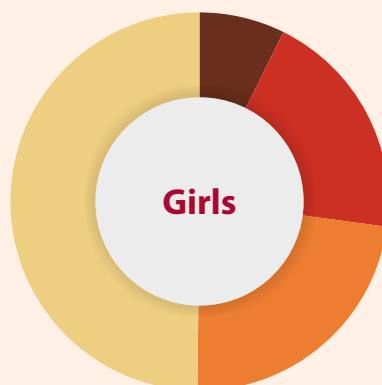
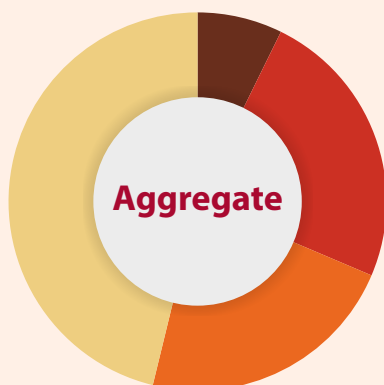
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 12 correctly read words with comprehension in one minute.	13 - 31 correctly read words with comprehension in one minute.	32 - 55 correctly read words with comprehension in one minute.	56 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	7	24	22	47
Percentage of Girls meeting the standard	7	20	23	50
Percentage of Boys meeting the standard	7	28	22	43

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSSES OF RESULTS

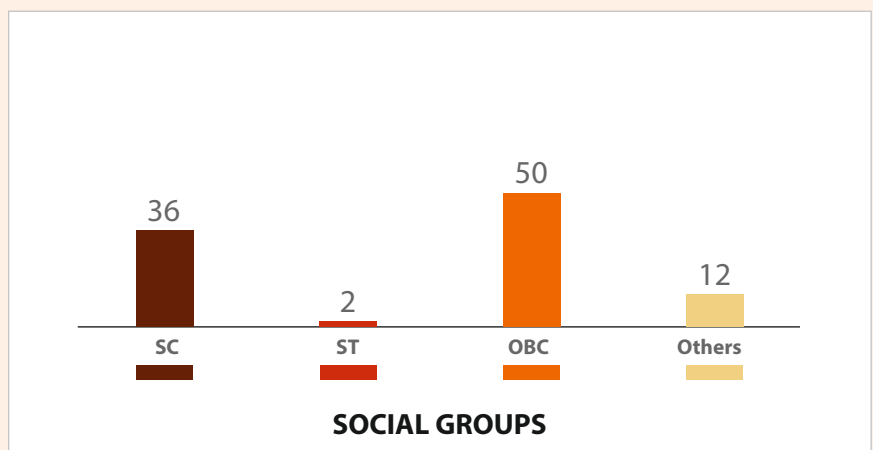
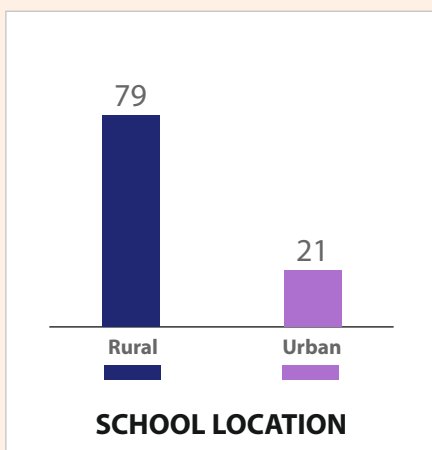
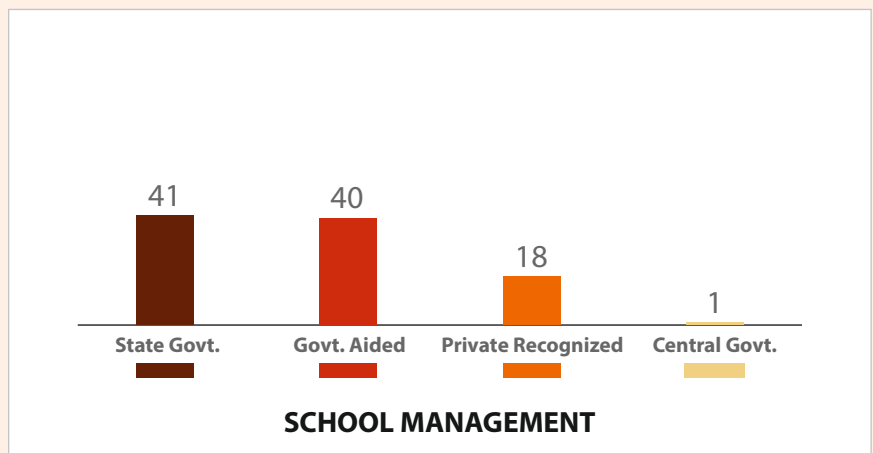
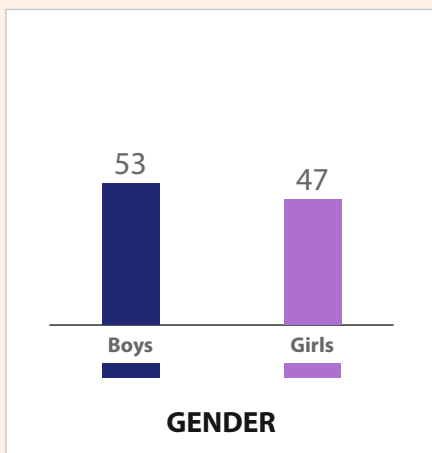
ORAL READING FLUENCY with RC READING COMPREHENSION

Language
TAMIL

States/UTs in which FLS was conducted in Tamil Language

KERALA, TAMILNADU

PARTICIPATION OF STUDENTS (in percentages)

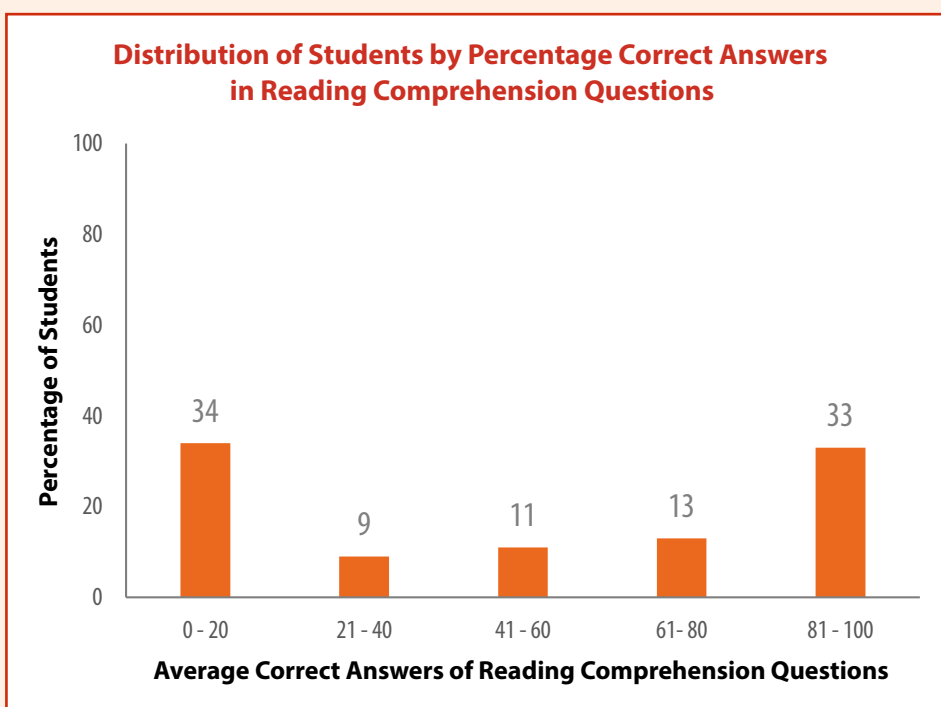
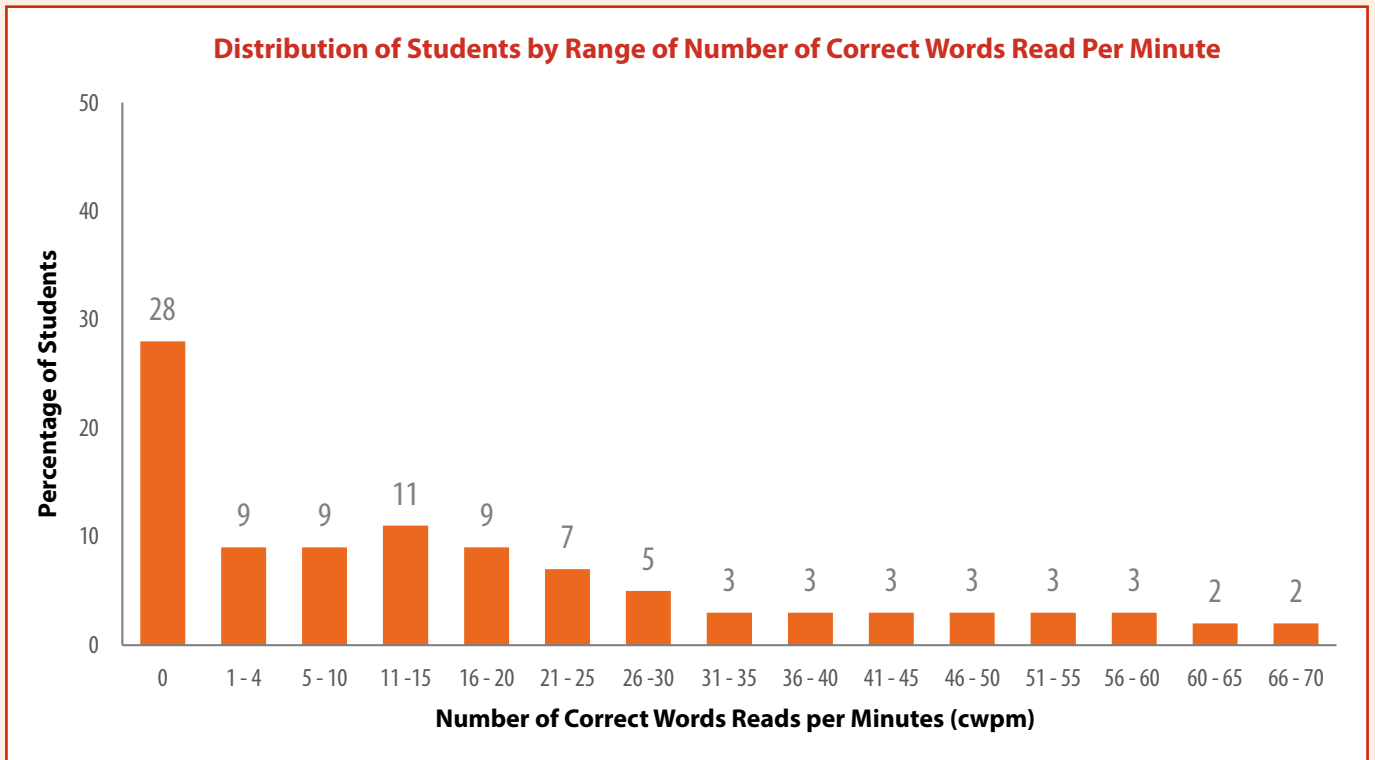


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	16
Girls	18
Total	17



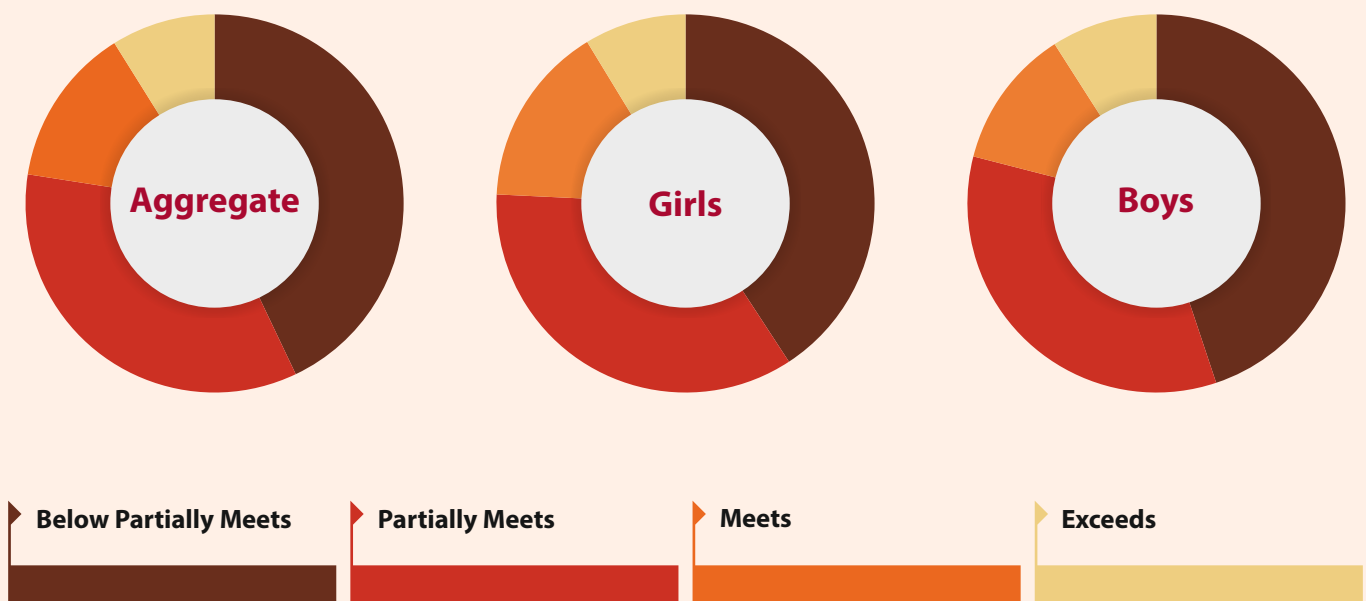
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 8 correctly read words with comprehension in one minute.	9 - 27 correctly read words with comprehension in one minute.	28 - 49 correctly read words with comprehension in one minute.	50 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	42	35	14	9
Percentage of Girls meeting the standard	40	35	16	9
Percentage of Boys meeting the standard	45	34	12	9

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

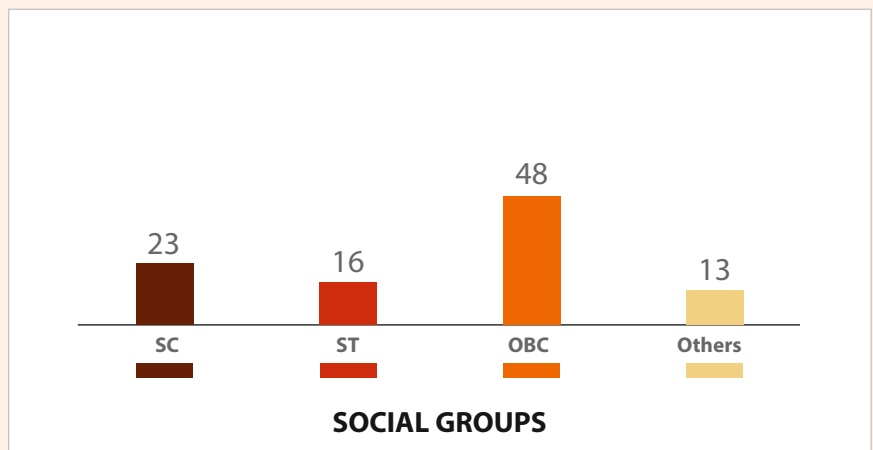
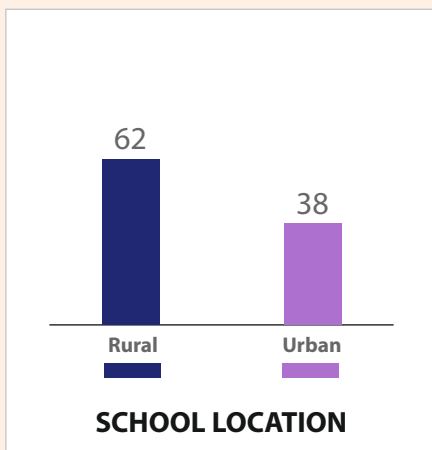
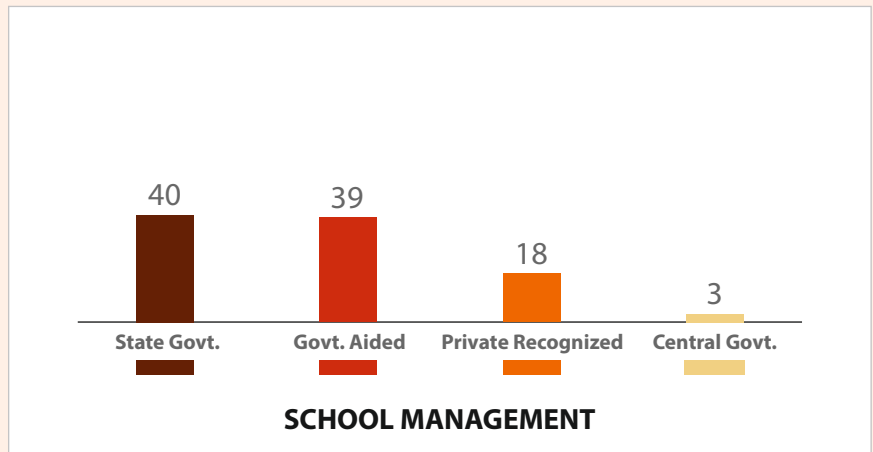
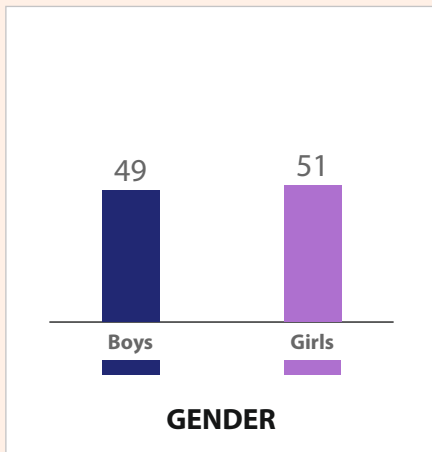
Language

TELUGU

States/UTs in which FLS was conducted in Telugu Language

ANDHRA PRADESH, TELANGANA

PARTICIPATION OF STUDENTS (in percentages)

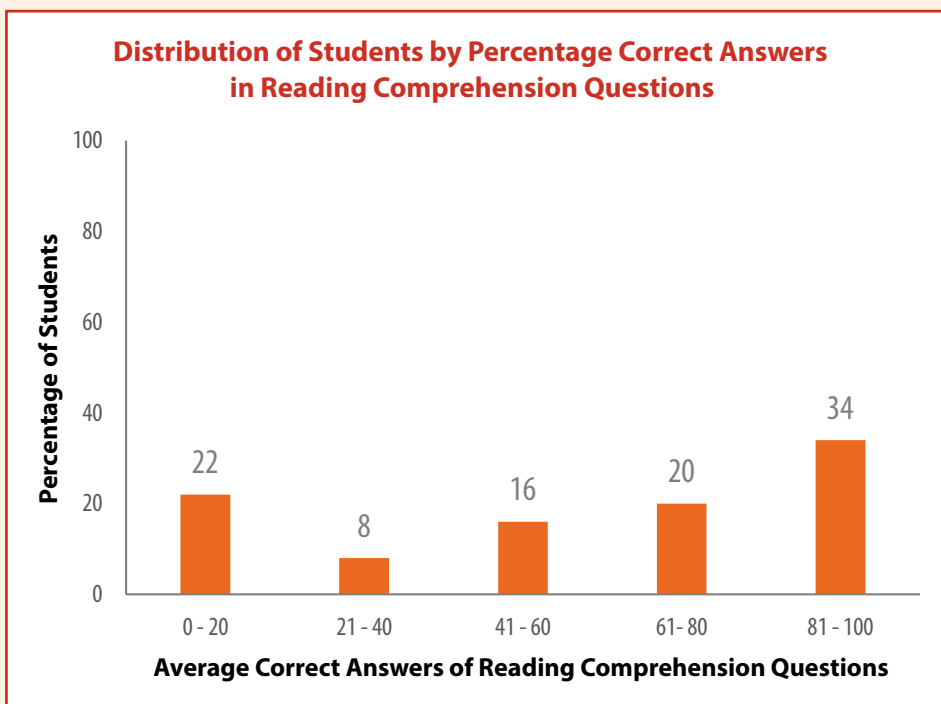
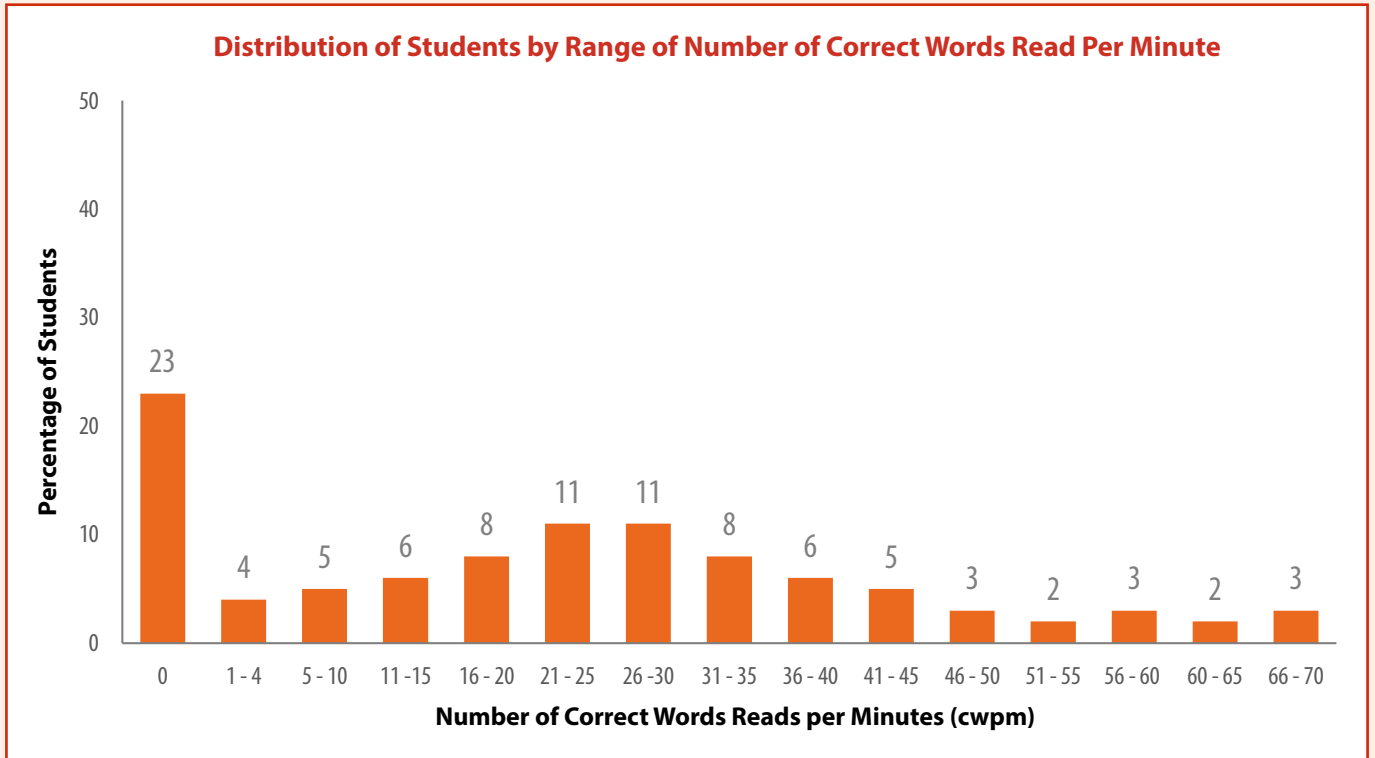


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	22
Girls	23
Total	22



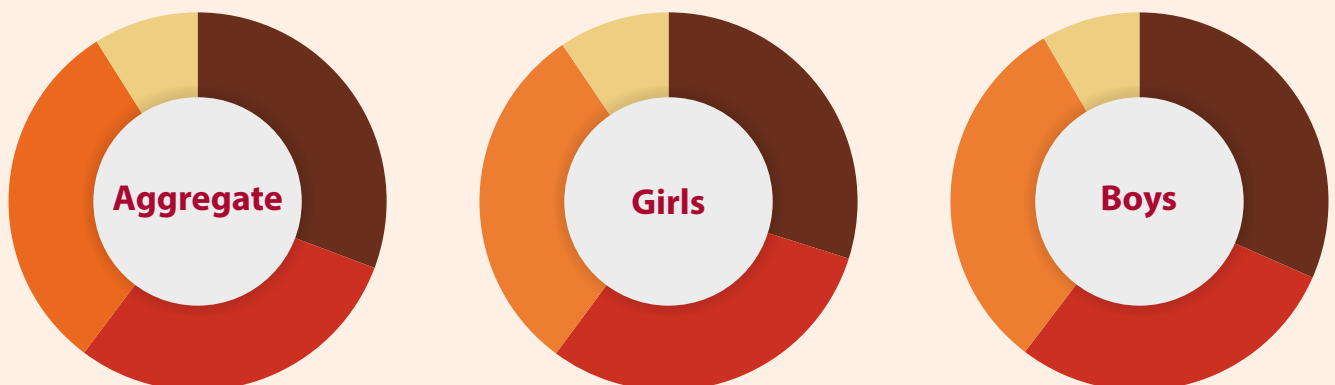
	Average Correct Answers of RCQ (%)
Boys	60
Girls	60
Total	60

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 8 correctly read words with comprehension in one minute.	9 - 26 correctly read words with comprehension in one minute.	27 - 50 correctly read words with comprehension in one minute.	51 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	30	30	31	9
Percentage of Girls meeting the standard	31	30	30	9
Percentage of Boys meeting the standard	32	29	31	8

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

GLIMPSES OF RESULTS

ORAL READING FLUENCY with RC READING COMPREHENSION

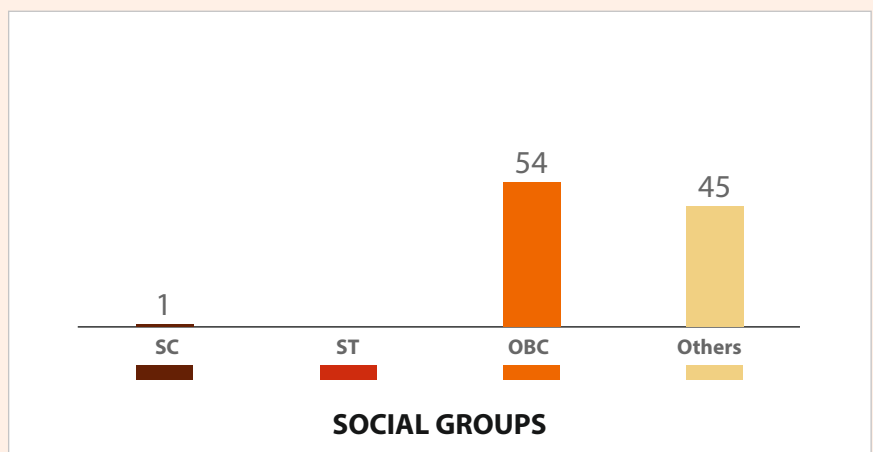
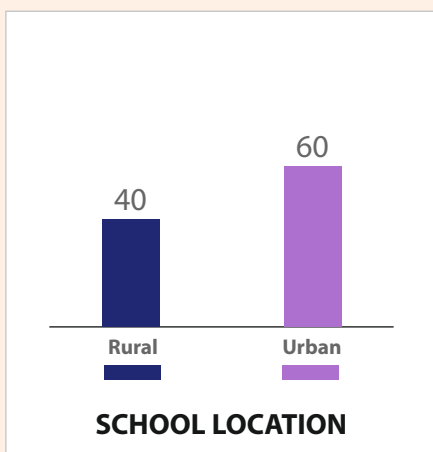
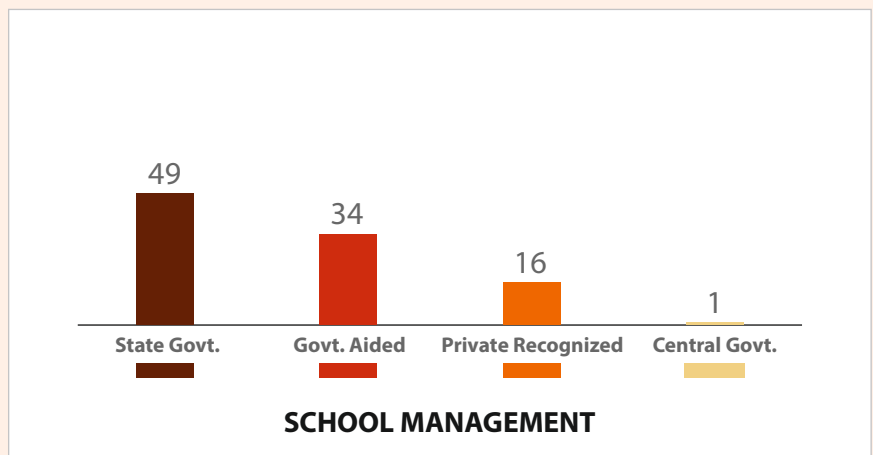
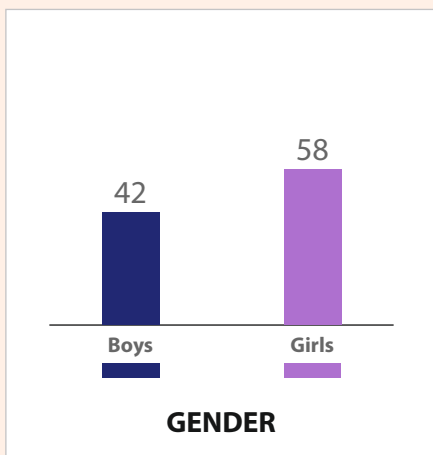
Language

URDU

States/UTs in which FLS was conducted in Urdu Language

DELHI, UTTAR PRADESH, BIHAR, WEST BENGAL, JHARKHAND, ODISHA, MADHYA PRADESH, GUJARAT, MAHARASHTRA, ANDHRA PRADESH, KARNATAKA, TAMILNADU, TELANGANA

PARTICIPATION OF STUDENTS (in percentages)

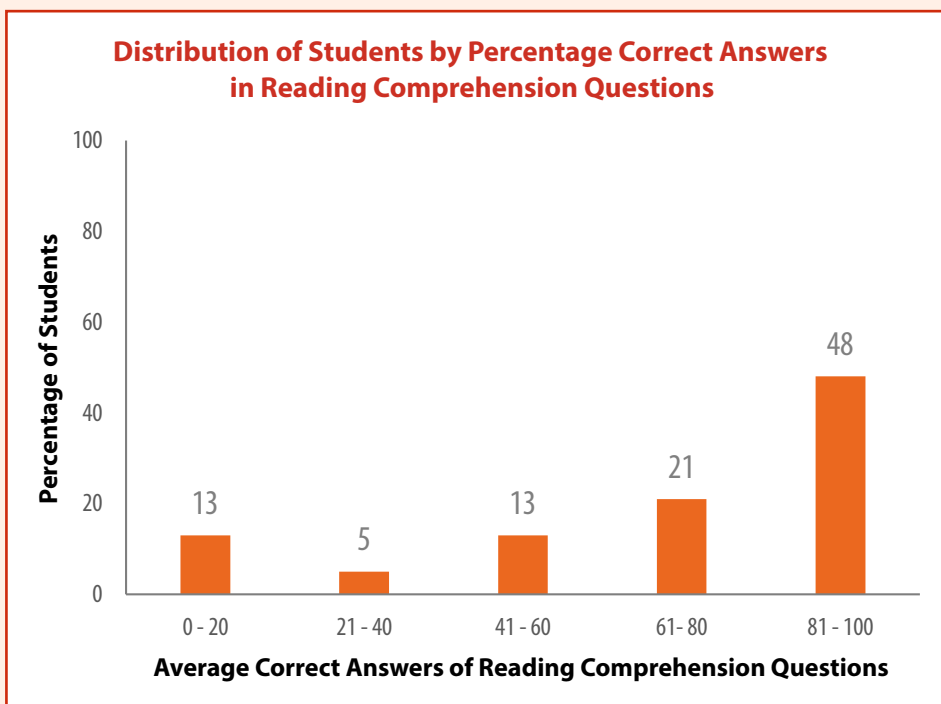
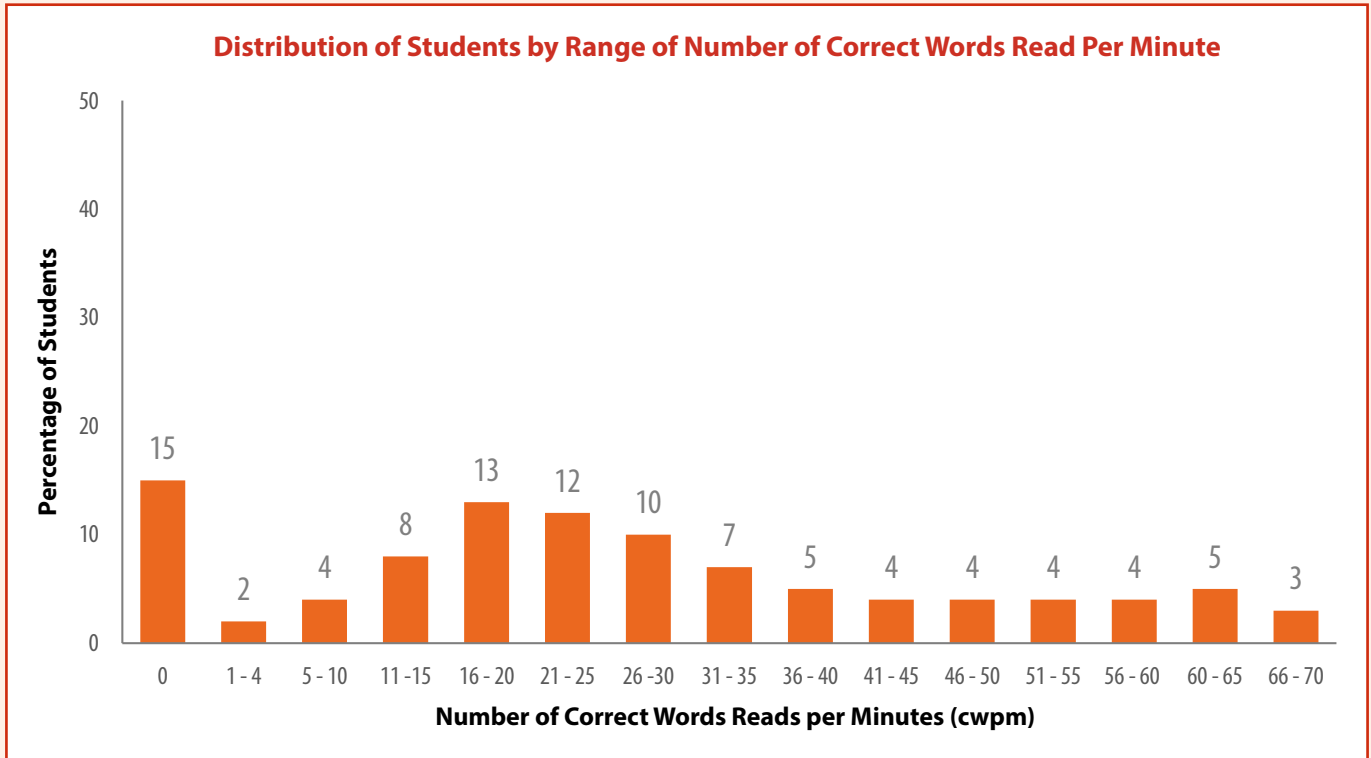


Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Foundational Literacy

Oral Reading Fluency (ORF) with Reading Comprehension

	Average Number of cwpm
Boys	26
Girls	27
Total	27



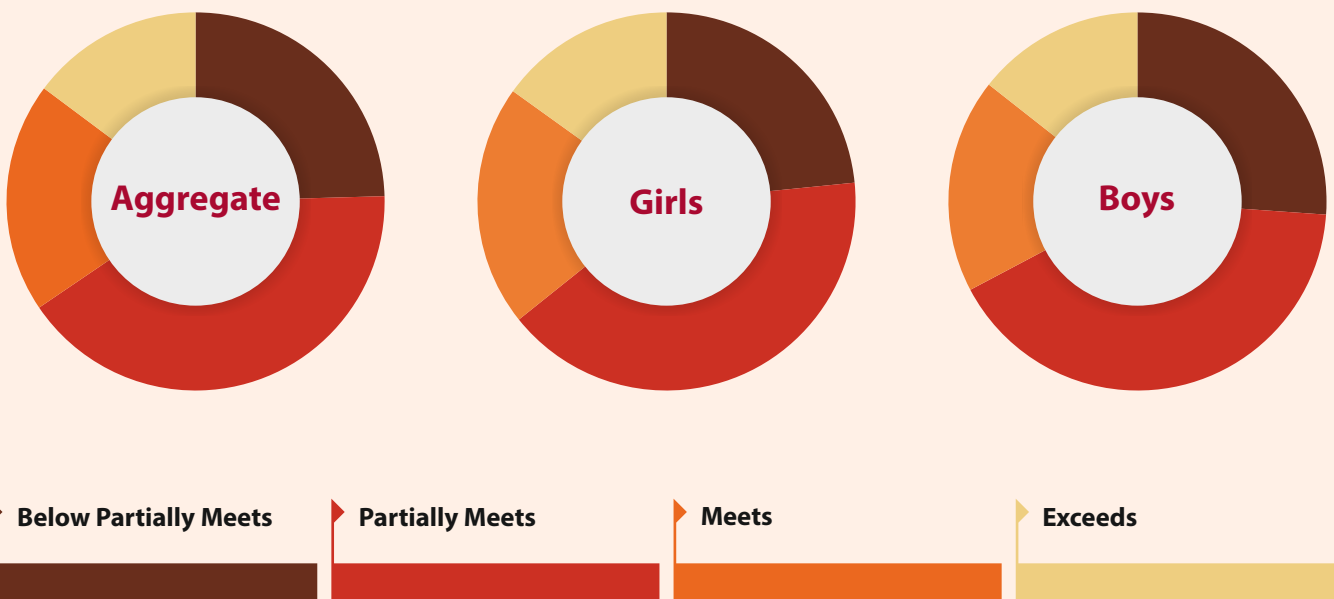
	Average Correct Answers of RCQ (%)
Boys	80
Girls	80
Total	80

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0 - 13 correctly read words with comprehension in one minute.	14 - 31 correctly read words with comprehension in one minute.	32 - 52 correctly read words with comprehension in one minute.	53 and above correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	25	40	20	15
Percentage of Girls meeting the standard	23	41	21	15
Percentage of Boys meeting the standard	26	42	18	14

Distribution of students by global proficiency levels



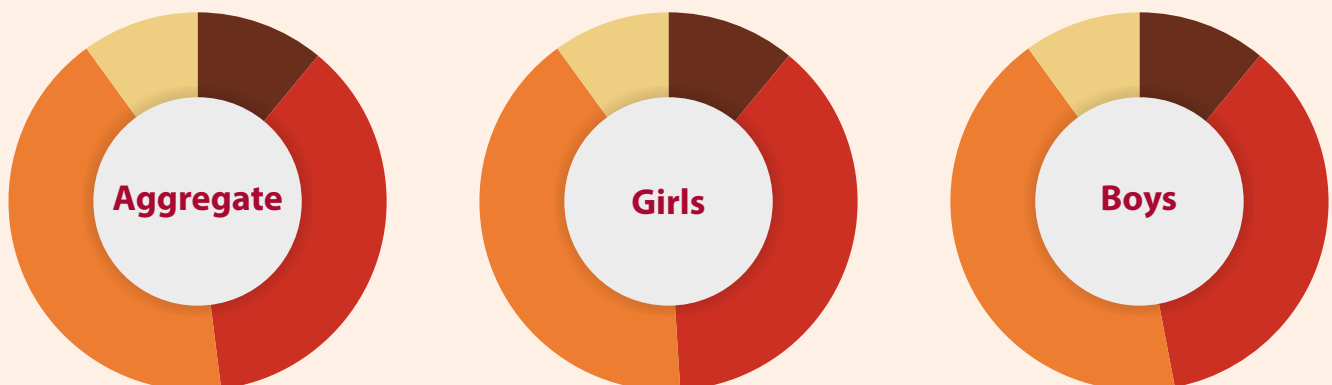
Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

FOUNDATIONAL NUMERACY

Benchmark of Numeracy and Student Performance

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0-42 Score Points	43-69 Score Points	70-83 Score Points	84 and above
Percentage of Students meeting the standard	11	37	42	10
Percentage of Girls meeting the standard	11	38	41	10
Percentage of Boys meeting the standard	11	36	43	10

Distribution of students by global proficiency levels



Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

State wise distribution of students by global proficiency levels

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0-42 Score Points	43-69 Score Points	70-83 Score Points	84 and above
Andaman & Nicobar Islands	5	57	33	5
Andhra Pradesh	9	38	44	9
Arunachal Pradesh	8	49	37	6
Assam	18	36	38	8
Bihar	9	25	48	18
Chandigarh	14	47	38	1
Chhattisgarh	18	41	36	5
Daman Diu & Dadra Nagar Haveli	8	33	52	7
Delhi	12	41	40	7
Goa	15	50	32	3
Gujarat	18	44	31	7
Haryana	8	41	45	6
Himachal Pradesh	5	36	48	11
Jammu & Kashmir	28	34	30	8
Jharkhand	2	30	55	13
Karnataka	8	36	42	14
Kerala	7	38	46	9
Ladakh	1	48	41	10
Lakshadweep	3	17	76	4
Madhya Pradesh	13	46	35	6
Maharashtra	11	37	42	10
Manipur	7	39	43	11
Meghalaya	8	40	42	10
Mizoram	9	40	39	12
Nagaland	16	56	26	2
Odisha	13	29	44	14
Puducherry	9	39	38	14
Punjab	10	37	45	8
Rajasthan	7	38	44	11
Sikkim	13	49	36	2
Tamilnadu	29	48	20	3
Telangana	11	38	40	11
Tripura	7	31	50	12
Uttar Pradesh	7	31	49	13
Uttarakhand	7	34	54	5
West Bengal	5	26	53	16

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

State wise distribution of girls by global proficiency levels

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0-42 Score Points	43-69 Score Points	70-83 Score Points	84 and above
Andaman & Nicobar Islands	6	55	33	6
Andhra Pradesh	8	37	43	12
Arunachal Pradesh	8	52	36	4
Assam	20	37	34	9
Bihar	9	25	47	19
Chandigarh	14	51	35	0
Chhattisgarh	19	42	35	4
Daman Diu and Dadra Nagar Haveli	7	40	47	6
Delhi	13	42	39	6
Goa	17	51	30	2
Gujarat	19	44	29	8
Haryana	10	40	44	6
Himachal Pradesh	7	33	50	10
Jammu & Kashmir	32	34	26	8
Jharkhand	2	30	53	15
Karnataka	8	36	41	15
Kerala	6	40	44	10
Ladakh	1	49	39	11
Lakshadweep	3	18	75	4
Madhya Pradesh	14	46	36	4
Maharashtra	11	38	42	9
Manipur	8	38	42	12
Meghalaya	9	43	39	9
Mizoram	11	39	40	10
Nagaland	21	53	23	3
Odisha	12	29	43	16
Puducherry	9	38	37	16
Punjab	11	39	42	8
Rajasthan	7	40	44	9
Sikkim	16	46	36	2
Tamilnadu	28	48	21	3
Telangana	11	39	40	10
Tripura	8	32	47	13
Uttar Pradesh	7	33	48	12
Uttarakhand	7	35	53	5
West Bengal	6	27	52	15

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

State wise distribution of boys by global proficiency levels

Global Proficiency Levels	Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark	0-42 Score Points	43-69 Score Points	70-83 Score Points	84 and above
Andaman & Nicobar Islands	4	59	33	4
Andhra Pradesh	10	40	44	6
Arunachal Pradesh	8	46	37	9
Assam	17	35	40	8
Bihar	9	26	47	18
Chandigarh	14	43	41	2
Chhattisgarh	17	40	37	6
Daman Diu and Dadra Nagar Haveli	8	27	57	8
Delhi	11	39	41	9
Goa	13	49	34	4
Gujarat	17	44	33	6
Haryana	6	42	46	6
Himachal Pradesh	4	38	45	13
Jammu & Kashmir	24	35	33	8
Jharkhand	2	31	56	11
Karnataka	8	37	42	13
Kerala	8	37	47	8
Ladakh	2	47	43	8
Lakshadweep	4	16	76	4
Madhya Pradesh	12	46	35	7
Maharashtra	12	35	43	10
Manipur	6	41	43	10
Meghalaya	7	38	43	12
Mizoram	7	40	39	14
Nagaland	11	59	28	2
Odisha	15	28	44	13
Puducherry	9	39	40	12
Punjab	10	36	46	8
Rajasthan	8	36	44	12
Sikkim	11	53	33	3
Tamilnadu	30	48	19	3
Telangana	11	36	42	11
Tripura	7	30	52	11
Uttar Pradesh	7	30	49	14
Uttarakhand	6	34	55	5
West Bengal	5	23	55	17

Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100.

ANNEXURE

Standard Setting and Policy Linking

Setting Global Benchmark for Oral Reading Fluency with Comprehension

Introduction

The FLS assessment aimed at assessing a multiplicity of skills associated with foundational literacy, including the skill of Oral Reading Fluency (ORF) with Reading Comprehension of Class 3 children along with other dimensions of foundational learning. The focus of ORF is both the child's ability to decode the words correctly (precision) and to read the words at pace (Fluency). ORF with Comprehension implies that reading is a meaning-making activity and therefore, the reading comprehension needs to be assessed as a follow up of reading of a text. The task of ORF with Reading comprehension as given in the FLS assessment consisted of reading aloud a short story of 60-70 grade level appropriate words and answering a total of five retrieval and inference based questions from the story.

Under the FLN mission, the 'National Initiative for Proficiency in Reading with Understanding and Numeracy' (**NIPUN- BHARAT**) guidelines provide the roadmap for strengthening the domain of foundational learning at the national level and mentions that Class 3 children should be able to 'read at least 60 words per minute correctly and with comprehension depending on the language and with correct pronunciation from an age appropriate unknown text'. To assess this aspect of foundational literacy and to gain understanding of the achievement level of children, the sub-task of ORF with Comprehension was one of the important sub-tasks in the FLS assessment. The assessment was conducted in 20 Indian languages. For each of these languages, the sub-task of ORF with Comprehension was adapted from the source booklets that were developed both in English and Hindi.

In order to report the findings of the ORF with Comprehension, a systematic procedure of **Policy linking** was administered for setting global benchmarks (cut-points or cut-scores) on student assessments. The method of Policy linking can be applied to sub-national, national, and international assessments in reading/language/literacy and mathematics/numeracy at grades 1-9. Policy linking is accepted by the global community for reporting on SDG Indicator 4.1.1 that specifies about reporting on "Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving a minimum proficiency level in (i) reading and (ii) mathematics, by sex." One of the objectives of the FLS-2022 is to provide the data for SDG 4.1.1. covering the aspects of foundational literacy.

Based on the application of the common scale and benchmarking method to the assessments and data sets through policy linking helps in

- Understanding the results at the national level, drawing global comparisons of assessment results and drawing of implications
- Aggregation of assessment results for reporting on indicator SDG 4.1.1
- Follow-up of assessment results at the national level for understanding the status of foundational learning over time

In the context of FLS-2022, the activity of policy linking was conducted during 5 distinct extensive workshops held at different locations across the country for setting the benchmark *specifically* for **Student Oral Reading Fluency (ORF) with Comprehension in 20 different languages**. Teachers, language experts, pedagogy experts and State Coordinators (referred as panelists hereon) participated in the process of policy linking and facilitated the setting of benchmarks for each of the languages. The kit for the workshop was provided to each of the panelists that consisted of rating forms, relevant sections of GPF for Reading and ORF passages and Reading Comprehension Questions from the FLS assessment tool. The material was collected from the panelist after the conclusion of the workshop to maintain confidentiality.

Objective of Policy Linking Workshops

To set global benchmarks on oral reading fluency (ORF) with comprehension from the FLS assessments for Grade 3 in 20 languages.

Global Proficiency Framework (GPF) and Setting Global Benchmarks

Setting benchmarks for ORF with Comprehension is crucial as it enables global reporting on attainment of learning outcomes. The exercise of setting benchmarks is anchored in the Global Proficiency Framework (GPF) for Reading. GPF was developed through an extensive process and with participation of experienced curriculum and reading experts, and psychometricians that came from a wide range of countries and contexts. Developed on the basis of curriculum and assessment frameworks of different countries around the globe, the GPF for Reading provides the common expectations that countries have for learners' performance in reading.

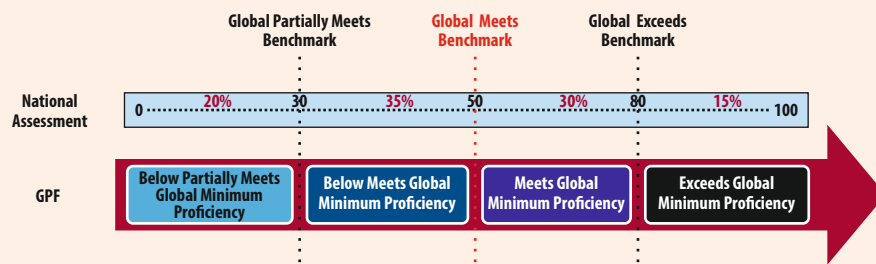
The Global Proficiency Framework for Reading defines the global minimum proficiency levels that learners are expected to demonstrate at the end of each grade level, from grades one to nine. It comprises four Global Proficiency Levels (GPLs) and detailed Global Proficiency Descriptors (GPDs) for each level. The Levels are **Below Partially Meets (BPM), Partially Meets (PM), Meets (M), and Exceeds (E) global minimum proficiency**. The Descriptors have domains, constructs, subconstructs, and knowledge and skills by grade, subject, and level.

For the purpose of analysis and reporting, a particular national assessment needs to be linked to a common global reporting scale through global benchmarks as illustrated in the figure below. The four Global Proficiency Levels as given in the GPF provide the common scale for reporting of the findings of ORF with comprehension.

For illustration purposes, the figure highlights the benchmarks obtained for each of the four levels through policy linking: partially meets = 30, meets = 50, and exceeds = 80 on a scale of 0 to 100. The benchmarks are applied to the assessment data to calculate the percentages of students in the four Global Proficiency Levels – below partially meets = 20%, partially meets = 35%, meets = 30%, and exceeds = 15%.

The method has been applied to obtain the benchmarks for ORF with Reading Comprehension in the four Global Proficiency Levels for each of the 20 languages assessed as part of FLS 2022. The cut-scores or

benchmarks have been used to project the performance of students on ORF with Reading Comprehension sub-task for each of the languages.



Tasks implemented as part of the Policy Linking Workshop

After receiving an introduction to policy linking and training on alignment with the GPF, the panelists were engaged in a three step process over the course of four days. The policy linking workshops followed a standardized process comprising of three core tasks

- checking the alignment of the assessments and the Global Proficiency Framework using the Frisbie method (2003)
- matching the items with the Global Proficiency Levels (GPLs) and Global Proficiency Descriptors (GPDs) provided in the Global Proficiency Framework and
- setting the benchmarks using the Angoff method.

TASK 1: Checking the alignment of the assessments and the GPF

Three steps in checking the alignment of the items and the GPF (Frisbie, 2003):

Step 1: Panelists individually and independently rate the alignment between the items and the GPF

- Panelists review each item to identify the knowledge or skill(s) required to answer the item correctly
- Identify how much of the required knowledge or skill(s) overlap with the content standards listed in the GPF (Table 3)
- Panelists make individual and independent judgments to rate how well the items align with the GPF. Panelists rate each item using Complete Fit, Partial Fit, and No Fit. Complete Fit (C) signifies that all the content required to answer the item correctly is contained in the knowledge or skill. Partial Fit (P) signifies that part of the content required to answer the item correctly is contained in the knowledge or skill. No Fit (N) signifies that no amount of the content required to answer the item correctly is contained in the knowledge or skill

Step 2: Facilitators compile and summarize the ratings to check the alignment between the assessment and the GPF

Step 3: Facilitators present the alignment results to the panelists and discuss the implications for setting the global benchmarks

- Explanation of the content and performance standards for 'Decoding' and 'Reading Comprehension' as given in the GPF. Content standards are explained in terms of Construct, Subconstruct, knowledge/skills applicable for each grade. Performance standards are given in terms of the four GPLs

i.e. **Below Partially Meets (BPM), Partially Meets (PM), Meets (M), and Exceeds (E) global minimum proficiency** and GPDs for each of the levels

The task of ORF and Reading Comprehension were reviewed in terms of knowledge and skills required to answer the items and ascertaining how much of the required knowledge and skills overlap with the content standards listed in the GPF. Individual and independent ratings of the fit between the items and GPF content standards are done by the panelists. The outcome of this step suggested that there was a partial fit between the assessment and the GPF for the task of Oral Reading Fluency when aligned with the skill of 'Decoding' as given in the GPF. For each of the five questions given under Reading Comprehension, ratings in terms of partial, no and complete fit were given by participants of specific language by referring to the content standards given for Reading Comprehension as given in the GPF.

TASK 2: Matching the assessment items with the GPLs and GPDs- After receiving training on matching items with the GPF, the panelists break into panels by language. They build on their knowledge gained in the alignment activity by reaching consensus on matching each of the assessment items with the GPF content and performance standards.

At this stage, participants in addition to the content standards also referred to the performance standards given in the GPF. Items that align with the GPF content standards are matched with the Performance standards given in terms of Global Proficiency Descriptors (GPDs) under four Global Proficiency Levels (GPLs). The matching was done for each of the questions given under **Reading Comprehension**. For example, if the question can be answered by a student at 'Meets Global Minimum Proficiency Level' as indicated by GPD was matched accordingly.

Task 3: Setting the benchmarks- After receiving training on benchmarking, the panelists break into panels by language. After discussions, they conduct two rounds of individual and independent ratings for the assessment items in relation to the GPF (Angoff Method). The facilitators compile the ratings to calculate the initial and final benchmarks for the panelists and panels. The facilitators present the benchmarks to the panelists after each round.

At this concluding stage, participants identify 3 learners each having skills and knowledge of Just Partially Meet level (JPM), Just Meets level (JM) and Just Exceeds (JE) level specifically for the domain of Reading and Reading Comprehension by taking reference of the GPDs given in the GPF for Reading. To establish reading and comprehension benchmarks, each word/item is read individually and independently and then a decision is taken whether minimally proficient learners at each performance level (JP, JM, and JE) would be able to read the word/answer the item correctly. Benchmarks are calculated based on the total ratings by each panelist and the averages for the panelists; consensus is not needed, though consistency is desired.

After application of statistical procedure to check and ensure the reliability of the panelists' ratings, the final cut scores or benchmarks for ORF with Comprehension for each of the 20 languages have been obtained. The cut scores have been used to report the percentage of students in each of the level as described in the GPF i.e. Below Partially Meet Global Minimum Proficiency, Partially Meet Global Minimum Proficiency, Meet Global Minimum Proficiency and Exceeds Global Minimum Proficiency.

This report presents the global benchmarking results for ORF with Comprehension for the end of Class 3 children in each of the 20 languages assessed under FLS-2022.

Partially Meets	Meets	Exceeds
1. Retrieve information		
<i>Recognize the meaning of common grade 3-level words</i>		
Recognize the meaning of very common grade 3-level words (e.g., match a given word to an illustration or synonym or provide a brief spoken/signed definition).	Recognize the meaning of common grade 3-level words (e.g., match a given word to an illustration or synonym or provide a brief spoken/signed definition).	Recognize the meaning of less common grade 3-level words (e.g., match a given word to an illustration or synonym or provide a brief spoken/signed definition).
<i>Retrieve explicit information in a grade 3-level text by direct- or close-word matching</i>		
Retrieve a single piece of prominent, explicit information from a grade 3-level text by direct- or close-word matching when the information required is adjacent to the matched word and there is no competing information. This will generally be in response to a "who," "what," "when," or "where" question.	Retrieve a single piece of explicit information from a grade 3-level text by direct- or close-word matching when the information required is adjacent to the matched word and there is limited competing information. This will generally be in response to a "who," "what," "when," or "where" question. (e.g., if the answer to a question is "hot day"; simple competing words such as "cool" under the tree may also be included in the same/subsequent sentence in the passage)	Retrieve multiple pieces of explicit information from a grade 3-level text by direct- or close-word matching when the information required is adjacent to the matched word and there is limited competing information. This will generally be in response to a "who," "what," "when," or "where" question.
<i>Retrieve explicit information in a grade 3-level text by synonymous word matching</i>		
N/A	Retrieve a single piece of prominent, explicit information from a grade 3-level text by synonymous word matching when there is no competing/opposing information . (e.g., if the question is "where is Ramesh going/what is Ramesh eating" and the answer in the passage is given through terms such "walking/ate", children are expected to answer the question by matching and associating words with similar meanings)	Retrieve a single piece of explicit information from a grade 3-level text by synonymous word matching when the information required is not prominent and there is limited competing information . This will generally be in response to a "who," "what," "when," or "where" question.

<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
1. Interpret information		
<i>Identify the meaning of unknown words and expressions in a grade 3-level text</i>		
N/A	<p>Identify the meaning of unknown words (including familiar words used in unfamiliar ways) in a grade 3-level text when there are prominent clues (e.g., use language-specific morphological clues or contextual clues to identify the meaning of unknown words).</p> <p>e.g., in an English language test, meaning of the word “thankful”, was elicited (considered as unfamiliar for grade 3 learners). Learners were expected to use the prominent contextual clues given in the passage such as “the woman gave gifts as a reward for finding her purse” to deduce the meaning of the term “thankful”.</p>	<p>Identify the meaning of unknown words (including familiar words used in unfamiliar ways) in a grade 3-level text when there are less prominent clues (e.g., use language specific morphological clues or contextual clues to identify the meaning of unknown words).</p> <p>e.g., in an English language test, meaning of the word “boasting”, was elicited (considered as unfamiliar for grade 3 learners). Learners were expected to use the few contextual clues present across the passage to answer the question.</p>
<i>Make inferences in a grade 3-level text</i>		
<p>Make simple inferences in a grade 3-level text by relating two pieces of explicit information in consecutive sentences when there is no competing information. This will generally be in response to a "why" or "how" question.</p>	<p>Make simple inferences in a grade 3-level text by relating two pieces of explicit information in consecutive sentences when there is limited competing information. This will generally be in response to a "why" or "how" question.</p>	<p>Make simple inferences in a grade 3-level text by relating two pieces of explicit information in one or more paragraphs when there is more distance between the pieces of information that need to be related and/or a lot of competing information. This will generally be in response to a "why" or "how" question.</p>
<i>Identify the main and secondary ideas in a grade 3-level text</i>		
N/A	<p>Identify the general topic of a grade 3-level text when it is prominent but not explicitly stated.</p>	<p>Identify the general topic of a grade 3-level text when it is less prominent and not explicitly stated.</p>

GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency		
N: NUMBER AND OPERATIONS N1: WHOLE NUMBERS				
<p>N1.1: Identify and count in whole numbers, and identify their relative magnitude</p> <p>N1.1.1a_P Count in whole numbers up to 100.</p> <p>N1.1.1b_P Read and write whole numbers up to 100 in words and in numerals.</p> <p>N1.1.2_P Compare and order whole numbers up to 100.</p> <p>N1.1.3_P Skip count forwards by twos or tens.</p>	<p>N1.1.1a_M Count in whole numbers up to 1,000.</p> <p>N1.1.1b_M Read and write whole numbers up to 1,000 in words and numerals.</p> <p>N1.1.2_M Compare and order whole numbers up to 1,000.</p> <p>N1.1.3_M Skip count backwards by tens.</p>	<p>N1.1.1a_E Count in whole numbers up to 10,000.</p> <p>N1.1.1b_E Read and write whole numbers up to 10,000 in words and in numerals.</p> <p>N1.1.2_E Compare and order whole numbers up to 10,000.</p> <p>N1.1.3_E Skip count forwards and backwards by hundreds.</p>		
<p>N1.2: Represent whole numbers in equivalent ways</p> <p>N1.2.1_P Identify and represent the equivalence between whole quantities up to 30 represented as objects, pictures, and numerals (e.g., when given a picture of 30 flowers, identify the picture that has the number of butterflies that would be needed for each flower to have a butterfly; given a picture of 19 shapes, draw 19 more shapes).</p> <p>N1.2.2_P N/A</p>			<p>N1.2.1_M N/A</p> <p>N1.2.2_M Use place-value concepts for tens and ones (e.g., compose or decompose a two-digit whole number using a number sentence such as $35 = 3 \text{ tens and } 5 \text{ ones}$, $35 = 30 + 5$, or using number bonds; determine the value of a digit in the tens and ones place).</p>	<p>N1.2.1_E N/A</p> <p>N1.2.2_E Use place-value concepts for hundreds, tens, and ones (e.g., compose or decompose a three-digit whole number using a number sentence such as $254 = 2 \text{ hundreds, } 5 \text{ tens, and } 4 \text{ ones}$; $254 = 200 + 50 + 4$; determine the value of a digit in the hundreds place, etc.).</p>
<p>N1.3: Solve operations using whole numbers</p> <p>N1.3.1_P Add and subtract within 100 (i.e., where the sum or minuend does not surpass 100), without regrouping, and represent these operations with objects, pictures, or symbols (e.g., $65 + 23$; solve an addition or subtraction problem presented by images of bundles of tens and ones; use skips on a hundreds grid or a number line or multibase arithmetic blocks to solve addition and subtraction problems).</p>			<p>N1.3.1_M N/A</p> <p>N1.3.1_E Add and subtract within 1,000 (i.e., where the sum or minuend does not surpass 1,000), with and without regrouping, and represent these operations with objects, pictures, or symbols (e.g., $550 + 250$; $457 - 129$; use hundreds grids, number lines, or multibase arithmetic blocks to reason through or solve addition and subtraction problems).</p>	

GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<p>N1.3.3_P Multiply and divide within 25 (i.e., up to 5×5 and $25 \div 5$, no remainder), and represent these operations with objects, pictures, or symbols (e.g., $15 \div 3$; 3×4; solve multiplication problems by using a rectangular array or by repeating groups of the same number of objects; solve division problems by dividing a group of objects into a given number of equal groupings).</p>	<p>N1.3.3_M Multiply and divide within 100 (i.e., up to 10×10 and $100 \div 10$, without a remainder), and represent these operations with objects, pictures, or symbols (e.g., $72 \div 8$; 6×9; solve multiplication problems by using a rectangular array or by repeating groups of the same number of objects; solve division problems by dividing a group of objects into a given number of equal groupings).</p>	<p>N1.3.3_E Multiply and divide within 144 (i.e., up to 12×12 and $144 \div 12$, without a remainder), and represent these operations with objects, pictures or symbols (e.g., $120 \div 10$; 6×12; solve multiplication problems by using a rectangular array or by repeating groups of the same number of objects; solve division problems by dividing a group of objects into a given number of equal groupings).</p>
<p>N1.3.4_P N/A</p>	<p>N1.3.4_M Demonstrate fluency with addition and subtraction within 20 and add and subtract within 100 (i.e., where the sum or minuend does not surpass 100), with and without regrouping, and represent these operations with objects, pictures, or symbols (e.g., $32 + 59$; solve an addition or subtraction problem presented by images of bundles of tens and ones; use number lines or skips on a hundreds grid to reason through or solve addition and subtraction problems).</p>	<p>N1.3.4_E N/A</p>
<p>N1.3.7_P Perform calculations involving two or more operations, within the limits for partially meets expectations described above, when order of operations is not a factor (e.g., $5 \times 3 + 62 = \underline{\quad}$; $4 \times 4 \div 2 = \underline{\quad}$).</p>	<p>N1.3.7_M Perform calculations involving two or more operations, within the limits for meets expectations described above, when order of operations is not a factor (e.g., $6 \times 7 + 19 = \underline{\quad}$; $6 \times 4 \div 8 = \underline{\quad}$).</p>	<p>N1.3.7_E Perform calculations involving two or more operations, within the limits for exceeds expectations described above, when order of operations is not a factor (e.g., $452 + 369 + 78 = \underline{\quad}$; $64 \div 8 \div 2 = \underline{\quad}$).</p>
<p>N1.4: Solve real-world problems involving whole numbers</p> <p>N1.4.1_P Solve simple real-world problems involving addition and subtraction of whole numbers within 30 (i.e., where the sum or minuend does not surpass 30), including problems involving measurement and currency units, without regrouping (e.g., There are 15 sheep in a field. 12 more sheep come into the field. How many sheep are in the field now?; There are 24 sheep in a field. 12 go to the stable. How many sheep are left in the field?).</p>	<p>N1.4.1_M Solve simple real-world problems involving addition and subtraction of whole numbers within 100 (i.e., where the sum or minuend does not surpass 100) without regrouping, including problems involving measurement and currency units (e.g., There are 33 sheep in a field. 25 more sheep come into the field. How many sheep are in the field now?; There are 54 children in total in grade 3. 13 are absent today. How many grade 3 children are at school today?).</p>	<p>N1.4.1_E Solve simple real-world problems involving addition and subtraction of whole numbers within 100 (i.e., where the sum or minuend does not surpass 100) with and without regrouping, including problems involving measurement and currency units (e.g., There are 33 sheep in a field. 28 more sheep come into the field. How many sheep are in the field now?; There are 81 children in total in grade 3. 13 are absent today. How many grade 3 children are at school today?).</p>

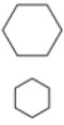


GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
N2: FRACTIONS		
N2.1: Identify and represent fractions using objects, pictures, and symbols, and identify relative magnitude		
N2.1.1_P Identify everyday unit fractions (e.g., $\frac{1}{2}$; $\frac{1}{3}$; $\frac{1}{4}$) represented as objects or pictures (as part of a whole or part of a set) in fractional notation (e.g., shade half of this shape; indicate $\frac{1}{4}$ of these objects).	N2.1.1_M Identify unit fractions with denominators up to 12 (e.g., $\frac{1}{5}$; $\frac{1}{7}$; $\frac{1}{8}$; $\frac{1}{10}$) represented as objects or pictures (as part of a whole or part of a set) in fractional notation (e.g., shade $\frac{1}{5}$ of this shape; indicate $\frac{1}{6}$ of these objects when arranged in a 3×6 array).	N2.1.1_E Identify non-unit fractions with denominators up to 12 (e.g., $\frac{2}{5}$; $\frac{4}{7}$; $\frac{3}{8}$; $\frac{5}{10}$) represented as objects or pictures (as part of a whole or part of a set) in fractional notation (e.g., shade $\frac{2}{3}$ of this shape).
N3: DECIMALS		
Not applicable to grade 3		
N4: INTEGERS		
Not applicable to grade 3		
N5: EXPONENTS AND ROOTS		
Not applicable to grade 3		
N6: OPERATIONS ACROSS NUMBER		
Not applicable to grade 3		
M: MEASUREMENT		
M1: LENGTH, WEIGHT, CAPACITY, VOLUME, AREA, AND PERIMETER		
M1.1: Use non-standard and standard units to measure, compare, and order		
M1.1.1_P Use non-standard units to measure or estimate and compare the length of two objects (e.g., identify that the red pencil is 4 paper clips long, and the black pencil is 6 paper clips long).	M1.1.1_M Use non-standard units to estimate or measure volume/capacity (e.g., identify which container would hold the most sand or which box would hold the most balls given pictures of these items).	M1.1.1_E N/A
M1.1.2a_P N/A	M1.1.2a_M Use standard units to compare length and weight when provided the unit of measurement (e.g., identify that the pencil is one centimeter longer than the crayon).	M1.1.2a_E Select and use appropriate standard units to estimate, measure, and compare length and weight (e.g., choose centimeters instead of meters to measure a pencil; estimate the weight of the apple when given the following choices: a) 5g b) 200g c) 1kg d) 5kg).
M1.1.2b_P N/A	M1.1.2b_M N/A	M1.1.2b_E Select and use appropriate standard units to measure and compare capacity/volume (e.g., the measuring cups contain 200 ml of water and 100 ml of oil).
M1.2: Solve problems involving measurement—not applicable to grade 3		

GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
M2: TIME		
M2.1: Tell time		
M2.1.2_P Tell time using an analog clock to the nearest hour.	M2.1.2_M Tell time using an analog clock to the nearest half hour.	M2.1.2_E Tell time using an analog clock to the nearest minute.
M2.1.4_P Recognize the number of days in a week and months in a year.	M2.1.4_M Recognize the number of hours in a day, minutes in an hour, and seconds in a minute.	M2.1.4_E N/A
M2: Solve problems involving time		
M2.2.1_P Solve problems, including real-world problems, using a calendar (e.g., given a calendar, answer the question: <i>March 2 falls on what day of the week?</i>).	M2.2.1_M N/A	M2.2.1_E N/A
M2.2.2_P N/A	M2.2.2_M Solve problems, including real-world problems, involving elapsed time in hours and half-hours (e.g., calculate the difference between 2:00 and 5:30 or the difference between 16:00 and 16:30).	M2.2.2_E Solve problems, including real-world problems, involving elapsed time in minutes within an hour (e.g., calculate the difference between 3:42 and 3:56 or the difference between 16:35 and 16:52).
M3: CURRENCY		
M3.1: Use different currency units to create amounts		
M3.1.1a_P Count combinations of commonly used currency denominations.	M3.1.1a_M N/A	M3.1.1a_E N/A
M3.1.1b_P Combine commonly used currency denominations to make a specified amount.	M3.1.1b_M Combine commonly used currency denominations to make a specified amount in a variety of ways.	M3.1.1b_E Solve problems, including real-world problems, involving combining commonly used currency denominations.
G: GEOMETRY		
G1: PROPERTIES OF SHAPES AND FIGURES		
G1.1: Recognize and describe shapes and figures		
G1.1.1_P Recognize and name shapes that are regular and irregular (e.g., if shown an irregular triangle, recognize that it is a triangle; name a hexagon).	G1.1.1_M Recognize and name two-dimensional shapes and familiar three-dimensional figures in everyday life.	G1.1.1_E N/A
G1.1.2_P N/A	G1.1.2_M N/A	G1.1.2_E Recognize and name two-dimensional shapes by a written or spoken description of their simple attributes (e.g., name a shape given a description of its number of sides, number of corners, relative lengths of sides, etc.).
G1.1.4_P Recognize and name straight and curved lines and attributes of shapes (e.g., number of sides, number of corners).	G1.1.4_M N/A	G1.1.4_E N/A

GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<p>G1.1.9_P Recognize when a two-dimensional shape has been rotated or reflected (e.g., when shown a number of shapes, identify those that are the same, even when some are rotated or reflected).</p>	<p>G1.1.9_M</p>	<p>G1.1.9_E N/A</p>
<p>G1.1.10_P N/A</p>	<p>G1.1.10_M Identify a <u>line of symmetry</u> in two-dimensional shapes.</p>	<p>G1.1.10_E N/A</p>
<p>G1.1.11_P N/A</p>	<p>G1.1.11_M N/A</p>	<p>G1.1.11_E Recognize and describe the congruence and similarity of two-dimensional shapes (e.g., when shown two shapes, explain how they are similar using mathematical or non-mathematical language, such as, "It got bigger and has been turned" or "It's been enlarged and rotated.")</p>
		
<h3>G2: SPATIAL VISUALIZATIONS</h3>		
<p>G2.1: Compose and decompose shapes and figures</p>		
<p>G2.1.1_P Compose/decompose a larger two-dimensional shape from a small number of given shapes (e.g., use the smaller shapes to make the larger shape).</p>	<p>G2.1.1_M Use a small number of given shapes to compose multiple, larger, two-dimensional shapes (e.g., identify which of these larger shapes can be made from the smaller shapes?) and decompose a larger shape into a given number of smaller shapes (e.g., draw one line on the triangle below to show how it can be cut into exactly two smaller triangles).</p>	<p>G2.1.1_E N/A</p>
		
<h3>G3: POSITION AND DIRECTION</h3>		
<p>G3.1: Describe the position and direction of objects in space</p>		
<p>G3.1.1_P N/A</p>	<p>G3.1.1_M Accurately use the terms left and right, and use simple maps to describe locations using positional terms (e.g., answer, "Where is the teacher's desk?" with "To the [left] of the chalkboard.")</p>	<p>G3.1.1_E Use different kinds of simple maps (i.e., an alphanumeric map, grid map, or local equivalent) to give and follow 2-step directions to a given location (e.g., Using this map, if you are at the school, you walk towards the tree, and turn left. What would you be facing?; Using this map, how do you get from the school to the green house?).</p>

GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency

G3.1.2_P Recognize that a map represents a physical space, and use simple maps to recognize the position of objects (e.g., using a map of the classroom, identify which object is between the desk and the door).

Meets Global Minimum Proficiency

G3.1.2_M Accurately use the terms left and right, and use simple maps to describe locations using positional terms (e.g., answer, "Where is the teacher's desk?" with "To the [left] of the chalkboard.>").

Exceeds Global Minimum Proficiency

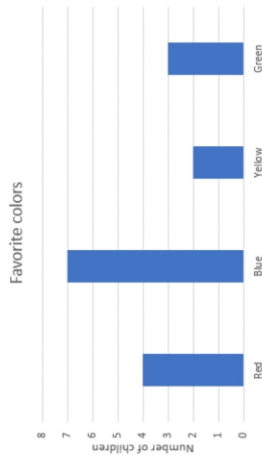
G3.1.2_E Using a simple map, follow directions and/or give directions to a given location (e.g., using this map, if you are at the school, and you walk towards the tree and turn left, and walk forward again, where would you be?; Using this map, how do you get from the school to the green house?).

S: STATISTICS AND PROBABILITY

S1: DATA MANAGEMENT

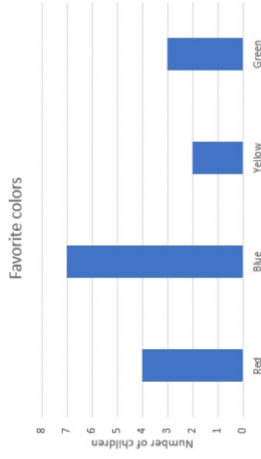
S1.1: Retrieve and interpret data presented in displays

S1.1.2a_P Compare categories of a tally chart, bar graph, or pictograph with up to four categories and a single-unit scale, using terms such as more than or less than (e.g., Which color was chosen less often than green on this bar graph?).



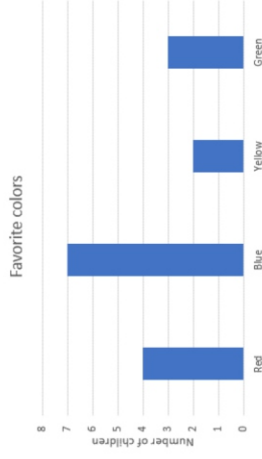
S1.1.2b_P N/A

S1.1.2a_M Solve a problem involving the sum of or difference between two specified categories of a tally chart, bar graph, or pictograph with a single-unit scale (e.g., How many children like red and blue in this bar graph?).



S1.1.2b_M N/A

S1.1.2a_E Solve a problem involving more than two pieces of information from a tally chart, bar graph, or pictograph with a single-unit scale (e.g., How many children were asked about their favorite color in this bar graph?).



S1.1.2b_E Complete missing information in a tally chart, bar graph, or pictograph that arranges data into categories and uses a single-unit scale (e.g., add a row or column to a partially completed pictograph).

S1.1.3_E Retrieve information from a tally chart, bar graph, or pictograph with a multi-unit scale.

S1.1.3_M N/A

S1.1.3_P N/A

S1.2: Calculate and interpret central tendency—not applicable to grade 3

S2: CHANCE AND PROBABILITY

Not applicable to grade 3

GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency

Meets Global Minimum Proficiency

Exceeds Global Minimum Proficiency

A: ALGEBRA

A1: PATTERNS			
A1.1: Recognize, describe, extend, and generate patterns			
A1.1.1_P	Recognize repeating sets in a pattern and use this to identify a missing element and extend the pattern (e.g., identify that $O\ \square\ \square$ is the repeating set in $O\ \square\ \square\ O\ \square\ \square\ O\ \square\ \square$; identify the missing element in the following set $O\ \square\ \square\ _\ \square\ \square$; when presented with $O\ \square\ \square\ O\ \square\ \square$, add two additional sets to the pattern).	A1.1.1_M	Describe repeating patterns (e.g., explain that $O\ \square\ \square$ repeats three times in the following set $O\ \square\ \square\ O\ \square\ \square$; explain that 1, 2, 3, 4 repeats three times in the following set 1, 2, 3, 4, 1, 2, 3, 4, 1, 2, 3, 4).
A1.1.2_P	N/A	A1.1.2_M	N/A
A1.1.2_E	Describe numerical patterns that increase or decrease by a constant value with a simple rule, and use this information to identify a missing element or extend the pattern (e.g., describe the pattern 6, 9, 12, 15 as going up by threes; identify the missing element in the pattern 3, 7, 11, __, 19; extend the pattern 6, 11, 16, 21).	A1.1.2_E	Describe numerical patterns that increase or decrease by a constant value with a simple rule, and use this information to identify a missing element or extend the pattern (e.g., describe the pattern 6, 9, 12, 15 as going up by threes; identify the missing element in the pattern 3, 7, 11, __, 19; extend the pattern 6, 11, 16, 21).

A2: EXPRESSIONS

Not applicable to grade 3

A3: RELATIONS AND FUNCTIONS

A3.1: Variation (ratio, proportion, and percentage)—not applicable to grade 3

A3.2: Demonstrate an understanding of equivalency

A3.2.1_P	N/A	A3.2.1_M	Create a numerical expression using + or - to model a situation (e.g., represent the following in a number sentence: 3 people are on a bus, and 4 more get on).	A3.2.1_E	Create a numerical expression using x or + to model a situation (e.g., represent the following in a number sentence: 3 people get on the bus at each of 4 stops).
A3.2.2_P	N/A	A3.2.2_M	N/A	A3.2.2_E	Represent real-world addition and subtraction problems within 20 using a number sentence with a symbol or blank to represent the missing value (e.g., 13 people are on a bus. More people get on. There are now 17 people on the bus. Represent this situation with an addition or blank to represent the missing value).
A3.2.3_P	N/A	A3.2.3_M	Find a missing value in real-world addition and subtraction problems within 20 (e.g., 3 people are on a bus. More people get on. There are now 7 people on the bus. How many people got on the bus?).	A3.2.3_E	Find a missing value in a number sentence using addition and subtraction of numbers within 100 (e.g., $23 + __ = 59$).

GRADE 3: MATHEMATICS – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency

Meets Global Minimum Proficiency

Exceeds Global Minimum Proficiency

A3.3: Solve equations and inequalities—not applicable to grade 3

A3.4: Interpret and evaluate functions—not applicable to grade 3

FLS 2022 Team

Core Team

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 Shri Vipin Kumar, Joint Secretary, DoSEL, Ministry of Education w.e.f. 26.05.2022
 Shri Maneesh Garg, Joint Secretary, DoSEL, Ministry of Education upto 25.05.2022
 Shri Venkatramana R. Hegde, Deputy Director General (DDG), Statistics Bureau
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 Shri J. P. Pandey, Director, DoSEL, Ministry of Education
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 SPDs; Director SCERTs; Principal SIEs

Principal Coordinator

NCERT

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 Director, Department of School Education and Literacy, MoE

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 Dr. Sukhvinder, Observer

Dr. Anand Arya, Co-coordinator

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