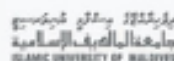




SCALING IMPACT OF A PLAY-BASED CHILD-TO-CHILD APPROACH TO MAKE PRE-SCHOOL TO PRIMARY SCHOOL TRANSITION FUN AND INCLUSIVE





Adapting and Contextualising Literacy and Numeracy Assessment Tools for Foundational Learning: Strategic Scaling Considerations & Lessons Learnt

**Technical Output
(Maldives)**

May 2026

Islamic University of Maldives

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Version 1.0, 2025

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Acknowledgement

This work was supported by the Global Partnership for Education Knowledge and Innovation Exchange, a joint endeavour with the International Development Research Centre, Canada.



Canada



The materials in this booklet were adapted from those developed
by child-to-child.org.

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1. Executive Summary

This strategic scaling report has been prepared by the project team for the 'Scaling Impact of a Play-Based Child-to-Child Approach to Make Pre-School to Primary School Transition Fun and Inclusive' (SIPCA) project. The core focus of this technical output is the design, operationalization, and institutional integration of the developed readiness tools within the unique geographic and educational landscape of the Republic of Maldives. While SIPCA is a multi-country research consortium including Sri Lanka and Pakistan, this scaling roadmap isolates the strategic interventions mandatory for the Maldives.

In the Maldives, one of the key activities of the scaling research is a rigorous tool development and validation workshop. This process produced three contextualized, field-ready instruments: a Dhivehi literacy diagnostic tool, an English literacy diagnostic tool, and a Numeracy diagnostic tool. By shifting the paradigm from self-attempted psychometric testing to a teacher-mediated, orally administered technique, these tools measure transition readiness across cognitive, numeric, and linguistic dimensions without introducing early learning anxiety. This report outlines vertical and horizontal scaling drivers, synthesizes critical lessons from the development workshop, and provides specific actionable takeaways to institutionalize the play-based child-to-child approach across all twenty administrative atolls of the Maldives.

2. Project Background and Innovation Architecture

The SIPCA project addresses a long-standing challenge in the Maldivian education sector: a smooth transition from pre-primary classrooms into primary school environments. Following the integration of two years of pre-primary schooling into the public system from 2016 onwards, establishing reliable, non-intrusive readiness baselines became essential. Traditional transition tracking often relies on westernized psychometric evaluations that inadvertently introduce academic stress and performance anxiety to five-year-olds.

The PBC2C approach addresses this gap by shifting the assessment environment. Older primary school students (Grade 2 and 3 peer facilitators) lead structured, interactive games with transitioning preschoolers. As children interact naturally, the classroom teacher observes and checks competencies across core developmental indicators. The contextualized diagnostic tools act as the operational backbone of this approach. They provide the practical protocols that allow teachers to embed assessment within a play dynamic, gathering accurate data on early literacy and numeracy levels while promoting inclusive, non-intrusive classroom interactions.

3. Macro Considerations for Scaling in the Maldives

Scaling educational innovations in the Maldives cannot succeed via top-down administrative mandates. The national adoption and operational expansion of the SIPCA diagnostics rely entirely on tight curriculum framework integration, deep stakeholder consensus, and local cultural relevance.

3.1 Cultural and Contextual Realities

A central parameter for scaling these diagnostic tools is ensuring that every question, prompt, and piece of play material reflects the cultural realities of a Maldivian child's life. Standard early childhood metrics built on foreign analogies alienate children and skew evaluation data. Effective national scaling requires adherence to localized parameters:

- **Localization of Semantic Imagery:** Assessment prompts avoid foreign concepts (such as snow or temperate fruits) and instead utilize imagery embedded in daily Maldivian island life, including marine life, local vegetation, and coastal traditions (e.g., coconut palms, traditional water vessels, and reef structures).
- **Bilingual Script Nuances:** The scaling model addresses the structural differences between English text tracking and the native Dhivehi language using the Thaana script. The tools accommodate the right-to-left orientation, character tracking, and vowel-sign ('fili') structures specific to the local context without losing equivalence with English tasks.
- **Socio-Cultural Relatability:** By integrating local storytelling motifs and community social customs, the tasks align naturally with the cognitive frameworks that Maldivian preschoolers use outside the classroom.

3.2 Systematic Alignment with the National Curriculum Framework Outcomes

The scaling potential of the SIPCA tools stems from their deliberate, comprehensive alignment with the outcomes stated in the Maldives National Curriculum Framework (NCF). The tools do not function as an additional burden for teachers; rather, they serve as a practical mechanism to measure formal curriculum targets:

- **Direct Key Stage Mapping:** Every item within the literacy and numeracy instruments is mapped directly to specific NCF Foundation Stage and Key Stage 1 indicators, ensuring that the play tasks evaluate formal state learning outcomes.
- **Formative Competency Tracking:** By assessing standards such as spoken language comprehension, phonetic awareness, cardinality, and spatial reasoning, the tools provide primary school teachers with a baseline that corresponds directly to the curriculum targets they are required to teach from day one.
- **Pedagogical Continuity:** This close alignment bridges the gap between pre-primary formative play and early primary academic monitoring, creating a smooth transition across grade levels.

3.3 Deep Stakeholder Engagement as a Primary Consideration

A major consideration for national scaling is the comprehensive engagement of stakeholders across all tiers of the education system. The tools were not developed in isolation; their validity relies on the incorporation of diverse organizational and practical perspectives:

- **Policy and Systemic Alignment (MoE, NIE, DoIE):** Technical officials from the Ministry of Education (MoE Policy), the National Institute of Education (NIE curriculum developers), and the Department of Inclusive Education (DoIE specialist teams) were deeply involved in the co-development and validation process. This collaborative approach ensured that policy, curriculum, and inclusive design standards were built directly into the tools.
- **Dual-Tier Practitioner Integration:** The scaling framework intentionally incorporates the insights of both foundation-level (preschool) and primary-level (Grade 1) teachers. Including foundation teachers ensures that tasks remain developmentally appropriate and play-centered, while primary teachers ensure that the resulting data captures the precise baseline competencies required for primary school entry.
- **Consensus-Driven Ownership:** By valuing and integrating the feedback of all educational actors, the scaling model replaces top-down administrative enforcement with a shared sense of professional ownership, which is essential for sustainable implementation across atolls.

4. Critical Lessons Learnt from the Tool Development Activity

The Tool Development and Validation Workshop conducted by the Islamic University of Maldives highlighted the operational importance of stakeholder consultation and curriculum alignment. The critical lessons gathered during this activity form the baseline parameters for national expansion:

Focus Area	Identified Bottleneck / Workshop Insight	Takeaway Strategy for National Scaling
Curriculum Mapping & Context	Direct translation from global templates introduced cultural biases and altered grammar complexity. Standard item wording caused discrepancies in phonetic difficulty between Dhivehi and English tasks.	Enforce strict alignment with the National Curriculum Framework targets. Partner with the Dhivehi Bahuge Academy to ensure linguistic tasks respect Thaana script structures while anchoring items to local island realities.
Stakeholder Perspective Balance	Workshops noted that narrow participant pools risk leaving out key practitioner perspectives, making tasks either too academic for preschool or too broad for primary tracking.	Utilize the collaborative multi-stakeholder model tested by IUM. Bring together MoE policy leads, NIE curriculum developers, DoIE inclusive education teams, and dual-tier teachers to ensure tools balance practical and policy needs.
Pedagogical Continuity	Review discussions showed clear gaps in how field teachers connect informal, play-based activities with rigid primary school monitoring structures.	Incorporate hands-on case studies and peer-modeling simulations into regional teacher professional development. Shift the focus from a teacher-led testing mindset to an observational facilitator model.

5. Strategic Takeaways: Linking Tool Development to Innovation Scaling

The central strategic insight of this project is that the tool development process itself serves as the primary operational vehicle for scaling the broader Play-Based Child-to-Child (PBC2C) pedagogical innovation. The tools do not merely measure readiness; they structurally mandate and enforce the peer-led play methodology within the classroom. The lessons from this specific development and validation activity yield distinct takeaways for scaling the overall innovation across the Maldives education system:

5.1 The Assessment Tool as the Operational Protocol for Peer Play

A key finding from the tool development activity is that the specific design of the diagnostic instruments acts as the structural script for the child-to-child interaction. By embedding peer-facilitated instructions directly into the tool's framework, the assessment mechanism enforces the use of the play innovation:

- **Task-Driven Peer Interaction:** The items developed (e.g., 'Buddy hands preschooler 7 shells' or 'Buddy opens picture book upside down') are structured so that the task cannot be completed without active child-to-child engagement. Therefore, scaling the tool naturally ensures the scaling of the child-to-child play model.
- **Bypassing Teacher Discretion:** Instead of treating peer-led play as an abstract pedagogical concept that teachers can choose to ignore, the structured assessment tool turns play into an operational requirement. To record the required curriculum readiness baseline data, the teacher is structurally required to deploy the older student facilitator.

5.2 Workshop Co-Development as a Strategy for Shared Ownership

The validation process demonstrated that involving multiple tiers of the educational system during tool creation is the most effective way to secure sustainable buy-in for the broader innovation:

- **Resolving Structural Tensions:** Bringing together MoE policy experts, NIE curriculum analysts, and DoIE specialists allowed the team to resolve the natural tension between rigid curriculum standards and informal, noisy play. Because the stakeholders co-developed the task matrices to align

with NCF indicators, they recognized the play approach as a valid, high-standard diagnostic strategy rather than an undisciplined classroom distraction.

- **Bridging the Preschool-Primary Divide:** Involving both foundation-stage (preschool) and primary-stage (Grade 1) teachers in tool development solved a major pedagogical gap. Preschool teachers ensured tasks remained play-centered and developmentally safe, while primary teachers ensured that peer-led interactions captured the precise, usable literacy and numeracy baselines required for Grade 1 entry. This shared ownership creates a smooth path for horizontal scale-up across regional schools.

5.3 The Validation Framework as a Model for Teacher Capacity Building

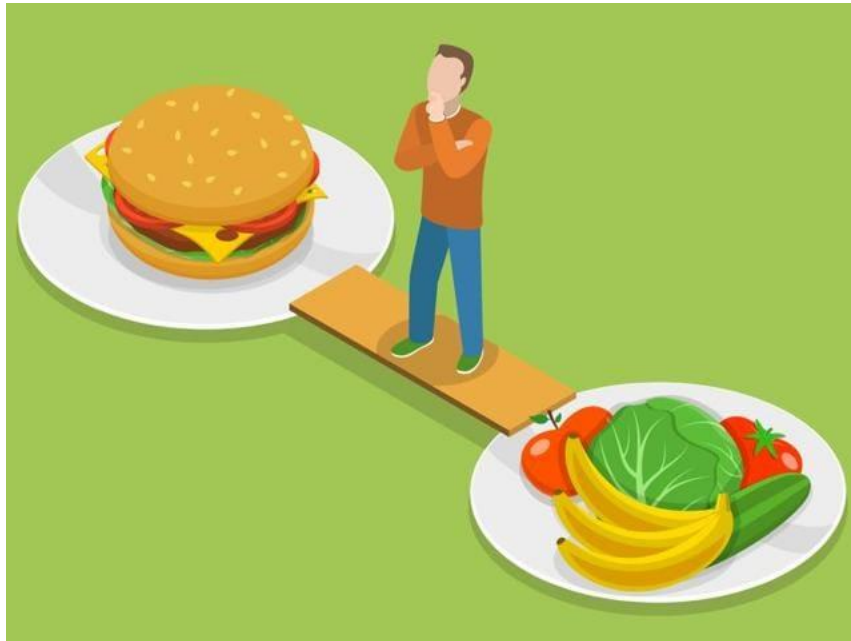
The tool validation workshop proved that the evaluation materials themselves are highly effective training resources for re-orienting teacher mindsets toward child-centered learning:

- **Shifting the Educator Mindset:** Working directly with the tools' scoring rubrics (FR = Fully Ready, D = Developing, NS = Not Sure) helped field teachers move away from traditional, adult-led exam models. Instructors realized that the tools require simultaneous observation of peer interactions rather than formal testing.
- **The Tools as Professional Development Guides:** When scaling the innovation nationally, the diagnostic instruments and observation forms should be used as the core training materials. Training educators on how to read, mark, and facilitate these specific items serves as a practical, hands-on introduction to managing a peer-led, play-based classroom environment.

6. Annexes: Developed Readiness Assessment Instruments

This section contains the precise layouts and verbatim item content of the three diagnostic readiness tools developed and validated under the SIPCA project for the Maldives. These tools are formatted for direct integration into early childhood school frameworks.

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- 20

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11. جَزَّ لَمْ يَزَمْ مَوْ لَو لَو؟

۱. ستر ستر ۲. ستر ستر ۳. ستر ستر ۴. ستر ستر ۵. ستر ستر

12. صحیح تحریر کیا کرو؟

۱. ستر ستر ۲. س. ۳. س. ۴. س. ۵. س.

.13

ר. שרשר! סר. שרשר! סר. שרשר! סר. שרשר! סר. שרשר!



ر. ستر سترى ر. رى ر. سى ر. رى ر. رى

SL.SS.1: (Uses social conventions and agreed rules)

[illegible]

.17



اَللّٰهُمَّ اِنِّىْ اَسْأَلُكَ بِرَحْمَتِكَ الَّتِىْ رَفَعْتَ بِهَا السَّمٰوٰتِ سَبْعَ سَمَاوٰتٍ

١. مِسْرِي ٢. مِسْرِي ٣. مِسْرِي ٤. مِسْرِي ٥. مِسْرِي

SL.SS.2 (Uses illustrations, simple graphic organisers and different materials to aid presentation)

1. 10. 11: 12: 13: 14: 15: 16: 17: 18: 19: 20: 21: 22: 23: 24: 25: 26: 27: 28: 29: 30: 31: 32: 33: 34: 35: 36: 37: 38: 39: 40: 41: 42: 43: 44: 45: 46: 47: 48: 49: 50: 51: 52: 53: 54: 55: 56: 57: 58: 59: 60: 61: 62: 63: 64: 65: 66: 67: 68: 69: 70: 71: 72: 73: 74: 75: 76: 77: 78: 79: 80: 81: 82: 83: 84: 85: 86: 87: 88: 89: 90: 91: 92: 93: 94: 95: 96: 97: 98: 99: 100: 101: 102: 103: 104: 105: 106: 107: 108: 109: 110: 111: 112: 113: 114: 115: 116: 117: 118: 119: 120: 121: 122: 123: 124: 125: 126: 127: 128: 129: 130: 131: 132: 133: 134: 135: 136: 137: 138: 139: 140: 141: 142: 143: 144: 145: 146: 147: 148: 149: 150: 151: 152: 153: 154: 155: 156: 157: 158: 159: 160: 161: 162: 163: 164: 165: 166: 167: 168: 169: 170: 171: 172: 173: 174: 175: 176: 177: 178: 179: 180: 181: 182: 183: 184: 185: 186: 187: 188: 189: 190: 191: 192: 193: 194: 195: 196: 197: 198: 199: 200: 201: 202: 203: 204: 205: 206: 207: 208: 209: 210: 211: 212: 213: 214: 215: 216: 217: 218: 219: 220: 221: 222: 223: 224: 225: 226: 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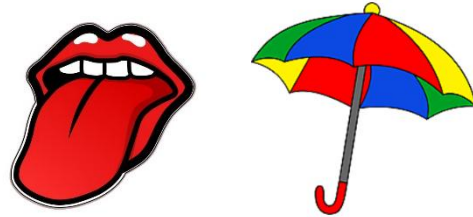
۱. $\frac{1}{x^2} = x^{-2}$
 $\frac{d}{dx} x^{-2} = -2x^{-3} = -\frac{2}{x^3}$
 ۲. $\frac{1}{x^3} = x^{-3}$
 $\frac{d}{dx} x^{-3} = -3x^{-4} = -\frac{3}{x^4}$
 ۳. $\frac{1}{x^4} = x^{-4}$
 $\frac{d}{dx} x^{-4} = -4x^{-5} = -\frac{4}{x^5}$
 ۴. $\frac{1}{x^5} = x^{-5}$
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 ۵. $\frac{1}{x^6} = x^{-6}$
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 ۶. $\frac{1}{x^7} = x^{-7}$
 $\frac{d}{dx} x^{-7} = -7x^{-8} = -\frac{7}{x^8}$
 ۷. $\frac{1}{x^8} = x^{-8}$
 $\frac{d}{dx} x^{-8} = -8x^{-9} = -\frac{8}{x^9}$
 ۸. $\frac{1}{x^9} = x^{-9}$
 $\frac{d}{dx} x^{-9} = -9x^{-10} = -\frac{9}{x^{10}}$
 ۹. $\frac{1}{x^{10}} = x^{-10}$
 $\frac{d}{dx} x^{-10} = -10x^{-11} = -\frac{10}{x^{11}}$
 ۱۰. $\frac{1}{x^{11}} = x^{-11}$
 $\frac{d}{dx} x^{-11} = -11x^{-12} = -\frac{11}{x^{12}}$

RV.LSF.2 Identify all the letters of alphabet (lower/upper) and their sounds:

21. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 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2180. 2181. 2182. 2183. 2184. 218

RV.CP. 2 View and demonstrate comprehension of visual texts and decoding sounds:

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[illegible]

ر. دسر. سر. ستر. صر. صر. صر.

RV.CP. 3 View and demonstrate comprehension of visual texts and decoding sounds:

٥٧. ٥٨: ٥٩ ٦٠ ٦١ ٦٢ ٦٣ ٦٤ ٦٥ ٦٦ ٦٧ ٦٨ ٦٩ ٧٠ ٧١ ٧٢ ٧٣ ٧٤ ٧٥ ٧٦ ٧٧ ٧٨ ٧٩ ٨٠ ٨١ ٨٢ ٨٣ ٨٤ ٨٥ ٨٦ ٨٧ ٨٨ ٨٩ ٩٠ ٩١ ٩٢ ٩٣ ٩٤ ٩٥ ٩٦ ٩٧ ٩٨ ٩٩ ١٠٠ ١٠١ ١٠٢ ١٠٣ ١٠٤ ١٠٥ ١٠٦ ١٠٧ ١٠٨ ١٠٩ ١١٠ ١١١ ١١٢ ١١٣ ١١٤ ١١٥ ١١٦ ١١٧ ١١٨ ١١٩ ١٢٠ ١٢١ ١٢٢ ١٢٣ ١٢٤ ١٢٥ ١٢٦ ١٢٧ ١٢٨ ١٢٩ ١٣٠ ١٣١ ١٣٢ ١٣٣ ١٣٤ ١٣٥ ١٣٦ ١٣٧ ١٣٨ ١٣٩ ١٤٠ ١٤١ ١٤٢ ١٤٣ ١٤٤ ١٤٥ ١٤٦ ١٤٧ ١٤٨ ١٤٩ ١٥٠ ١٥١ ١٥٢ ١٥٣ ١٥٤ ١٥٥ ١٥٦ ١٥٧ ١٥٨ ١٥٩ ١٦٠ ١٦١ ١٦٢ ١٦٣ ١٦٤ ١٦٥ ١٦٦ ١٦٧ ١٦٨ ١٦٩ ١٧٠ ١٧١ ١٧٢ ١٧٣ ١٧٤ ١٧٥ ١٧٦ ١٧٧ ١٧٨ ١٧٩ ١٨٠ ١٨١ ١٨٢ ١٨٣ ١٨٤ ١٨٥ ١٨٦ ١٨٧ ١٨٨ ١٨٩ ١٩٠ ١٩١ ١٩٢ ١٩٣ ١٩٤ ١٩٥ ١٩٦ ١٩٧ ١٩٨ ١٩٩ ٢٠٠ ٢٠١ ٢٠٢ ٢٠٣ ٢٠٤ ٢٠٥ ٢٠٦ ٢٠٧ ٢٠٨ ٢٠٩ ٢١٠ ٢١١ ٢١٢ ٢١٣ ٢١٤ ٢١٥ ٢١٦ ٢١٧ ٢١٨ ٢١٩ ٢٢٠ ٢٢١ ٢٢٢ ٢٢٣ ٢٢٤ ٢٢٥ ٢٢٦ ٢٢٧ ٢٢٨ ٢٢٩ ٢٣٠ ٢٣١ ٢٣٢ ٢٣٣ ٢٣٤ ٢٣٥ ٢٣٦ ٢٣٧ ٢٣٨ ٢٣٩ ٢٤٠ ٢٤١ ٢٤٢ ٢٤٣ ٢٤٤ ٢٤٥ ٢٤٦ ٢٤٧ ٢٤٨ ٢٤٩ ٢٥٠ ٢٥١ ٢٥٢ ٢٥٣ ٢٥٤ ٢٥٥ ٢٥٦ ٢٥٧ ٢٥٨ ٢٥٩ ٢٦٠ ٢٦١ ٢٦٢ ٢٦٣ ٢٦٤ ٢٦٥ ٢٦٦ ٢٦٧ ٢٦٨ ٢٦٩ ٢٧٠ ٢٧١ ٢٧٢ ٢٧٣ ٢٧٤ ٢٧٥ ٢٧٦ ٢٧٧ ٢٧٨ ٢٧٩ ٢٨٠ ٢٨١ ٢٨٢ ٢٨٣ ٢٨٤ ٢٨٥ ٢٨٦ ٢٨٧ ٢٨٨ ٢٨٩ ٢٩٠ ٢٩١ ٢٩٢ ٢٩٣ ٢٩٤ ٢٩٥ ٢٩٦ ٢٩٧ ٢٩٨ ٢٩٩ ٣٠٠ ٣٠١ ٣٠٢ ٣٠٣ ٣٠٤ ٣٠٥ ٣٠٦ ٣٠٧ ٣٠٨ ٣٠٩ ٣١٠ ٣١١ ٣١٢ ٣١٣ ٣١٤ ٣١٥ ٣١٦ ٣١٧ ٣١٨ ٣١٩ ٣٢٠ ٣٢١ ٣٢٢ ٣٢٣ ٣٢٤ ٣٢٥ ٣٢٦ ٣٢٧ ٣٢٨ ٣٢٩ ٣٣٠ ٣٣١ ٣٣٢ ٣٣٣ ٣٣٤ ٣٣٥ ٣٣٦ ٣٣٧ ٣٣٨ ٣٣٩ ٣٤٠ ٣٤١ ٣٤٢ ٣٤٣ ٣٤٤ ٣٤٥ ٣٤٦ ٣٤٧ ٣٤٨ ٣٤٩ ٣٥٠ ٣٥١ ٣٥٢ ٣٥٣ ٣٥٤ ٣٥٥ ٣٥٦ ٣٥٧ ٣٥٨ ٣٥٩ ٣٦٠ ٣٦١ ٣٦٢ ٣٦٣ ٣٦٤ ٣٦٥ ٣٦٦ ٣٦٧ ٣٦٨ ٣٦٩ ٣٧٠ ٣٧١ ٣٧٢ ٣٧٣ ٣٧٤ ٣٧٥ ٣٧٦ ٣٧٧ ٣٧٨ ٣٧٩ ٣٨٠ ٣٨١ ٣٨٢ ٣٨٣ ٣٨٤ ٣٨٥ ٣٨٦ ٣٨٧ ٣٨٨ ٣٨٩ ٣٩٠ ٣٩١ ٣٩٢ ٣٩٣ ٣٩٤ ٣٩٥ ٣٩٦ ٣٩٧ ٣٩٨ ٣٩٩ ٤٠٠ ٤٠١ ٤٠٢ ٤٠٣ ٤٠٤ ٤٠٥ ٤٠٦ ٤٠٧ ٤٠٨ ٤٠٩ ٤١٠ ٤١١ ٤١٢ ٤١٣ ٤١٤ ٤١٥ ٤١٦ ٤١٧ ٤١٨ ٤١٩ ٤٢٠ ٤٢١ ٤٢٢ ٤٢٣ ٤٢٤ ٤٢٥ ٤٢٦ ٤٢٧ ٤٢٨ ٤٢٩ ٤٣٠ ٤٣١ ٤٣٢ ٤٣٣ ٤٣٤ ٤٣٥ ٤٣٦ ٤٣٧ ٤٣٨ ٤٣٩ ٤٤٠ ٤٤١ ٤٤٢ ٤٤٣ ٤٤٤ ٤٤٥ ٤٤٦ ٤٤٧ ٤٤٨ ٤٤٩ ٤٥٠ ٤٥١ ٤٥٢ ٤٥٣ ٤٥٤ ٤٥٥ ٤٥٦ ٤٥٧ ٤٥٨ ٤٥٩ ٤٦٠ ٤٦١ ٤٦٢ ٤٦٣ ٤٦٤ ٤٦٥ ٤٦٦ ٤٦٧ ٤٦٨ ٤٦٩ ٤٧٠ ٤٧١ ٤٧٢ ٤٧٣ ٤٧٤ ٤٧٥ ٤٧٦ ٤٧٧ ٤٧٨ ٤٧٩ ٤٨٠ ٤٨١ ٤٨٢ ٤٨٣ ٤٨٤ ٤٨٥ ٤٨٦ ٤٨٧ ٤٨٨ ٤٨٩ ٤٩٠ ٤٩١ ٤٩٢ ٤٩٣ ٤٩٤ ٤٩٥ ٤٩٦ ٤٩٧ ٤٩٨ ٤٩٩ ٥٠٠ ٥٠١ ٥٠٢ ٥٠٣ ٥٠٤ ٥٠٥ ٥٠٦ ٥٠٧ ٥٠٨ ٥٠٩ ٥١٠ ٥١١ ٥١٢ ٥١٣ ٥١٤ ٥١٥ ٥١٦ ٥١٧ ٥١٨ ٥١٩ ٥٢٠ ٥٢١ ٥٢٢ ٥٢٣ ٥٢٤ ٥٢٥ ٥٢٦ ٥٢٧ ٥٢٨ ٥٢٩ ٥٣٠ ٥٣١ ٥٣٢ ٥٣٣ ٥٣٤ ٥٣٥ ٥٣٦ ٥٣٧ ٥٣٨ ٥٣٩ ٥٤٠ ٥٤١ ٥٤٢ ٥٤٣ ٥٤٤ ٥٤٥ ٥٤٦ ٥٤٧ ٥٤٨ ٥٤٩ ٥٥٠ ٥٥١ ٥٥٢ ٥٥٣ ٥٥٤ ٥٥٥ ٥٥٦ ٥٥٧ ٥٥٨ ٥٥٩ ٥٦٠ ٥٦١ ٥٦٢ ٥٦٣ ٥٦٤ ٥٦٥ ٥٦٦ ٥٦٧ ٥٦٨ ٥٦٩ ٥٧٠ ٥٧١ ٥٧٢ ٥٧٣ ٥٧٤ ٥٧٥ ٥٧٦ ٥٧٧ ٥٧٨ ٥٧٩ ٥٨٠ ٥٨١ ٥٨٢ ٥٨٣ ٥٨٤ ٥٨٥ ٥٨٦ ٥٨٧ ٥٨٨ ٥٨٩ ٥٩٠ ٥٩١ ٥٩٢ ٥٩٣ ٥٩٤ ٥٩٥ ٥٩٦ ٥٩٧ ٥٩٨ ٥٩٩ ٦٠٠ ٦٠١ ٦٠٢ ٦٠٣ ٦٠٤ ٦٠٥ ٦٠٦ ٦٠٧ ٦٠٨ ٦٠٩ ٦١٠ ٦١١ ٦١٢ ٦١٣ ٦١٤ ٦١٥ ٦١٦ ٦١٧ ٦١٨ ٦١٩ ٦٢٠ ٦٢١ ٦٢٢ ٦٢٣ ٦٢٤ ٦٢٥ ٦٢٦ ٦٢٧ ٦٢٨ ٦٢٩ ٦٣٠ ٦٣١ ٦٣٢ ٦٣٣ ٦٣٤ ٦٣٥ ٦٣٦ ٦٣٧ ٦٣٨ ٦٣٩ ٦٤٠ ٦٤١ ٦٤٢ ٦٤٣ ٦٤٤ ٦٤٥ ٦٤٦ ٦٤٧ ٦٤٨ ٦٤٩ ٦٥٠ ٦٥١ ٦٥٢ ٦٥٣

24. نَسْرَدُ مَوْسُوْعِيْمَرْيَرْوُ سَرْدِي سَرْدِي اِنْ دَرْوَرْيَرْوُ اِنْوَرْوَرْوَرْوُ اِنْ خَرْجُ خَرْيَرْوَرْوُ

[illegible]

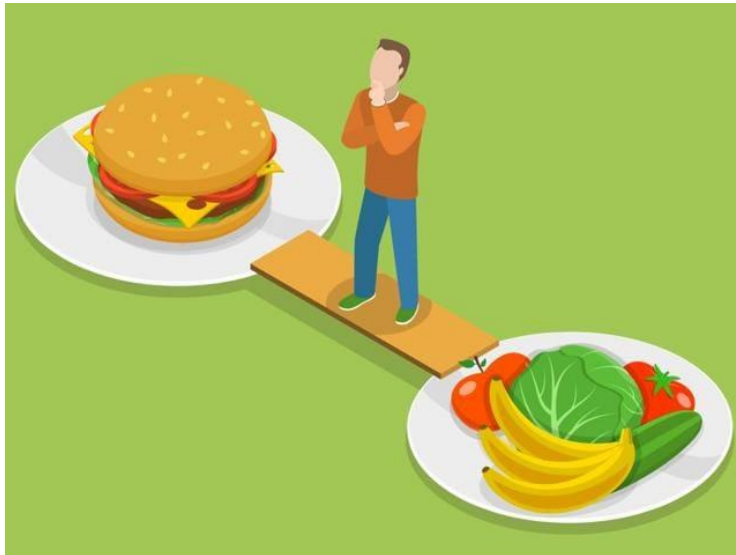
Annex B: English Literacy Assessment Tool

Literacy Level Readiness Assessment Instrument

Note: This is a teacher administrated instrument to be used at the end of preschool to understand children's readiness to Grade 1 level.

SL.CP. 1: Understanding simple instructions (pictorial)

1. The unhealthy food is _____



A. Not sure B. Burger C. Fruits D. Egg E. Carrot

SL.CP. 2: Understanding simple instructions (pictorial)

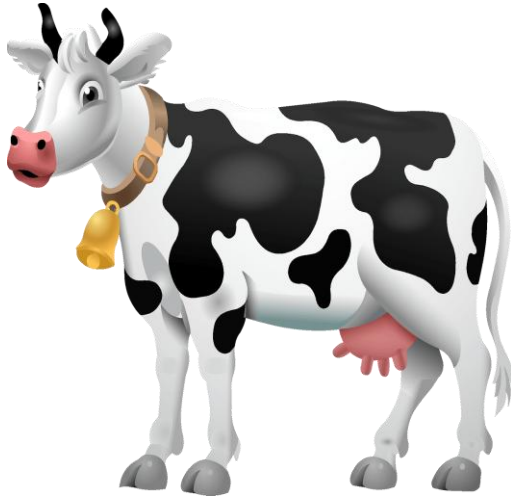
2. Talk with the child asking the following questions.



- . What is your favourite animal?
- . Why do you like it?
- . Can you describe it!
- . What sound does it make?

SL.CP.3 (Familiarity with rhymes and how they sound)

3. Choose the word that rhymes with cow.



- A. Not sure B. Who C. How D. Sow E. Two

SL.SS.1 (Begins to use polite social language appropriately)

4. You should say _____ when you hurt someone



- A. Not sure B. Thank you C. Excuse me D. Sorry E. Good

RV. CP.1 (Locates some detail in written text, photos, illustrations)

5. In the given picture, the boy is _____ in the mosque



A. Not sure B. Playing C. Praying D. Prying E. Prowling

SL.SS.1 (Begins to use polite social language appropriately)

6. To greet someone, we say.....



A. Not sure B. Hmm. C. Hello D. Yes E. Bye

RV.CP.4 (Talks about the purposes and meanings found in particular images or visual texts)

7. The boy is -----



A. Not sure B. Sad C. Happy D. Angry E. Thirsty

WR.CP.2: (match pictures or follow given instructions)

8. Give a few instructions to the child on how to complete the work. Answer the following question for the same.

- i. Write your name.
- ii. Draw a line under your name.
- iii. Colour the first letter of your name.
- iv. Draw a sun next your name

SL.LSF.2 (Recognises first, middle and last sounds in one syllable words)

9. Choose first two sounds to make



| | | |
|--|--|----------|
| | | <i>x</i> |
|--|--|----------|

A. not sure B. bo C. fo D. ro E. ra

10. Choose first two sounds to make



| | | |
|--|--|----------|
| | | <i>t</i> |
|--|--|----------|

A. not sure B. bo C. fo D. ro E. ra

RV.CP.4 (View and demonstrate comprehension of visuals/ texts)

Let the child read the sentences and answer the questions.

Baking Kate

Kate likes to bake

She will bake a cake

She will share her cake with Jake



11. What does Kate like to do?

- A. not sure B. sing C. bake D. jump E. read

12. What will she bake?

- A. not sure B. a cake C. a cookie D. a pizza E. a bread

SL.CP.1 (Talks about personal preferences)

13. If you don't like something you say



A. not sure B. yes C. no D. hmm E. aha

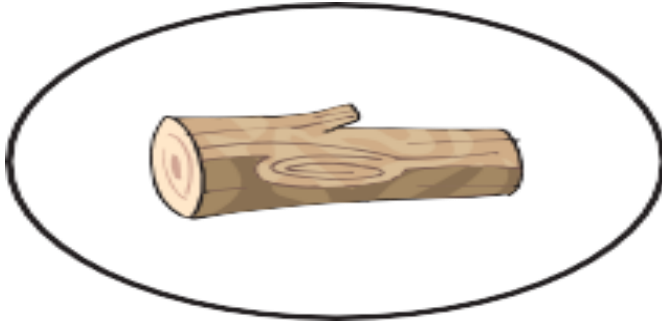
SL.LSF.2 (Identifies rhyming words and their sounds.)

14. Tick () the correct word



A. Not sure B. Hot C. Pot D. Cot E. Lot

15. Tick () the correct word



A. Not sure B. Log C. Fog D. Dog E. Jog

SL.SS.1: (Uses social conventions and agreed rules)

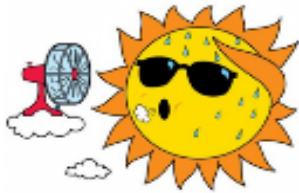
16. You always throw the rubbish in the _____



A. Not sure B. Kitchen C. Bathroom D. Bin E. Water

SL.SS.2 (Uses illustrations, simple graphic organisers and different materials to aid presentation)

17. The best picture for saying 'It's hot outside' is _____



A



B



C



D

A. Not sure B. A C. B D. C E. D

SL.CP.3 (tells information in learned sentence patterns)

18. You help your mother by saying _____



- A. not sure
- B. I want you to help me
- C. I want to help you
- D. I need help
- E. I need food

SL.SS.1: (Uses social conventions and agreed rules)

19. If you cough or sneeze, you should _____



- A. not sure
- B. look up
- C. look down
- D. cover your mouth
- E. look sideways

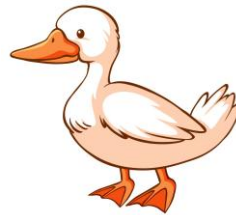
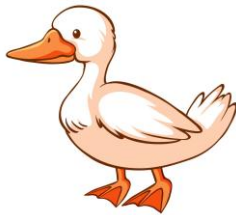
RV.LSF.2 Identify all the letters of alphabet (lower/upper) and their sounds:

20. Which of the capital and lowercase pairs is NOT correct.

- A. Not sure
- B. rr
- C. Tt
- D. Uv
- E. Aa

RV.CP. 1 View and demonstrate comprehension of visual texts and decoding sounds:

21. Make a new word by joining the first sounds of the pictures given.



- A. Not sure
- B. Apple
- C. Dad
- D. Duck
- E. Mad

RV.CP. 2 View and demonstrate comprehension of visual texts and decoding sounds:

22. Make a new word by joining the first sounds of the pictures given.



- A. Not sure B. Snake C. Ball D. Umbrella E. Bus

RV.CP. 3 View and demonstrate comprehension of visual texts and decoding sounds:

23. Make a new word by joining the first sounds of the pictures given.



- A. Not sure B. Kite C. Yo-yo D. Yak E. Apple

Annex C: Numeracy Assessment Tool

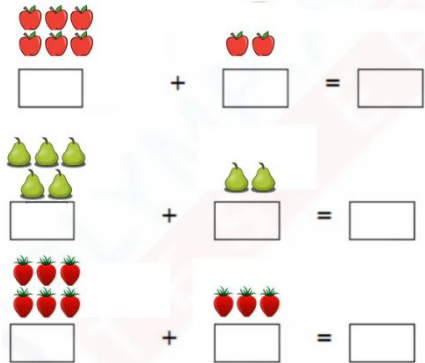
Numeracy Level Readiness Assessment Instrument

Note: This is a teacher administrated instrument to be used at the end of preschool to understand children's readiness to Grade 1 level.

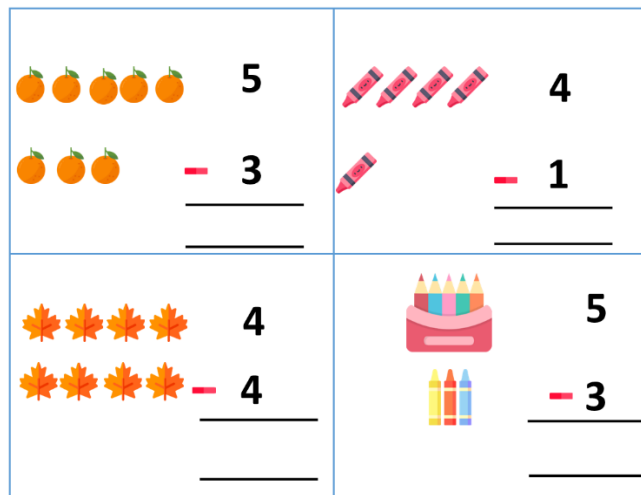
| Dimensions | Task | | | | | | | | | |
|---|--|--------|--------------|--------|-------------|------|-------------|--------|-------------|--------|
| 1. Number Concept | 1. Show number cards from 1 to 20 and ask the child to identify each number. | | | | | | | | | |
| | 2. Show number cards and ask to count in Dhivehi | | | | | | | | | |
| | 3. Show number cards written in both Dhivehi and English, ask to match with the number and numbers written in words. | | | | | | | | | |
| | 4. Ask the student to identify the following numbers. Use cut-outs to show the numbers
9, 16, 49, 38, 56 | | | | | | | | | |
| | 5. Show groups of objects (e.g., pencils or blocks) and ask, “How many are there?” | | | | | | | | | |
| | 6. Counts objects in English up to 20 accurately. | | | | | | | | | |
| | 7. Counts objects in Dhivehi up to 20 accurately. | | | | | | | | | |
| | 8. Provide a set of small objects and ask the child to count aloud. | | | | | | | | | |
| | 9. Ask the student to match the words written in Dhivehi with the correct number | | | | | | | | | |
| | <table><tr><td>ސަވަން</td><td>50</td></tr><tr><td>ފަށަން</td><td>43</td></tr><tr><td>ތިރި</td><td>31</td></tr><tr><td>ފަށަން</td><td>64</td></tr><tr><td>ސަވަން</td><td>90</td></tr></table> | ސަވަން | 50 | ފަށަން | 43 | ތިރި | 31 | ފަށަން | 64 | ސަވަން |
| ސަވަން | 50 | | | | | | | | | |
| ފަށަން | 43 | | | | | | | | | |
| ތިރި | 31 | | | | | | | | | |
| ފަށަން | 64 | | | | | | | | | |
| ސަވަން | 90 | | | | | | | | | |
| 10. Ask the student to match the numbers in words. | | | | | | | | | | |
| <table><tr><td>Thirty one</td><td>67</td></tr><tr><td>Seventy five</td><td>29</td></tr><tr><td>Eighty four</td><td>31</td></tr><tr><td>Twenty nine</td><td>75</td></tr><tr><td>Sixty seven</td><td>84</td></tr></table> | Thirty one | 67 | Seventy five | 29 | Eighty four | 31 | Twenty nine | 75 | Sixty seven | 84 |
| Thirty one | 67 | | | | | | | | | |
| Seventy five | 29 | | | | | | | | | |
| Eighty four | 31 | | | | | | | | | |
| Twenty nine | 75 | | | | | | | | | |
| Sixty seven | 84 | | | | | | | | | |
| 2. Length, Mass and Capacity | 11. Understands the concept of “more” and “less.” | | | | | | | | | |
| | 12. Present two sets of objects and ask, “Which group has more?” | | | | | | | | | |
| | 13. Present objects and ask, “Which one is long or short?” | | | | | | | | | |
| | 14. Present two sets of heavy and light items? Ask which one is heavy or light? | | | | | | | | | |
| 3. Positions and Directions | 15. Present objects and ask, “which object is on your right and which ones are on your left?” | | | | | | | | | |
| | 16. Present 7 items? Ask “Put three items on your right and four items on your left?” | | | | | | | | | |

4. Addition and Subtraction

17. Add the concepts and write the answer



18. Subtract Objects to write the correct answer



5. Mathematical process skills

19. Present two objects, ask “identify three differences?”, “what difference do you see?”

20. Present 8 items. Ask “arrange them according to the shapes?”, which shapes are ‘more’?

21. Present different shapes ask “how many sides do you see in each shape? And “Name the shapes?”

22. Ask the student to write the following numbers in ascending order (smallest to biggest).

23. 9, 2, 15, 7

24. Ask the student to write the following numbers in descending order (biggest to smallest)

18, 41, 37, 11

25. Ask the following:

You have 30 Rufiyaa. If you bought 5 packets of sweets for 20 Rufiyaa, how many Rufiyaa will you have?

