

Kendriya Vidyalaya Sangathan New Delhi



Guidelines for Master Trainers for Capacity Building Workshop on READING LITERACY



These guidelines are prepared to empower the
Master Trainers
in view of the Programme for
International Student Assessment (PISA) 2021

Metacognition
Comprehension
Strategies Vocabulary
Creative Description Context
Schema Argument Rhetorical
Brainstorming Culture Fluency
Reading Language Contrasting Predicting Education Literacy
Inference Accuracy Affective Visualizing
Cognitive Comparing
Efficient Exposition
Innovative Questioning Literary Thinking
Skills Annotating Narration Phonics
Evaluative Analytical Critical
Summarizing Clues

OVERVIEW:

- **Why these guidelines?**

The training guidelines contain **session-wise instructions** for the master trainers to conduct a three -day training workshop for **teachers of English teaching classes VII to X** in Kendriya Vidyalayas. The objective is to help MTs train teachers for developing Reading Literacy among the students.

- **What do the guidelines contain?**

It has a three-day schedule. It details out important do's and don'ts that trainers need to take care of before the actual training starts. They must create a conducive environment for participants to share their experiences and concerns.

The MTs are expected to **follow the guidelines** and the proposed methodology as outlined in the given schedule. Each session contains step wise instructions for the MTs. Handouts to be given to the course participants are listed with each session along with the presentations that are to be shown.

The **guidelines** also detail out **different training strategies** such as - group work, pair work, discussion and individual/group presentations, which promote the realization of a participatory interactive learning approach and promoting quality training as well as active participation by all course participants.

How to use the Guidelines?

The Guidelines contain 18 Sessions on Academic areas. The instructions given with each session are self - explanatory. It is visualized that the **trainer will be a facilitator** and therefore the content will be delivered through an interactive participatory approach by them.

To promote and facilitate this approach some **important tips are included** that can be referred to by the trainers. **Different strategies** that promote participatory and interactive training are also detailed out. What is important is that **MTs** actually use these strategies during training so that **CPs** get a real feel and experience how they in turn will undertake quality teaching learning processes in their classrooms with children. Finally, it is critical and necessary that all **17 sessions** are **seen as a total comprehensive package** and not in isolation for the training to be transacted effectively.

A document containing Test Items created by Group 1 of the Master Trainers is being attached herewith. It has twenty six Reading Units, test items and answer keys. These can be shared with the trainee group as soft copy. They can use the same for practicing with their students.

MT= Master Trainer

CP=Course Participant

REGIONAL LEVEL CAPACITY BUILDING WORKSHOP
for Teachers of English
September, 2019
Schedule for Three Day Workshop

Timings: 8.30 a.m.-4.30 p.m.

Day 1

8.00 a.m—8.30 a.m	Registration
8.30 a.m--9.00 a.m.	Ice-Breaking and Introductions + Group Formation
9.00 a.m. - 10.00 a.m.	Session 1: Introduction and Overview of PISA (Presentation)
10.00 a.m.—11.00 a.m.	Session 2: Establishing entry level behavior— <i>Take the Test</i> --5 Test Items
11.00 a.m.-11.15 a.m.	Tea Break
11. 15 a.m. -12.15 p.m.	Session 3: Discussion and Feedback on <i>Take the Test</i> by Resource persons (Presentation)
12.15 a.m.-1.30 p.m.	Session 4: Reading Literacy-Decoding the Definition (Presentation)
1.30 p.m.-2.30 p.m.	Lunch Break
2.30 p.m.-3.30 p.m.	Session 5: Organizing the Reading Literacy Domain (Presentation)
3.30 p.m.-4.30 p.m.	Session 6: The Seven Levels of Proficiency in Print Reading (PISA) (Presentation)
4.30 p.m -4.45 p.m	Tea Break and Dispersal

Home Assignment:

Select a suitable Reading Text Type and design 4 PISA type questions –Individual work

Day 2

8.30 a.m.—8.45 a.m.	Presentation of the Report and Instructions for the Day
8.45 a.m. -10.00 a.m.	Session 1---Building Independent, Lifelong Readers –Reading Strategies (Presentation)
10.00 a.m. --10.30 a.m.	Session 2—Reading --Micro skills (Presentation)
10.30 a.m.—11.00 a.m.	Session 3-- Designing Multiple Choice Questions (Presentation)
11.00 a.m.-11.15 a.m.	Tea Break
11.15 a.m. –12.30 p.m.	Session 4— Exposure to Text Type --Question Format, specifications, rubrics of the Scoring Key—6 Test Items of <i>Take the Test (Presentation)</i>
12.30 p.m. –1.30 p.m.	Session 5— Exposure to Text Type , Question Format, specifications, rubrics of the Scoring Key—6 Test Items of <i>Take the Test (Presentation)</i>
1.30 p.m.-2.30 p.m.	Lunch Break
2.30 pm-3.30 pm	Session 6—Reality Check—Quiz (Aim—Revision)- (Presentation)
	Topics---introduction to PISA/Reading Literacy /Text Types/ Response Formats/Levels/Scenarios/Processes
	PISA FAQs
3.30 p.m.-4.30 p.m.	Session 7: Take the Test --- Using six test items from Released PISA Test Items of 2009 (Aim—Sensitization and Exposure)
4.30 p.m -4.45 p.m	Tea Break and Dispersal

Day 3:

9.00 a.m. to 9.15 a.m.	Presentation of the Report and Instructions for the Day
9.15 a.m.—10.00 a.m.	Session 1— Group Members Reflect on the activities of the two days and prepare a Six Slide Presentation on— <i>What will I Focus on When I teach Reading in Class?</i>
10.00 a.m.-11.00 a.m.	Session 2-- Group Presentations and Discussion, review and feedback of the above (Moderation by Resource Persons)
11.00 a.m.-11.15 a.m.	Tea Break
11.15 a.m. –11.45 a.m.	Session 3-- Discussion and feedback on Test (Released PISA test items 2009)
11.45 a.m.-1.30 p.m.	Session 4—Exposure to Released Test Items of Field Trial - 2018 (Presentation)
1.30 p.m.-2.30 p.m.	Lunch Break
2.30 p.m.- 3.15 p.m.	Session 5--Sharing of KPMG Data (Presentation)
3.15 p.m.- 4.00 p.m.	Session 6 : Plenary Session <ul style="list-style-type: none">❖ Eliminating Residual Doubts❖ Expectations from Participants❖ Presentation of Report of Day 3
4.00 p.m.--4.30 p.m.	Valedictory
4.30 p.m. -4.45 p.m.	Tea Break and Dispersal

General Objectives of the Capacity Building Workshop:

- ❖ To sensitize all the participants regarding PISA
- ❖ To apprise participants about the cognitive domain of Reading literacy
- ❖ To train the teachers concerned, to prepare students (of classes VI to IX, at present) to face the challenge of PISA 2021
- ❖ To familiarize the teachers to a wide range of PISA Test Items
 - ❖ To make them aware of different text types, Response formats, scoring rubrics etc.
 - ❖ To train them in different reading strategies
- ❖ To evolve a plan to promote Reading Literacy using best practices in the classroom

Master Trainers can Take a Print Out of the Objectives and place it at a vantage point in the Resource Room.

Sessions at a Glance

S.No.	Day 1	Topic	Presentation	Handout
1.	Session 1	Introduction & Overview of PISA	40 Slides	x
2.	Session 2	Establishing Entry Level Behaviour	x	Test Booklet =10 pages
3.	Session 3	Establishing Entry Level Behaviour- Discussion and Feedback	59 Slides	x
4.	Session 4	Reading Literacy-Decoding the Definition	45 Slides	One handout on reading Literacy
5.	Session 5	Organizing the Reading Literacy Domain	33 slides	Two handouts
6.	Session 6	The Seven Levels of Proficiency in Print Reading	17 Slides	One handout
	Day 2	Topic	Presentation	Handout
7.	Session 1	Building Independent, Lifelong Readers— Reading Strategies	55 Slides	Three Handouts
8.	Session 2	Reading Micro Skills	12 Slides	X
9.	Session 3	Designing Multiple Choice Questions	28 Slides	X
10.	Session 4	Exposure to PISA Test Items-Part I	79 Slides	One Handout
11.	Session 5	Exposure to PISA Test Items-Part II	40 Slides	Two Handouts
12.	Session 6	Reality check—Quiz	10 Slides	One Handout
13.	Session 7	Take the Test 2009 Test Items	x	17 Page Test Booklet
	Day 3	Topic	Presentation	Handout
14.	Session 1	Focus—Teaching Reading in Class-- Groups make presentations	x	x
15.	Session 2	Discussion and Review	x	X
16.	Session 3	Discussion and feedback on Test (Released PISA test items 2009)	x	x
17.	Session 4	Exposure to Released Test Items of Field Trial 2018	44 Slides	x
18.	Session 5	Sharing of KPMG Data	22 Slides	x
19.	Session 6	Plenary Session	x	x

Tips to Trainers

Some Do's

- ❖ Arrive early each day for all three days. Arrange the seating to your liking, and make sure you are there to welcome participants in a warm and encouraging way.
- ❖ Encourage active participation.
- ❖ Listen, actively and openly, to participants' views.
- ❖ Ensure that course participants (CPs) listen to each other in discussion.
- ❖ Acknowledge and affirm participants' contributions.
- ❖ Clarify their doubts patiently.
- ❖ Know your plan for each session.
- ❖ Agree on a signal (a raised hand) to stop discussions without stress and strain.
- ❖ Ensure that each individual has an equal chance to contribute.
- ❖ Repeat instructions before starting a session or an activity.
- ❖ Maintain eye contact with participants during plenary sessions.
- ❖ Prepare posters and/or b/w board with important messages to save time (e.g. aims of a particular session).
- ❖ Start in time each morning, and stick to the agreed breaks. You can easily lose 10-15% of precious time if you don't keep an eye on your watch.
- ❖ Make sure that you have prepared and checked the handouts and presentations before you start the training session.

Advice on dealing with difficult questions

- ❖ With your fellow facilitator, note down any objections or questions which you think might be raised and discuss strategies for dealing with them.
- ❖ Play for time when confronted with a difficult question (e.g. by asking for the question to be rephrased, or by inviting participants' view).
- ❖ Don't get involved in disputes with individual participants.
- ❖ Don't allow participants to shout at each other.
- ❖ If there is a disruptive participant, make sure you find a busy role for him/her, especially in group work (e.g. where he/she could function as a secretary); then give positive feedback whenever you have an opportunity.
- ❖ Remember you are running the workshop; you should resist, quietly but firmly, any attempt to usurp your role.
- ❖ Have a quiet word with any awkward participant who doesn't calm down within a day. Find out what is bothering them and discuss it.
- ❖ Remember that this is only a first step in the long process of change for the participants. You should expect awkward questions and resistance. You can help as a facilitator by allowing participants to clear their doubts, by being patient and supportive, and by making provision for maximum opportunities to experience alternative methodologies and to consider their implications. Responsibility for change is theirs, not yours.
- ❖ Be prepared for negative feedback too. You may not see the fruits of your labour during the workshop itself. Participants will need time to reflect after the workshop and to try out the activities in their own classrooms.

Some Don'ts

- ❖ Don't try to force your views; it is better to admit that you don't know everything.
- ❖ Don't put down any participant or their contribution.
- ❖ Don't be sarcastic.
- ❖ Don't treat participants like students.
- ❖ Don't allow yourself to become defensive about the material.
- ❖ Don't criticize the materials, education system, policy and infrastructure publicly.
- ❖ Don't talk too much.
- ❖ Don't allow any participant to hijack a discussion.
- ❖ Don't take any criticism personally.
- ❖ Don't be too "driven" by the materials and remain open to positive changes.
- ❖ Don't allow local administrative demands and procedures to consume the time you need for the work shop.
- ❖ Don't interrupt pair/small group work once you have set it up—except to announce "two more minutes".

If you are working in a team of two facilitators

- ❖ Before the start of the programme, divide work equally for the next day, and write down what you agreed upon.
- ❖ Set aside a short time for review and planning each day; make it clear to participants that you need that time and that it is sacrosanct.
- ❖ Play to your individual strengths (e.g., one may be better at board writing, one may be better at talking to the whole group)
- ❖ Never disagree in public.
- ❖ Don't compete with each other or interrupt each other: if you are seen to listen carefully to each other and to respect each other, this will have a positive effect on the course participants.
- ❖ Give each other constructive feedback after sessions (this is a development opportunity for you); positive comments are as valuable as negative ones. Give feedback to each other on matters such as timing, voice, eye-contact, blackboard work etc. Remember to appreciate the good work of your co facilitator from time to time.
- ❖ When teachers are working in pairs or small groups, decide amicably who is to monitor which half of the group.
- ❖ Develop the habit of working briskly, and adhering to the time allocations for each activity.
- ❖ Master Trainers should be formally attired.

Note:

After the groups are formed, group leaders may be informed that they have to present a detailed report of the previous day on a daily basis. Since it is just a three day workshop, two groups may be assigned the task of reporting for one day thus dividing the report into Pre and Post lunch sessions.

Day 1-- Ice-Breaking and Introductions + Group Formation

8.30 a.m.—9.00 a.m.

Duration- 30 Minutes

Notes for the Master Trainer

- The Ice- breaking session will set the tone of the workshop hence the Master Trainers need to plan how to get the CPs into a proactive mode.
- This should be done in a time bound manner
- The CPs should be grouped into groups of seven each with one group having 8 participants (if the approximate number is 50)
- The MTs can use the suggested ice breaking strategy or a similar one:

Match the titles of the book/poem with the author

- Type the title of six books/poems/stories by an author on different slips and on another slip type the name of that author.
- Take a print , cut out these slips and fold them.
- Let each participant pick any one slip and try to match it with the author if his slip carries the book/poem title name and the book/poem title name if his/her slip carries the name of the author, by calling out amongst participants.
- Suggested list of authors and their works:

William Shakespeare: Antony and Cleopatra, Othello, Hamlet, King Lear, Macbeth, Twelfth Night

Thomas Hardy: Jude the Obscure, The Mayor of Casterbridge, The Return of the Native, Under the Greenwood tree, A Pair of Blue Eyes, The Woodlanders

Amish Tripathi: The Immortals of Melhua, Sita- warrior of Mithila, Raavan:Enemy of Aryavarta, The secrets of the Nagas, The Oath of Vayuputras, Scion of Ikshvaku

Bernard Shaw: Pygmalion, Candida, Caesar and Cleopatra, Arms and the Man, Major Barbara, Mrs Warren's Profession

Jane Austen: Pride and Prejudice, Emma, Sense and Sensibility, Mansfield Park, Persuasion, Lady Susan

Robert Frost: Mending Wall, The Road Not Taken, Birches, Stopping by the woods on a snowy Eve., The Oven Bird, A Question

Rabindranath Tagore: Kabuliwala, Chokher Bali, Atithi, Wafadaar, Waaris, Aparichita

- Instruct participants that each author along with six titles of books/poems/stories by him/her should come together as one group.
- Once the groups are formed, ask the groups to select a group leader and submit a list of members along with their email ids and contact numbers

Day 1- Session 1: Introduction and Overview of PISA

9.00 a.m.-10.00 a.m.

Duration: One Hour

Objectives: By the end of the session, CPs will have a clear idea of :

- ✓ What is PISA
- ✓ India's agreement with OECD
- ✓ Who will participate in PISA/Age group of students
- ✓ How will PISA help India?
- ✓ What is a Field Trial and what is a Main Survey?
- ✓ What are the three domains?
- ✓ How is the PISA test different and what will it achieve?

Materials Required: Soft Copy of the Presentation 1-Introduction to PISA (40 Slides)

Notes for the Master Trainer:

PISA started in the year 2000. The OECD Programme for International Student Assessment has become a premier global benchmark for evaluating the quality, fairness and efficacy of school systems. The evidence base that PISA produces identifies the characteristics of high-performing education systems, and allows governments and educators to identify effective education policies that they can then adapt to their local contexts. PISA should not be understood as a test but as an opportunity to carry out a reality check of our education system and make it future proof.

The Master trainer is expected to:

- ✓ be thorough with the content of the Presentation
- ✓ be aware of the full forms of all the abbreviations
- ✓ carry a back-up pen-drive
- ✓ be prepared with a print out of the presentation in case of power failure
- ✓ take the participants through the presentation and be prepared to answer any FAQs.

Day 1: Session 2: Establishing Entry Level Behaviour—Take the Test (5 Test Items)

10.00 a.m.-11.00 a.m.

Duration: One Hour

Objectives

- To test participants' reading proficiency level
- To familiarize them with the different text types
- To make them realize the need to acquire skills and use requisite strategies to prepare students for PISA like test items

Materials: Photocopy of Test Booklet (10 pages) for each participant.

Notes for the Master Trainer:

- Arrange adequate number of photocopies of the Test booklet (according to the numbers of participants) one day prior to the workshop
- Distribute among the participants
- Clearly specify time allotted for the test

Before taking session

- a) Solve the test items yourself
- b) Read PISA answer key along with full credit, half credit and full credit Scoring to be well conversant and confident with the text format, types, , scenario, process, item and proficiency level to be able to lead the discussion later.

Day 1: Session 3: Discussion and feedback on Take the Test

11.15 am-12.00 pm

Duration: 45 Minutes

Activities: Whole group discussion

Materials Required: (a) Test booklet (10 pages)

(b) PowerPoint Presentation with the five test questions(59 Slides)

Objectives:

By the end of the session the CPs will be able to:

- Classify the test items according to the text types, the formats, situations and cognitive aspects involved in answering the questions
- Differentiate between simple and complex MCQ type questions and short/ close and open constructed response test items
- Comprehend the meaning of Full Credit, partial credit and No credit responses
- Identify the proficiency level of each test response
- Understand that students need to possess conceptual understanding to write the correct response

Notes for the Master Trainer:

- ✓ Involve the CPs in active discussion
- ✓ Highlight the objectives of the session before the discussion ensues
- ✓ Focus of discussion should range from text type, the format of the text and the scenario in which the text in hand (Reading Units) is presented in the Test booklet
- ✓ Take the CPs through the correct responses for each question through the various slides of the power point presentation
- ✓ A detailed analysis of the responses that deserve full credit to be carried out
- ✓ Responses that lead to partial or no credit should be discussed next
- ✓ For simple and complex MCQs, only one correct response is acceptable.
- ✓ No credit is awarded to other responses which are incorrect or a missing response in an MCQ response

Day 1: Session 4: Reading Literacy-Decoding the Definition

12.00 a.m.-1.30 p.m.

Duration:1 hour 30 minutes

Objectives: By the end of the session, CPs will have a clear idea of:

- ✓ What is implied by Reading Literacy
- ✓ Why is it essential
- ✓ How the definition of Reading Literacy has evolved over the years.

Materials Required: Video clip on 21st century skills, Soft copy of the presentation (45 Slides), Handout on Reading Literacy

Notes for the Master Trainer:

The Master Trainer must rehearse the session prior to presenting and balance out the time. He/ She must use his/her discretion and see how much time to give to each slide. Remember—the focus of this presentation is decoding the definition of Reading Literacy.

Progression –Reading Literacy Presentation

- ❖ **Show Slide 1**-Title slide with quotation by Francis Bacon as an introduction.
- ❖ **Show Slide 2:** Show the Video on 21st Century skills
 - ❖ The master trainer shows a 3 minute video on 21st Century skills to the participants.
<https://youtu.be/7daCNqtLxio>
 - ❖ The video link is given on slide No.2 of the Reading Literacy Presentation
 - ❖ **Important:** A copy of the video clip must be saved in the same folder of PPT. Then only the link will work.
 - ❖ A brief discussion could be carried out after the video using the given hints about the video.

Hints to initiate a discussion on the Video:

- ❖ How do you think can schools be made more interesting and effective?
 - ✓ By focusing students' attention on work that matters.
 - ✓ In any field of practical life including any job front, we need to actively solve problems.
- ❖ Example of Claire: how she comes out successful in a task set before her by her employer.
 - ✓ She uses critical thinking, collaboration and communication and problem solving skills
- ❖ How do we lay the foundation for students to be like Claire, particularly while making them reading literate?
- ❖ We also need to prepare our student for the future society
- ❖ A great way to do so is to use reading literacy test tools which not only provide scope for literal comprehension but also for inferential and evaluative skills.
- ❖ Such reading Literacy questions can prepare students well for higher order reading skills.

- ❖ **Show Slide 3:** Highlight the importance of 21st century skills to prepare students for future.

- ❖ **Show Slide 4**—Ask CPs—Which kind of reader would you want your students to become?
 - ✓ Expected answer—The fourth Kind
- ❖ **Show Slide 5**—Ask CPs to maintain a KWL Chart in their notepads and record the first two columns at the beginning of each session and the last column at the end of each session.
- ❖ **Show Slide 7-13**- Invite responses to the following questions:
 - ✓ What is reading?
 - ✓ What are the levels at which we read?
 - ✓ Why do students read?
 - ✓ What are the different types of reading skills?
 - ✓ What hampers the process of reading?
- ❖ **Show Slide 14-15**- have the CPs take a quick look at the CBSE –Class IX Language and Literature –Reading Objectives and the specifications of the Reading Section.
- ❖ **Show Slide 16**—Ask Teachers to read the question and respond.

The responses should lead to the conclusion that although the CBSE objectives of reading are quite well-defined, we are not teaching reading as it should be taught. We don't use 50 periods to teach reading. Even in the examination reading comprehension passages that we give, do not pose any challenge. Students can locate and lift answers from the passage.
- ❖ **Show Slide 17-18**—Ask CPs to discuss challenges and problems ahead and highlight how we are not really preparing our students to face the PISA Challenge.
- ❖ **Show Slide 19-25**—Take the CPs through these slides and emphasize the following points:
 - ❖ The change in the definition of Reading Literacy from 2000 to 2009. The definition of 2009 remained in 2012 and 2015.
 - ❖ Reading Literacy was a major domain in 2018 for the third time.
 - ❖ Due to the evolving technology and change in our social and personal needs, the definition of reading literacy has changed and we require newer 21st Century skills for literacy tasks.
 - ❖ The medium has moved from print to screen and the structure and format of texts has changed too.
 - ❖ The new definition of Reading Literacy incorporates the traditional basic reading processes as well as introduces behavioural and cognitive aspects and critical reading skills.
- ❖ **Show Slide 26-28**—Show the definition of Reading Literacy and explain why the term *Reading Literacy* has been used and not *Reading*.
- ❖ **Show Slide 29-31**—Test the CPs knowledge of the terms used in the definition *Reading Literacy* by asking them to match the words with the corresponding meaning in **Slide 29**. Then show answers on **Slide 30**.
 - ✓ **Slide 31**—sums up what Reading Literacy includes
- ❖ **Show Slide 32-33**—Why is Reading Literacy essential
- ❖ **Show Slide 34- 43**—these slides further decode **each part** of the 2018 PISA definition of Reading Literacy. The part decoded is mentioned in red on top of each slide. MTs should take the CPs through these slides.

- ❖ **Show Slide 44**—Sum up the session by sharing the Research Results with the participants and hence the need to develop Reading Literacy Skills in our students.
- ❖ **Note: The handout is in the folder along with the Presentation. It should be given to the CPs at the end of the Session.**

Day 1: Session 5: Organizing the Reading Literacy Domain

2.30 p.m.-3.30 p.m.

Duration:1 hour

Objectives: By the end of the session, CPs will have a clear idea of:

- ✓ The factors that influence Reading Literacy processes
- ✓ The three major dimensions of Reading Literacy assessment
- ✓ The source, organization and navigation, format and types of texts
- ✓ The scenarios of Reading Literacy units clarifying their context and purpose
- ✓ The cognitive processes involved in the process of reading
- ✓ The five different response formats used in the reading literacy domain

Materials Required: Soft copy of the presentation(33 Slides) , Handout on text types, formats, processes and scenarios

Notes for the Master Trainer:

The Master trainer must ensure that he/ she is thorough with the content of the Presentation and emphasize the importance of clearly understanding the way the reading literacy domain is organized.

Progression--Organizing the Reading Literacy Domain

- ❖ **Show Slide 1:** Title Slide. Ask CPs- What according to you are the three factors that influence Reading Literacy? Moderate the CPs responses as per the answer on the next slide.
- ❖ **Show Slide 2:** Ask CPs –What do they understand by Reader factors, Text factors and Task factors?
Expected responses: background of readers, the type of texts/books they read, motivation levels etc. Moderate their responses.
- ❖ **Show Slide 3:** Discuss how these factors are responsible for constructing meaning from the texts.
- ❖ **Show Slide 4 and 5:** The MTs should discuss how the domain is organized as per a set of dimensions to ensure that assessment represents the different aspects of Reading Literacy. The test design is based on these texts. They cover a broad range of material read by students and also have a natural difficulty level.
- ❖ **Show Slide 6:** Discuss that the Reading Literacy assessment is built on three major dimensions—texts, processes and scenarios.
- ❖ **Show Slide 7- 22:** Master trainers should take CPs through these slides one by one to convey the concepts of text source, organization and navigation, text formats with examples and text types. The slides are self-explanatory.

- ❖ **Show Slide 23 - 27:** Discuss how the goals of PISA Reading Literacy assignments are different from those of the traditional ones which are most often artificial. In the Reading Literacy units of PISA, the reader is given a context, purpose and scenario. Examples of Personal, educational, occupational and public scenario are given on **slides 25, 26 and 27.**
- ❖ **Show Slide 28-30:** Discuss the three major cognitive processes involved in the development of Reading Literacy. **Slide 30** reflects these processes in a tabular form.
- ❖ **Show Slide 31 & 32:** Discuss the five response formats
- ❖ **Show Slide 33:** Finally show the last slide presenting how at the end of each question the Scenario, medium, format, type, process, response format will be reflected.
- ❖ Two handouts to be given to CPs at the end of the session, for ready reference
 - ✓ Processes targeted in reading literacy test
 - ✓ Texts/format/response type/scenario/
- ❖ **Note: The handouts are in the folder along with the Presentation. They should be given to the CPs at the end of the Session.**

Day 1: Session 6: Seven levels of Proficiency in Print

3.30 pm---4.30 pm

Duration: One Hour

Objectives:

By the end of the session the CPs will be able to:

- Identify the 7 proficiency levels of each test response
- Understand the three broad aspects for reporting on reading literacy:
 - access and retrieve • integrate and interpret • reflect and evaluate.

Materials Required: **Soft copy of** Power Point Presentation on Seven levels of Proficiency in Print Reading(17 Slides) , Handout on 7 levels of Proficiency

Notes for Master Trainer:

Reading literacy was the major domain assessed in 2000, for the first PISA cycle and in 2009, for the fourth PISA cycle. For the sixth PISA cycle (PISA 2015), reading was a minor domain and its framework has not changed from the PISA 2009 cycle (OECD, 2010). There were two major modifications to the PISA 2009 version of the reading framework: the incorporation of an assessment of digital reading and the elaboration of the constructs of reading engagement and metacognition.

The PISA framework for assessing the reading literacy of students towards the end of compulsory education, therefore, must focus on skills that include finding, selecting, interpreting and evaluating information from a full range of texts, including those encountered both inside and outside the classroom.

Instructions for MTs:

- ✓ Involve the CPs in active discussion
- ✓ Highlight the objectives of the session before the discussion ensues
- ✓ Focus of discussion should be on the levels of proficiency
- ✓ Take the CPs through the power point presentation

Progression- Presentation on Levels of Proficiency

Show Slide 1: Show the title slide to the CPs

Show Slide 2-5: Discuss

- How is proficiency in reading reported in PISA?
- What do the levels of proficiency project about students?

Show Slide 6-7: Elaborate on

- The seven levels of proficiency in print reading
- Level 6 is the highest described level of proficiency.
- Level 5 was the highest level before PISA 2009.
- Level 1(b) is the lowest level of proficiency.

Show Slide 8-9:

- The kind of tasks assigned at level 1(b) and level 1(a)
- The bottom level of measured proficiency is Level 1b for the PISA 2009 and all subsequent PISA reading assessments.
- Level 1 was re-labelled as Level 1a and a new level was added, Level 1b, which describes students who would previously have been rated as “below Level 1”.

Show Slide 10-14:

- Detailed discussion of the kind of tasks which are assigned at levels 2, 3, 4, 5 and 6
- Answering the questions that correspond to certain difficulty levels of a score point on the PISA reading scale

(Master trainers can discuss that just as students can be ordered from the least proficient to the highly skilled on a single scale, reading literacy tasks are arranged along a scale that indicates progressively the level of difficulty for students and the level of skill required to answer each item correctly. By comparing the position of students and items on these scales, the proficiency of a person can be summarized in terms of his or her ability and the complexity of an item in terms of its difficulty.)

Show Slide 15-16: Score limits in proficiency levels

(The percentage of students able to perform tasks at each level or above the OECD average to be discussed)

Show Slide 17:

- Findings as per the OECD data to be discussed
- Reference to the top performing Asian nations (Singapore, China, Japan, Taiwan) can be made

❖ **Note: The handout on summary description for the seven levels of proficiency in print reading is in the folder along with the Presentation. It should be given to the CPs at the end of the Session.**

**At the end of Day 1, Master Trainers must give the following home-assignment to the CPs:
Select a suitable Reading Text Type and design 4 PISA type questions (Individual work)**

Day 2: Session 1: Building Independent, Lifelong Readers –Reading Strategies

8.45 a.m. -10.00 a.m.

Duration: 1 hour 15 Minutes

Objectives: By the end of the session, CPs will have a clear idea of:

- ✓ the difference between an efficient/independent and an inefficient/dependent reader
- ✓ different reading strategies to transform our students into independent readers
- ✓ how to apply these strategies in the classroom situation?

Materials Required: Soft copy of the presentation (55 Slides), Handout

Notes for the Master Trainer:

The Master Trainer must rehearse the session prior to presenting and balance out the time. He/ She must use his/her discretion and see how much time to give to each slide. Remember—the focus of this presentation is to give a clear idea of the different reading strategies that teachers must begin using in their respective classrooms.

Progression: Building Independent, Lifelong Readers –Reading Strategies

Show Slide 1: Show the introductory slide and mention that by using the right kind of strategies we can build independent readers.

Show Slide 2: Highlight the difference between reluctant readers and those who can't read. Ask CPs –If students are given help in sounding out words and in comprehension, do you think that they can then read and will want to read?

Expected Response: Not necessarily, because ability to read depends on both cognitive and affective aspects. They have to be motivated enough to read.

Show Slide 3: Show the cognitive and affective aspects and their sub-aspects.

Show Slide 4: Ask CPs -- **Define a struggling reader**

Expected response: Those who can't read/comprehend/have vocabulary issues/can't concentrate.

Show Slide 5: Emphasize that even we can be categorized as struggling readers if the text we are reading is tough. Stress that the important thing is not so much the struggle but what does the reader do when the text gets tough. For example, an independent reader uses a variety of strategies to handle difficult texts.

Show Slide 6: Discuss the difference between dependent and independent readers.

Show Slide 7: Emphasize the three kinds of confidences that readers need to develop.

Show Slide 8: Ask CPs—How do they handle difficult texts/ what do they do when students don't understand a text?

Expected response: We help students/ explain what they don't understand

Show Slide 9: Emphasize that simply explaining a text doesn't mean we are teaching students comprehension. Instead of spoon feeding them, we have to work on teaching them how to use strategies to become independent readers.

Show Slide 10: Discuss the points on the slide which talk about teaching critical reading skills to students.

Show Slide 11 and 12: Discuss how the comprehension strategies listed here can turn our students into critical readers.

Show Slide 13-15: Discuss the points on these slides and draw out the types of inferences made by skilled readers, comments made by a teacher to help in learning inferencing skills and how to make them practice inferencing.

Show Slide 16-17: Discuss how to teach students to formulate their inferences and then revise and reformulate them through this very simple example.

Show Slide 18-20: Discuss the strategy of Syntax Surgery and now students can form links between nouns, pronouns and ideas.

Show Slide 21-22: Highlight the importance of exposing students to humour and making them understand what is funny in cartoons. Students must develop their metacognitive skills and check their understanding.

Show Slide 23-26: Talk to the CPs about Anticipation Guides as a strategy

Show Slide 27-31: Discuss the strategy of Annolighting. (Handout in the folder)

Show Slide 32-33: Discuss the importance of teaching the strategy of Annotating. (Handout in the folder)

Show Slide 34-42: In view of the kind of questions asked in PISA, it is important to discuss these slides. Discuss with teachers, how to teach graph literacy, pie diagrams and other such graphic information. Tell them to prepare students for what they should look for?

Show Slide 43: Discuss the QAR Strategy –Handout for this is in the folder. (Handout in the folder)

Show Slide 44-48: Take the CPs through these slides to emphasize the need to familiarize students with these terms that are used for tone, attitude, figurative language so that if they get a question with these words embedded there, they should be able to comprehend it easily.

Show Slide 49-52: Discuss the importance of asking the right kind of questions in the class to check students' level of understanding. Also emphasize the six criteria of effective questioning.

Show Slide 53-54: Explain the Reciprocal Teaching Strategy to CPs.

Show Slide 55: Ask CPs to think of a few other strategies that can help their students make meaning out of the text.

- ❖ **Note: The three handouts of the session are in the folder along with the Presentation. It should be given to the CPs during the session when the strategy is under discussion.**
- ❖ **There is a handout on: Tips for Teachers to Ensure Better Classroom Response. This can provide support to the teachers in their respective classrooms.**

Day 2: Session 2: Reading --Micro skills

10.00 a.m. --10.30 a.m.

Duration: 30 Minutes

Objective: Recapitulation of Reading skills

Materials Required: Soft copy of the presentation (12 slides)

Notes for the Master Trainer:

The Master trainer should take the CPs through these slides and revise the reading skills with them through an interactive session.

Progression: Reading --Micro skills

- ❖ The session on Micro Skills of Reading is a reinforcement of a session done on reading strategies.
- ❖ The MTs should go through the presentation and internalize the basic skills of reading.
- ❖ Begin by drawing the attention of the CPs to the goals of language learning.
- ❖ Ask groups to list the learning outcomes of reading skills group wise.
- ❖ One of the participants can note down the points on the white board.
- ❖ Ask each group to list one micro skill of reading. Once all the groups have listed it, then show the slides drawing their attention to the ones left, if any.
- ❖ The groups can be asked to list different strategies adopted by the reader to comprehend a text.
- ❖ The MTs should take the CPs through the different strategies with the help of examples.
- ❖ The RPs should draw the attention to the criteria on the basis of which a person is classified as a slow reader or an efficient reader.

Day 2: Session 3: Designing Multiple Choice Questions

10.30 a.m. --11.00 a.m.

Duration: 30 Minutes

Objective: By the end of the session CPs will have a clear idea of:

- ❖ Strengths and weaknesses of MCQs
- ❖ Different parts of an MCQ
- ❖ Strategies for designing Stems and Alternatives

Materials Required: Soft copy of the presentation (28 slides)

Notes for the Master Trainer:

The Master trainer should take the CPs through these slides and discuss the rules for designing MCQs through an interactive session.

Progression: Designing Multiple Choice Questions

Show Slide 1: Title Slide

Show Slide 2: Ask CPs –What are the different ways of testing Reading Comprehension. Lead the discussion to the point that MCQs are a great way of testing.

Show Slide 3: Discuss the strengths and weaknesses of MCQs.

Show Slide 4 -7: Discuss the advantages of MCQs. Explain the terms Versatility, Validity and Reliability

Show Slide 8-10: Highlight the different parts of an MCQ and its structure

Show Slide 11-27: Take CPs through these slides to give them an idea of the general and specific criteria for designing the stem, alternatives and key of the MCQs. Some of these slides have examples of good and bad MCQs.

- ❖ Slide 12-14—General criteria
- ❖ Slide 15-20—Criteria on designing stems
- ❖ Slide 21-27—Criteria on designing alternatives
- ❖ Slide 28— Criteria to design key

Day 2: Session 4 -Exposure to Text Type --Question Format, specifications, rubrics of the Scoring Key—6 Test Items of *Take the Test—Part I*

11.15 a.m. –12.30 p.m.

Duration - One hour and 15 minutes

Objective: By the end of the session the CPs will be:

- exposed to capacious Test Items, question format, specifications and rubrics of the scoring key
- able to identify the six levels of proficiency
- able to understand PISA challenges

Materials Required: Soft copy of PowerPoint presentations (79 Slides) with the MT as well as CPs who should simultaneously view it in their laptops if possible, a handout of the story **The Gift** is in the folder of Day 2, Session 4. It can be printed , photocopied and shared in pairs by the CPs as they may not be able to read the text from the Slide.

Notes for Master Trainer:

The purpose of this session and the next is to provide extensive exposure to the PISA published Test items. This would in turn help CPs to be better prepared for improving their classroom teaching. These test items should be given to the participants as soft copy so that they can use them in the classroom with their students too. MTs should draw attention of the CPs to the text types, format, specifications etc.

Session 4 and 5 have same objectives and Progression

Instructions for MTs:

- ✓ Read and solve all the Test Items of the Presentation
- ✓ Check each framework thoroughly to be well versed before discussing with CPs
- ✓ Highlight the objectives of the session before the discussion begins
- ✓ Focus of discussion should be on exposing the CPs to various Test Items so that they can further train and teach students *Reading*
- ✓ Take the CPs through the power point presentation

Progression-

Show Slide 1: Title Slide-- discuss the objectives of the session

Show Slide 2-18: Reading Unit 2-Acol Voluntary Flu

Show Slide 19-26: Reading Unit 5--Plan International

Show Slide 27-35: Reading Unit 6-Police

Show Slide 36-60: Reading Unit 8- Gift

Show Slide 61-66: Reading Unit 15-In Poor taste

Show Slide 67-79: Reading Unit 17-Bees

Day 2: Session 5 -Exposure to Text Type --Question Format, specifications, rubrics of the Answer Key—6 Test Items of *Take the Test-Part II* Questions

12.30 p.m. –1.30 p.m.

Duration-One hour

Materials Required: Soft Copy of the Presentation (40 Slides)

Handouts of the texts—***Bullying and Amanda and The Duchess*** are in the folder of Day 2, Session 5.They can be printed , photocopied and shared in pairs by the CPs as they may not be able to read the text from the Slide.

The objectives, notes and progression of Session 5 is the same as that of Session 4.

Show Slide 1: Title Slide

Show Slide 2-7: Reading Unit 10 --Canco

Show Slide 8-14: Reading Unit 11—New Rules

Show Slide 15-20: Reading Unit 12--Moreland

Show Slide 21-26: Reading Unit 16 --Bullying

Show Slide 27-40: Reading Unit 9—Amanda & the Duchess

Day 2: Session 6: Reality Check-Quiz

2.30 pm---3.00 pm

Duration: 30 minutes

Objective: Revision of the concepts of PISA

Materials Required: Power point presentation(10 Slides) , White board, White board Markers for scoring and duster

Notes for Master Trainers

- ✓ Each group will be tested on a set of five questions
- ✓ Each correct answer will be awarded TWO points
- ✓ Question passes to the next group in case of Incorrect response or No response
- ✓ ONE bonus point awarded to group which answers the passed question correctly
- ✓ First response given by the group to be the final answer, no other answer accepted
- ✓ Time the responses- 10 seconds, 5 seconds for a question that is passed to the next group
- ✓ Request two team members for assistance: to keep a record of the scores on the white board and for the timings of group responses

Progression- Reality Check-Quiz

Show Slide 1-: Show the title slide to the CPs and state the Objectives of the Quiz

Show Slide 2-3: Show the slides to the CPs and give the instructions

- ✓ Instruct the CPs to keep their note-pads/mobiles aside
- ✓ Advise the group members to consult within the groups before answering the question
- ✓ Only the first response given will be given consideration.
- ✓ Ignore subsequent responses from the same group
- ✓ One mark to be given for the correct response/ no mark for an incorrect response
- ✓ Time the responses

Show Slide 4: Show the slide to group 1

Show Slide 5: Show the slide to group 2

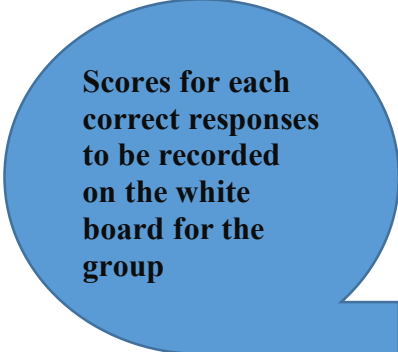
Show Slide 6: Show the slide to group 3

Show Slide 7: Show the slide to group 4

Show Slide 8: Show the slide to group 5

Show Slide 9: Show the slide to group 6

Show Slide 10: Show the slide to group 7



Scores for each correct responses to be recorded on the white board for the group

(At the end of the quiz , a total of marks for each group be displayed on the white board. The group that scores the maximum correct responses to be declared Winner)

Day 2: Session 7: Take the Test --- Using six test items from Released PISA Test Items of 2009

3.30 p.m.-4.30 p.m.

Duration –One hour

Objectives

- To test participants' reading proficiency level
- To sensitize and expose them to the different text types
- To make them realize the need to acquire skills and use requisite strategies to prepare students for PISA like test items

Materials Required: Test Booklet of 17 pages for the CPs

Notes for the Master Trainer:

- Arrange adequate number of photocopies of the Test booklet (according to the numbers of participants) one day prior to the workshop
- Distribute the booklets among the participants
- Clearly specify time within which the test is to be completed.

Before taking session

- c) Solve the test items yourself
- d) Keep a Solved copy of the Test Booklet with the PISA Scoring key, to be well conversant and confident with the text format, types, , scenario, process, item and proficiency level to be able to lead the discussion on **Day 3—Session 3**

Day 3: Session 1: 'What will I Focus on When I Teach Reading in Class?'

9:15 am---11:00 am

Duration: 45 minutes

Objectives:

By the end of the session the CPs will be able to:

- Understand the challenges that are likely to be faced when promoting Reading Literacy amongst students
- Identify the areas where a change in teaching techniques is required
- Plan a concrete strategy to expose students to different text items

Materials Required: Lap top for making the presentation

Progression: Master Trainers to give clear instructions to the CPs

- Ask the CPs to work in groups, brainstorm and prepare a six slide presentation on 'What will I focus on when I teach reading in class'
- CPs can be given a storyboard/ guidelines to prepare the presentation
- Ask the Group leaders to decide who will give the presentation on behalf of their group

Story board /Guidelines

Title Slide

Slide 1 - Current Practices/ Status vis a vis Reading

Slide 2 – What is the PISA framework of questions and evaluation and how is it different from how we test reading

Slide 3- Challenges –How should I prepare students for a PISA like assessment?

Slide 4-6 – The strategies I will use to bring change in classroom teaching

Day 3: Session 2: ‘What will I Focus on When I Teach Reading in Class?’
Group Presentations and Discussion- Feedback/Review

10:00 am---11:00 am

Duration: One Hour

Objectives:

By the end of the session the CPs will be able to:

- ❖ Share each other’s ideas on prospective classroom strategies and plan.
- ❖ Acquire clarity about what change they will bring in their classroom teaching
- ❖ Prepare and concretize their plan.

Materials Required:

Soft copies of the presentations of all the groups—These should be placed in a folder on the Master Computer and then the groups can present one by one.

Progression

- Give clear instructions that each group is given 5 minutes to present.
- The session could be made interactive wherein peer groups can ask questions and give suggestions
- MTs should act as moderators and highlight the important points of participants’ presentations in their discussion.
- At the end record the important points on the white- board.
- **The MTs can give the following tips that teachers should give to their students for dealing with higher order questions.**

TIPS FOR STUDENTS

- ✓ Always read the text for each task carefully.
- ✓ Reread each task /question and any accompanying text before attempting an answer.
- ✓ Give each question a try, even when you're not sure. Remember, partial value is given for partially correct answers.
- ✓ Interpretative, reflective, and evaluative questions are those that begin with Why? Why do you think ...? How do you know ...? One or two-word answers are insufficient. Reasons, usually with reference to the task, are required to be given. Often the word "because" is used in the response.
- ✓ Develop a methodical process of elimination of the alternatives in multiple-choice questions. When the list is narrowed to the best possibilities, choose one. There is no penalty for wrong choices.
- ✓ Practice reading graphs, pie charts and other diagrammatic data.
- ✓ Newspapers are the best reading resource for an exposure to such texts.
- ✓ Learn to deduce and infer meaning of texts.

Day 3: Session 3: Discussion and feedback on Test (Released PISA test items 2009)—Taken in Session 7 of Day 2

11.15 a.m. –11.45 a.m.

Duration- 30 Minutes

Activities: Whole group discussion

Materials Required: (a) Test booklet –Released PISA test items 2009) with answers (31 pages)
(b) Test booklet –(Released PISA test items 2009) solved by CPs with them

Objectives:

By the end of the session the CPs will be able to:

- Classify the test items according to the text types, the formats, situations and cognitive aspects involved in answering the questions with the help of MTs through oral discussion.
- Differentiate between simple and complex MCQ type questions and short/ close and open constructed response test items
- Identify the proficiency level of each test response on the basis of interaction with MT
- Understand that students need to possess conceptual understanding to write the correct response

Notes for the Master Trainer:

MTs will need to do their own homework with respect to identifying text type, the format of the text and the scenario etc. before starting the discussion.

- ✓ The MT should have a copy of the Test on the 2009 test items along with answers
- ✓ Involve the CPs in active discussion of the answers of each test item

- ✓ Focus of discussion should range from text type, the format of the text and the scenario in which the text in hand (Reading Units) is presented in the Test booklet.
- ✓ Take the CPs through the correct responses for each question verbally.
- ✓ Full Credit to be given to correct responses.
- ✓ No credit is awarded to other responses which are incorrect or a missing response in an MCQ response

Day 3: Session 4: Exposure to Released Test Items of Field Trial -2018

11.45 a.m.- 1.30 p.m.

Duration: 1 hour 45 minutes

Objectives: By the end of the session the CPs will:

- ✓ Be acquainted with the type of reading literacy tasks used for assessment in the Field trial of PISA 2018.
- ✓ Understand the cognitive processes and scenarios exhibited in the tasks that PISA used to assess reading literacy in 2018.
- ✓ Learn how the nature of reading literacy has changed over the past two decades, notably through the growing presence of digital texts.
- ✓ Learn that evolving technologies have rapidly changed the ways in which people read and exchange information, both at home and in the workplace

Materials Required: HO on Released Test Items of Field Trial-2018 (For Resource Person),
Soft copy of the presentation for the CPs, to be saved in Pen drive /laptops,
PowerPoint Presentation (44 Slides)

Notes for Master Trainers:

- ✓ The framework of PISA Field Trial 2018 Test Items fully integrates reading in a traditional sense together with the new forms of reading that have emerged over the past decades and continue to emerge due to the spread of digital devices and digital texts.
- ✓ The Reading Literacy units developed for Field Trial 2018 are scenario-based. Each unit begins with a fictional scenario that describes the goal for reading the text. Thus, the reader is given both a context and a purpose that helps to shape the way he or she searches for, comprehends, and integrates information.
- ✓ Scenarios were developed to address a range of situations

Instructions for MTs:

- ✓ Provide a soft copy of the Presentation to the CPs
- ✓ Involve the CPs to in active discussion
- ✓ Instruct CPs to refer to the soft copy of the presentation provided in their laptops
- ✓ Highlight the objectives of the session before the discussion ensues

- ✓ Focus of discussion should be on:
 - wide range of situations taken up
 - Involvement of all cognitive processes
 - the sequence taken up for each item
 - Introduction to Scenario
 - Scenario described in detail
 - Exposure to Text with question
 - Answer key explaining the cognitive Processes involved
 - The Framework
- ✓ Take the CPs through the power point presentation

Progressions- Presentation on Exposure to Released Test Items of Field Trial-2018

Slide 1: Show the title slide to the CPs

Slide 2-3: Introduction to Chicken Forum-Scenario

Slide 4-19: Discuss questions **1-7** of Chicken Forum by involving the CP s in a discussion on:

- Digital/dynamic text
- Question framed on the text exposed
- Possible answers
- Format of the text
- Cognitive process involved
- Proficiency level
- Format of the question

Slide 20-22: Introduction to Cow's Milk-Scenario

Slide 23-43: Discuss questions **1-7** of Cow's Milk by involving the CP s in a discussion on:

- Digital/dynamic text
- Question framed on the text exposed
- Possible answers
- Format of the text
- Cognitive process involved
- Proficiency level
- Format of the question

Slide 44: Conclusion of session

Day 3: Session 5: Sharing of KPMG Data

2.30 p.m.- 3.15 p.m.

Duration: 45 Minutes

Objective: By the end of the session, CPs

- ✓ will be better informed about the actual proficiency levels of the students
- ✓ will also be able to assess what remedial measures should be adopted to raise the standards of the students

Material Required:

- ✓ Soft copy of the presentation(22 Slides)

NOTE for the Master Trainers:

The Master Trainers should go through the presentation thoroughly and highlight that:

- ✓ The performance of the students in a standardized test like SLATE and LAT has deteriorated.
- ✓ KPMG conducted a survey in April-May 2019 to assess the proficiency levels and suggested focus areas to be improved upon.

Progression: Sharing of KPMG Data

Slide 1: Title Slide-- Synopsis of KPMG survey to assess the performance of KV students

Slide 2: Take the CPs through the Roadmap followed by KPMG in conducting this survey:

The KPMG set out to:

- ✓ Understand the readiness levels for PISA 2021
- ✓ Prepare a roadmap for change
- ✓ Cover 12 states,100 schools,400 teachers and Principals,10000 students and 30,000 assessments in two months

How did they do it:

- ✓ Introduced computer based test in KVS
- ✓ Focus Group Discussions carried out
- ✓ Classroom observation done
- ✓ Teacher needs assessment carried out
- ✓ Assessment framework made

What is to be changed

- ✓ Math literacy –64% --proficiency level –2 or below
- ✓ Science Literacy—62%--proficiency level—2 or below
- ✓ Reading Literacy—58%-- proficiency level—2 or below

Where will change happen

- ✓ Classroom practices
- ✓ Continuous professional development
- ✓ Assessment design
- ✓ KV academic processes initiatives

Master trainers to stress that teachers are the ones who will bring change

Slide 3-4: Reiterate what is PISA, the subjects it assesses, its frequency and purpose and that PISA 2021 has Math literacy as a core domain and creative thinking as an innovative domain

Slide 5 –Shows that Tamil Nadu and HP students were below basic proficiency levels

Slide 6—Reflects the SLATE assessments and that KPMG findings were quite similar to the SLATE findings. The question paper matrix had similar difficulty level. Ernakulum region was the overall best performing region.

Slide 7: Highlights the lacunae in KVS assessment and how it drifts away from the standardized assessment.

Slide 8: MTs to take CPs through the slide to highlight the key findings of KPMG academic analysis.

Slide 9 & 10: MTs convey that the slide decodes classroom practices which reflect that very little emphasis is laid on application based and creative questions; blackboard copying is being done in the name of writing activity; reading is limited to text book reading. MTs discuss that the classroom teaching practices need to improve.

Slide 11-13: MTs Take the CPs through the in depth analysis done by KPMG of the levels of Reading literacy of students of 7th, 8th & 9th. CPs may be asked to introspect about the possible reasons behind low proficiency levels.

Slide 14: MTs discuss the key changes needed in Classroom practices.

Slide 15 & 16: MTs share the KPMG data with respect to the Academic Performance and Capacity Building from 2016-2018 and the key areas of improvement.

Slide 17-21: Through these slides MTs discuss the recommendations made by the KPMG and how these can be incorporated in the Teaching Learning Process

**❖ Day 3: Session 6: Plenary Session-- Eliminating Residual Doubts
Expectations from Participants**

3.15 p.m.- 4.00 p.m.

Duration: 45 Minutes

❖ Eliminating Residual Doubts

Objective: The aim of this session is to sum up the activities of the three days. CPs should be encouraged to ask questions, if there are any residual doubts in the minds of the CPs. In case MTs are not sure of the answers, they can post the questions on the PISA Reading Literacy Groups and the competent authority will take care to provide answers to those questions at the earliest possible.

❖ Expectations from Participants: CPs must be adequately motivated to apply the strategies learnt in their respective classrooms. They must also be informed that they should try to incorporate PISA like test items in their Periodic Test Papers after providing exposure to students.

Presentation of Report of Day 3—One Group may be assigned the task of presenting the Report of the activities of Day 3.

Some Useful Links

<https://www.oecd-ilibrary.org/>

<http://www.oecd.org/pisa/>

<https://www.oecd.org/pisa/test-2012/>

<https://www.oecd.org/pisa/aboutpisa/>

https://en.wikipedia.org/wiki/Programme_for_International_Student_Assessment

<https://www.oecd.org/pisa/pisaproducts/pisa-test-questions.htm>

<https://nces.ed.gov/surveys/pisa/>

<http://www.oecd.org/pisa/test/>

<https://www.pisa.tum.de/en/pisa-test-questions/>
