Early Childhood Education Formative Assessment Package - Part I

Guidance on the formative assessment package

ACKNOWLEDGEMENTS

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KEY COMPONENTS OF THE FORMATIVE ASSESSMENT PACKAGE

The Formative Assessment Package has been divided into three sections which are as follows:

Part I

Guidance on the formative assessment package

This section covers the background of the package in terms of its significance, usage, target group and contexts in which the package can be used. In addition to this, the section provides detailed guidance for early childhood education (ECE)/preschool/primary school teachers on how to use the package in different contexts which include: when ECE centres/preschools are open, when children enter grade 1 in primary schools and when ECE centres/preschools/primary schools are closed.

Part II

Formative assessment tool for use in preschools/schools/centres, with teaching and learning strategies

This section includes the assessment tool for ECE/preschool and grade 1 teachers to use. The tool includes the continuum of development and learning in key competency areas, suggested assessment activities that can be carried out as part of classroom activities, along with suggested teaching and learning strategies to support the learning of a child as per his/her level.

Part III

Formative assessment tool for use with parents/caregivers, with teaching and learning strategies

This section includes the assessment tool that can be used with parents/caregivers at home. This tool includes simple learning/assessment activities that parents/caregivers can carry out, based on guidance from teachers, and supportive teaching and learning strategies which ECE/preschool teachers can use with parents/caregivers to build their capacity and understanding about how to support their children's learning at home.

01

INTRODUCTION

CONTEXT

The COVID-19 pandemic led governments to take unprecedented steps to curb the spread of the infectious disease, such as lockdowns and the closure of public facilities and services, including preschools. Young children were potentially among those worst hit, with preschools having been closed for long periods during lockdowns and often being the last education programmes to reopen in countries in the region. This has likely led to considerable learning loss[1], with impacts on children's holistic development (e.g., language and literacy, cognitive, socio-emotional, approaches towards learning, physical and motor, and creativity).

One year of preschool closure means that children will have lost out on one-third or half of their preschool exposure (based on 2- to 3-year preschool programmes). Those 3-5/6-year-olds (depending on primary school entry age policies of different countries) entering primary school following school closures would likely be entering without adequate school readiness[2] competencies.

Even prior to the pandemic, many children were missing out on a quality preschool education in the region.

WHAT IS FORMATIVE ASSESSMENT?

Formative assessment is an essential part of effective teaching and learning practice. This process allows teachers to understand what children know in relation to developmental milestones and expected learning outcomes and where there may be learning gaps, informing teaching strategies to meet children's particular learning needs.

The key aspects of this process include continuous assessment, whereby an ECE/preschool teacher can assess children against expected learning outcomes/early learning and development standards (ELDS) using multiple methods, such as observations and interactions. The findings from the assessment can be used by the teacher to plan appropriate teaching strategies to support each child's learning towards achieving the expected outcomes. The teacher can then carry out the planned teaching strategies with each child as part of classroom activities, and then assess again to see whether the child is making progress. The cycle, thus, continues of assessing, analysing/planning, and instruction as a continuous process (as shown in Figure 1).

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1 Learning loss refers to specific or general loss of knowledge, skills and competencies or regression in a child's developmental (comprehensive learning and development) trajectory.

2 School readiness refers to readiness of the individual child, the school's readiness for children, and the ability of the family and community to support optimal early childhood development. A child who is ready for school has the basic minimum skills and knowledge in a variety of domains (language and literacy, cognitive, socio-emotional, approaches towards learning, physical and motor, and creativity).

THE PROCESS OF FORMATIVE ASSESSMENT

This package provides guidance on different aspects of the formative assessment process as outlined in the figure below.

Assess/observe the child as part of regular classroom teaching and learning processes

Analyse assessment findings based on expected learning outcomes, to understand what the child knows and can do and what his/her learning needs are

Plan teaching and learning strategies for the child as per his/her learning needs

Implement the planned teaching strategies to support the child's learning as age and developmentally appropriate

02

THE FORMATIVE ASSESSMENT PACKAGE

WHY THIS PACKAGE?

To promote early learning and development, address learning loss and support developmentally appropriate teaching and learning practice of children in preschool and entering grade 1, the UNICEF Regional Office for South Asia (ROSA), in collaboration with the Asia-Pacific Regional Network for Early Childhood (ARNEC), developed this formative assessment package. This is for ECE/preschool teachers/frontline workers and primary school teachers (to use with children entering grade 1) to support learning in preschools/primary schools and at home. The development of this package was supported by an advisory committee of international ECE experts.

This regional formative assessment package has been developed to address learning loss in the context of the COVID-19 pandemic and preschool/school closures and also beyond. The package is designed to be implemented across countries in the region, including considerations for contextualisation and alignment with national ELDS and local priorities.

WHO CAN USE THIS PACKAGE?

This package is applicable to all preschool-aged children and children entering grade 1, with particular attention to children from marginalized groups.

ECE/Preschool teachers

- For use in ECE centres/preschools
- For use at home with parents/caregivers

The package is aimed at children enrolled in preschools/ECE centres. It is also applicable to out-of-school children where assessment can be done at home. The package can be used towards ensuring that the learning and development of preschool-aged children are supported through distance/ home-based learning initiatives when preschools are closed.

Primary school teachers

- For use with children entering grade 1 with no or limited preschool experience

Primary school teachers can use this package with children who enter grade 1 with no or limited preschool experience to provide learning support to gradually bring these children up to the level of grade 1.

WHEN CAN THIS PACKAGE BE USED?

The formative assessment package can be used in different scenarios:

Preschools closed

Support continuity of learning and development

Preschools open

Address learning loss/ promote effective pedagogy
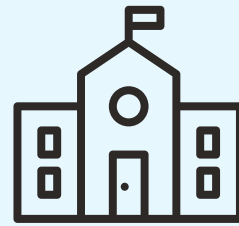
Children enter primary school

Ensure schools respond to young children's learning needs

When ECE centres/ preschools are closed

When ECE centres/preschools are closed, the formative assessment package can guide home-based support for continued learning and development. ECE/preschool teachers can work with parents/caregivers to assess the children and advise them on activities, resources, and materials they could use to support their children's learning. Community volunteers can support by reaching out to parents/ caregivers of non-enrolled children with the assessment and learning activities and then encourage them to send their children to ECE centres/ preschools.

When ECE centres/preschools are open

ECE/preschool teachers can use this formative assessment package to understand each child's learning needs and plan teaching activities appropriately. This can help support children's learning and address gaps as part of the regular teaching and learning process at ECE centres and preschools, and also at home, through support to parents/caregivers.

When children enter grade 1 in primary school

Children may enter primary school with varying levels of school readiness based on their prior exposure to quality ECE/preschool education. This package can help teachers understand where children are with their learning and development when they enter grade 1, address any learning gaps, and support them to gain essential foundational competencies on which their learning moving forward will build.

03

METHOD USED TO DEVELOP THE PACKAGE

The different steps followed to develop the package are given below:
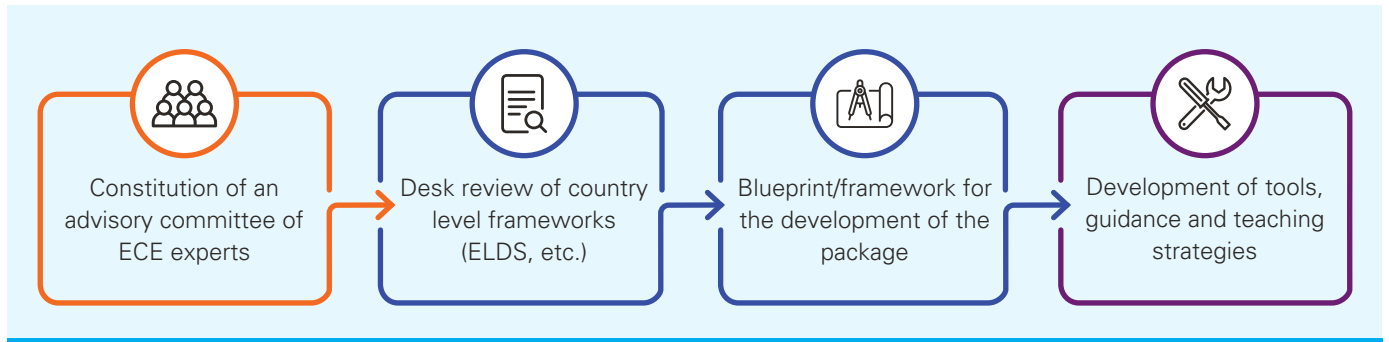
Constitution of an advisory committee of ECE experts

An advisory committee of ECE experts formed by ARNEC has guided and supported the development of this formative assessment package.

Desk review of country level frameworks (ELDS, etc.)

A literature review of relevant resources has been conducted on formative assessment in relation to young children and ECE programmes, curriculum frameworks, and assessment tools, such as International Development and Early Learning Assessment (IDELA), Measuring Early Learning Quality and Outcome (MELQO), East Asia-Pacific Early Child Development Scales (EAP-ECDS), and School Readiness Instrument (SRI). ELDS of five countries in the region (Bangladesh, Bhutan, India, Nepal and Sri Lanka) were also reviewed.

Blueprint/framework for the development of the package

A blueprint/framework was developed based on the review of literature, the ELDS of various countries in the region, and existing child assessment tools. This blueprint/framework provided an overview of the developmental domains, sub-domains, competencies as to be covered by the formative assessment tool and teaching and learning strategies. The selection of domains, sub-domains and competencies in the package are based on key domains and competencies, so that the package is simple and practical for use by ECE/preschool/primary school teachers and with parents/caregivers.

Development of tools, guidance and teaching strategies

Based on this blueprint, the assessment tools, guidance and teaching strategies were developed. It is important to note that the assessment activities for different competencies are suggested and not to be seen as exhaustive. Countries can adapt assessment activities based on their context and align them with their ELDS. Please refer to the guidance provided at the end for adapting the package (Annex A).

04

STRUCTURE OF THE ASSESSMENT TOOLS IN THE PACKAGE

The package includes two tools as described below.

FORMATIVE ASSESSMENT TOOL FOR USE IN ECE CENTRES/PRESCHOOLS/ PRIMARY SCHOOLS, WITH TEACHING STRATEGIES (REFER TO PART II):

This assessment tool includes a description of each competency area, the continuum of learning for each competency area, and suggested assessment activities and teaching strategies to support the learning of each child as per his/her level.

At the end, a response grid is provided for the ECE/preschool/primary school teachers to use and record their observations of each child based on multiple observations while conducting the assessment activities. The table below outlines the 6 domains, 10 sub-domains, and 17 competencies selected in developing the package.

DOMAIN OF DEVELOPMENT	SUB-DOMAIN	SUGGESTED COMPETENCIES
Cognitive Development	Cognitive Skills	Classification
		Patterns
	Emergent Numeracy	Number concept
		Seriation
Language and Literacy Development	Language Development	Vocabulary and expression
		Listening comprehension
	Emergent Literacy	Emergent reading – book handling
		Emergent writing
Physical and Motor Development	Motor Development	Gross motor development
		Fine motor development
Socio-Emotional Development	Social Relationships	Interaction
		Sharing with others
	Emotional Wellbeing	Emotional expression and regulation
Approaches towards Learning	Initiative	Initiative
	Persistence	Task persistence
Creativity Development	Creativity	Creative expression
		Imagination

FORMATIVE ASSESSMENT TOOL FOR USE WITH PARENTS/CAREGIVERS AT HOME, WITH TEACHING STRATEGIES (REFER TO PART III):

This simplified tool is for use by ECE/preschool/primary school teachers with parents/caregivers at home. The tool includes suggested assessment activities and teaching strategies for each of the competencies and a response grid. The teaching activities can be used to build the capacity and understanding of parents/caregivers of how to support their children's learning at home. Below is a list of 6 domains, 9 sub-domains, and 10 competencies of the assessment tool.

DOMAIN OF DEVELOPMENT	SUB-DOMAIN	SUGGESTED COMPETENCIES
Cognitive Development	Cognitive Skills	Classification
	Emergent Numeracy	Number concept
		Seriation
Language and Literacy Development	Language Development	Listening comprehension
	Emergent Literacy	Emergent writing
Physical and Motor Development	Motor Development	Gross motor development
Socio-Emotional Development	Social Relationships	Interaction
Approaches towards Learning	Initiative	Initiative
	Persistence	Task persistence
Creativity Development	Creativity	Imagination

In addition to the country level frameworks and ELDS which were referred to while developing the blueprint, this formative assessment package was guided by **core principles of young child development and learning** as follows:

- **Formative assessment should inform teaching and learning strategies.** Assessment should not be conducted just for assessment's sake. Formative assessment of young children is a key aspect of effective pedagogy and a process through which to understand what each child knows and can do to inform developmentally-appropriate teaching strategies to support him/her to reach expected learning outcomes.

- **Early learning and development are holistic,** covering different domains of development, such as language and literacy, cognitive, socio-emotional, approaches towards learning, physical and motor, and creativity.

- **Each child is unique,** having different learning needs that may require differentiated teaching strategies.

- **Learning and development are a result of continuous interaction between biological maturation and experience and exposure.** Children learn through experience and experiential learning is critical.

- **Learning and development are sequential in nature.** Children gain new knowledge and skills building on previous knowledge and skills. It is important to scaffold their learning based on what they know.

- **Learning and development are influenced by the social and cultural context of children and their families.** Any tools or guidance as well as teaching strategies should be adapted to different contexts.

- **Play is an integral part of all young children's learning.** It is important that assessment and teaching strategies used with young children are play based.

- **Young children learn and develop in a stimulating environment.** Teaching and learning strategies should focus on meaningful interactions with adults and peers.

- **Young children should be taught in their mother tongue.** Evidence shows that learning first in a child's mother tongue leads to better outcomes. Formative assessment and teaching strategies should be conducted in the language the young child speaks at home and understands.

- **Young children's learning and development follow similar and predictable patterns/ trajectories overall, but the pace at which individual children develop and how they learn may vary.** Individual differences among children will impact the extent to which the expected developmental outcomes are achieved. Furthermore, all children will not have the same response to teaching strategies. It is important to use different teaching strategies/activities with children, depending on their particular needs.

05

GUIDANCE ON THE USE OF THE FORMATIVE ASSESSMENT TOOL IN ECE CENTRES/ PRESCHOOLS/PRIMARY SCHOOLS

This section provides guidance on the formative assessment tool and teaching strategies for use in ECE centres/preschools/primary schools (refer to Part II of the package).

Figure: Steps to keep in mind while using the formative assessment package

Understand the assessment tool → Plans for the assessment → Conduct the assessment → Record observations → Analyse assessment findings and observations → Plan and implement teaching strategies based on the level of the child → Continue with the formative assessment cycle → Share assessment findings and engage with parents/ caregivers to support learning at home
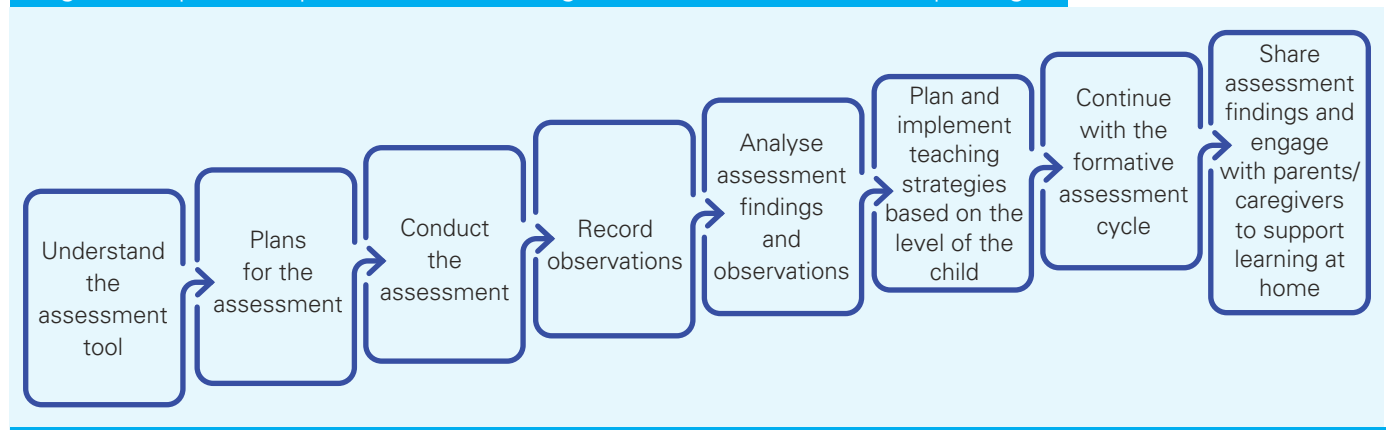
UNDERSTAND THE ASSESSMENT TOOL

Before using the assessment tool, it is important to carefully go through this detailed guidance and the tool along with the associated teaching strategies. This will help in understanding the different competency areas and the related learning continuum or expected path of progress as well as suggested assessment activities and teaching strategies that can be used.

There are overlaps in some of the components of the competencies and suggested assessment activities. This is because development is interdependent, so an activity can be used to promote/assess development across different domains.

PLAN FOR THE ASSESSMENT

While planning for the assessment, some points need to be considered:

- Formative assessment should be conducted as a part of regular teaching and learning activities, so the assessment activities are designed along the lines of activities that would normally be carried out in ECE programmes. The teacher can choose to assess children in different competencies spread across several days/weeks, based on a daily/weekly plan of activities.

- Completion of all assessment activities is not expected to be done in one day. It is important to conduct multiple observations of each child under each competency area and then note observations in the child's record.

- The assessment tool focuses on using locally available materials that can be found in and around the ECE centre/preschool/primary school, such as pebbles, leaves, and seeds, as well as chalk or pencils/crayons. If, however, any assessment activity requires materials that are difficult to access, modifications can be made based on the context while ensuring the objective of the assessment is maintained.

- Materials needed should be prepared ahead of time for the planned assessment activities.

- It is important to take the time to create/re-establish a rapport with children, especially when using the tool immediately after the reopening of preschools/primary schools after they have been closed for some time. The children should be comfortable with the teacher before carrying out assessment activities.

CONDUCT THE ASSESSMENT

- The assessment activities should be conducted as part of regular classroom learning activities, with the teacher observing children during the activities (focusing on different competency areas). The assessment tool should be used continuously for teachers to understand the progress of children's learning. Teachers should record their observations and findings about children's learning and development levels and progress based on multiple observations of the child over time, rather than based on a single assessment or observation.

- The teacher's personal biases (such as knowing a child beforehand, or any perceptions about the child, based on his/her gender, socio-economic background, disability, etc.) should not influence the assessment of the child, as this will not benefit him/her.

- The teacher should give the children encouragement and appreciate their efforts no matter how they perform. The teacher should create a positive and calm learning environment while conducting the assessment and teaching activities.

- The teacher should avoid pushing children if they are having difficulty with any learning activities, and should focus on providing teaching support based on their specific learning needs.

The following methods can be used in everyday practice for collecting information on children's learning linked to formative assessment:

Observation

- Observe children in their usual everyday routines while they are engaged in different activities.

- Select a group of children to observe each day during an activity as an option, rather than the entire class, as it may be difficult to observe all children at once.

- Maintain a record of observations for each child. These can be short notes soon after observations are made that can later be entered in their record based on multiple observations.

- Record observations of children based on multiple observations of them in varied situations to better gauge their understanding, learning and development levels and progress. Avoid drawing conclusions based on a single observation.

Interaction

- Interaction with children is another way to gain an understanding of where they are with their learning.

- Speak with children about their experiences, feelings and different topics/themes to which they can relate or which may interest them.

- Listen carefully, respond with interest, encourage children to share their thoughts, and ask short and open-ended questions using 'what, why, and how'.

Collect samples of children's work

- Artwork, scribbles and writing samples and any worksheets done are important to collect.
- Maintain a portfolio with each child's name and related date.
- Keep some representative samples; not everything needs to be collected.

RECORD OBSERVATIONS

Record observations of children's progress. This can be done is different ways, such as:
- **Writing short notes:** Observations can be noted by recording key points or short notes.
- **Maintaining portfolios:** Samples of each child's work and his/her records can be kept as evidence of his/her progress. Examples of what a portfolio can include are mentioned below.

> **Contents of a portfolio**
>
> - Art-work samples
> - Checklists
> - Drawing/writing samples
> - Observation records
> - Worksheets
> - Health records, growth chart, etc.

Review the short notes (collected during the multiple observations over a period of time) on an individual child and note the overall assessment/observations in their record.

ANALYSE ASSESSMENT FINDINGS AND OBSERVATIONS

Looking at the learning continuum for the particular competency area, determine the child's level (beginning, progressing, advancing, primary school ready) and make a note of this in the child's record.

PLAN AND IMPLEMENT TEACHING STRATEGIES BASED ON THE LEVEL OF THE CHILD

- Plan teaching and learning activities for the child, based on the child's level and as age appropriate (see colour coding in the learning continuum for each competency as a guide).
- Suggested exemplary teaching strategies are outlined and can be adjusted to the local context. These teaching strategies have been designed to support the child to progress from one level to another.

CONTINUE WITH THE FORMATIVE ASSESSMENT CYCLE

- Continue with the formative assessment process, going back to conducting assessment, analysing findings, and planning and implementing appropriate teaching strategies, until each child's learning is at age-appropriate levels, and any learning gaps are addressed.
- Upon further assessment, if a child has not progressed to the next level, it could be that the teaching strategies implemented are not working for him/her. It would be important to look at other teaching strategies that may more effectively support the child's learning.

SHARE ASSESSMENT FINDINGS AND ENGAGE PARENTS/CAREGIVERS TO SUPPORT LEARNING AT HOME

- Share findings and observations based on formative assessment periodically with parents/caregivers. It is important that they are engaged in their children's learning and understand how they are doing. Start with the positives, focusing on what their children know and can do, and the progress they are making.
- Encourage the parents/caregivers to create a supportive learning environment at home and suggest activities they can carry out with their children. These can be taken from the suggested play-based teaching strategies in this package (refer to Part III).

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- Children often start primary school with varying levels of school readiness based on their prior exposure to quality ECE/preschool education. There may also be some children who have not participated in preschool education at all. In the COVID-19 context, even more children have likely missed out on part or all of their preschool education.

- It is important that grade 1 teachers understand where each child is with their learning at the start and identify children who may not have received a strong foundation of quality preschool education and are not 'primary school ready'. Teachers can use the guidance and tools in this package to conduct formative assessment and provide learning support to gradually bring these children up to the level of grade 1, ensuring they gain the key foundational competencies they need.

06

GUIDANCE ON THE USE OF THE FORMATIVE ASSESSMENT TOOL WITH PARENTS/ CAREGIVERS AT HOME

This section provides guidance on the formative assessment tool and teaching strategies for use by ECE/preschool teachers with parents/caregivers at home (refer to Part III of the package).

The package includes a simplified assessment tool for ECE/preschool teachers to use with parents/caregivers in cases when ECE centres/preschools are closed for long periods and they cannot assess and work with the children directly in the classroom. The home-based teaching strategies in this tool can also be used when ECE centres/preschools are open, to reinforce at home what is being taught in school, based on formative assessment carried out in centres/preschools.

UNDERSTAND THE ASSESSMENT TOOL

- This tool has been designed to be simple so that it is easy to use with parents/caregivers. It has 10 assessment activities which are either observation based, or activity based.
- The assessment of different competency areas does not have to be carried out in a particular sequence. Competency areas can be grouped, and assessments can be carried out with parents/caregivers in parts, covering a few competency areas at a time.

PLAN FOR THE ASSESSMENT

The ECE/preschool teachers can plan the home-based assessment of children as per the modalities which are being used for reaching out to parents/caregivers or children at home during ECE centre/preschool closures. It is important to first identify the most accessible mode for reaching out and then plan the assessment accordingly. Some of the possible modalities are mentioned below along with how a preschool teacher can use the formative assessment package in these contexts (these are just some examples; there may be other modalities):

- **Home visits:** If ECE/preschool teachers are able to carry out home visits to reach out to parents/caregivers and young children during ECE centre/preschool closures, this opportunity can be used to conduct assessment activities directly with the children. The teacher can identify the assessment activities from the assessment tool which can be carried out with each child and for others, gather information from parents based on their observations of the child.
- **Online/low-tech modalities such as phone calls, social media or SMS (text messages):** While talking to the parents/caregivers over the phone, the ECE/preschool teacher can go through some assessment activities with the parents. If completing the whole assessment is not possible due

to parents'/caregivers' schedules, the teacher can divide the activities into parts and gather the assessment information over a few phone calls.

- **Centre visit for health or nutrition services:** When parents/caregivers go to centres for nutrition or health services, the teacher can plan to ask some questions of parents about their children based on the assessment tool.

In planning to use the formative assessment tool with parents/caregivers, the following should be considered:

- It is important to explain assessment activities and their intent clearly to parents/caregivers. Teachers should be prepared to provide additional information in case there are questions.

- Teachers may need to adapt/modify assessment activities (keeping in mind the intent of the activities) with the parents/caregivers, in case they think a particular assessment activity may not work with their child.

- It is important to make the process as simple as possible for parents/caregivers. The main focus is getting a general understanding of the child's level in order to provide support with appropriate teaching strategies.

CONDUCT THE ASSESSMENT

- The ECE/preschool teachers should reassure parents/caregivers, particularly in cases where children may have had limited exposure to ECE/preschool education, that it is normal that children might struggle at first and that there is no need to worry if the child is not able to do the activities.

- Some parents/caregivers may be able to respond with regard to the child's performance right away based on their multiple observations, while others may need to come back with the information.

- It is important that parents/caregivers understand that these activities are not meant as a test and should not be stressful for the child. These should be approached as play-based activities to support the learning of the child.

- It is important for the parents/caregivers to be positive and appreciate their child's efforts, regardless of how he/she performs. The ECE/preschool teachers should encourage parents/caregivers to praise the child even for small progress.

- ECE/preschool teachers should guide parents/caregivers to carry out activities related to different competency areas multiple times and seek their feedback based on multiple observations rather than a single observation.

ANALYSE ASSESSMENT FINDINGS AND OBSERVATIONS

Based on feedback received from parents/caregivers, ECE/preschool teachers can refer to the assessment tool to determine the child's level (beginning, progressing, advancing, primary school ready) in the given competency areas, and note this in the child's record.

PLAN AND SHARE TEACHING STRATEGIES WITH PARENTS/CAREGIVERS

- Based on the child's level, the ECE/preschool teacher can find the associated teaching strategies that are suggested for the given competency area. They can communicate this to the parents/caregivers to carry out with their child at home to support his/her learning and development.

- While assessment activities using this tool are designed for periods when ECE centres/ preschools are closed, ECE/preschool teachers should continue to engage parents/caregivers in the learning of their children at home. The teaching strategies in this tool can be used with parents and caregivers when schools are closed as well as when they are open.
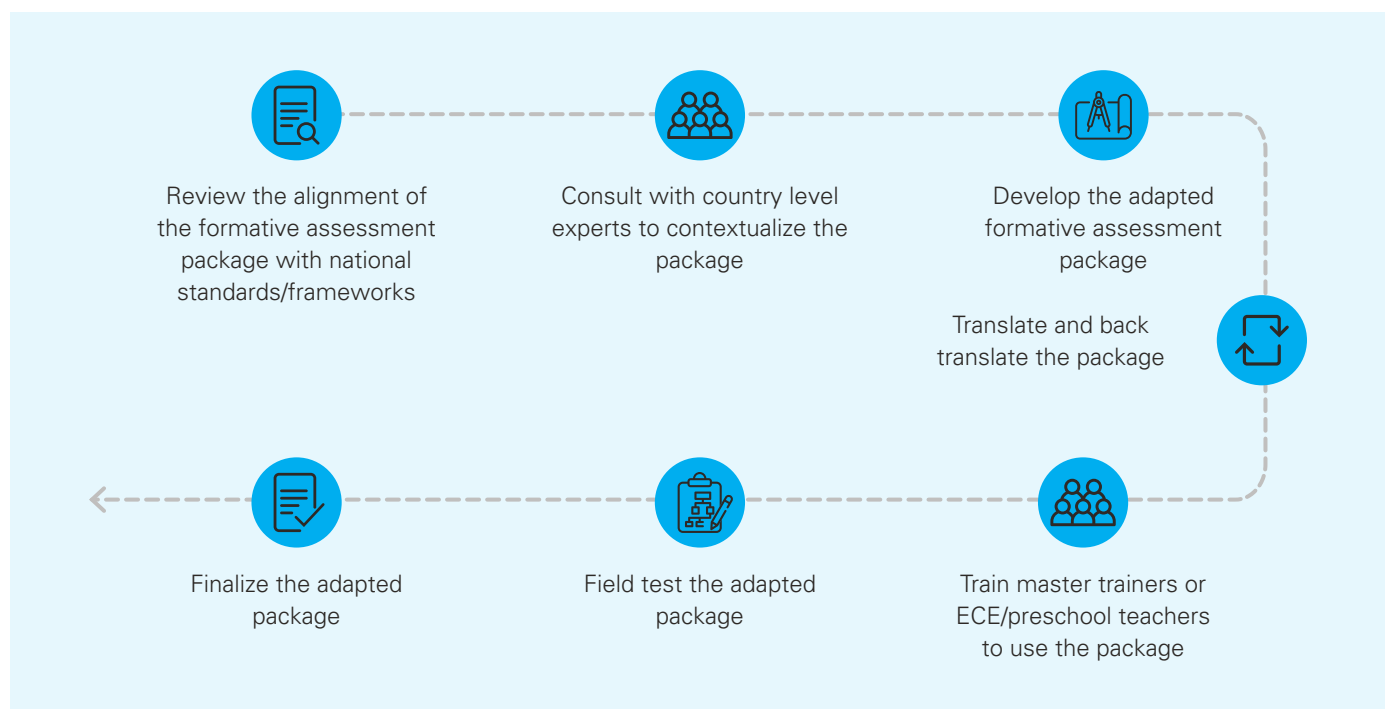
Annex A

GUIDANCE ON ADAPTATION OF THE FORMATIVE ASSESSMENT PACKAGE

The formative assessment package is designed to be implemented across countries in the region, with an emphasis on feasibility for use in diverse contexts to support young children's learning and development. It is important that any need for contextualisation is considered along with alignment to national ELDS and local priorities for effective use of the package.

This section provides guidance on adapting the formative assessment package to country contexts in line with their national standards and priorities for children's learning and development.

KEY STEPS FOR CONSIDERATION WHEN ADAPTING THE PACKAGE

Review the alignment of the formative assessment package with national standards/frameworks

Consult with country level experts to contextualize the package

Develop the adapted formative assessment package

Translate and back translate the package

Finalize the adapted package

Field test the adapted package

Train master trainers or ECE/preschool teachers to use the package

1. Review the alignment of the formative assessment package with national standards/ frameworks

As a first step, it would be important to review the formative assessment package against the national ELDS and/or any established learning and development outcomes or any other relevant standards or frameworks in the country. Through this process, identify areas of alignment and areas which need further consideration for contextualisation.

2. Consult with country level experts to contextualize the package

Planning consultations/workshops which include the participation of different stakeholders, such as government officials and ECE experts (e.g., academics, practitioners involved in preschool teacher training, assessment, etc.) is another important step towards adapting the package. It is critical that government and local experts/stakeholders lead the adaptation of the package from the very beginning to guide this process and to reflect the particular country's context.

A series of consultations with different stakeholders to discuss the areas of contextualization can help in making decisions regarding modifications or additions required in the package in line with national priorities. However, it is important to keep in mind that before deciding on modifying or adding any assessment activities, a critical review of the pros and cons of these proposed changes is essential. In particular, it is important to have a clear rationale behind added competency areas, so that the tool is not too long and overwhelming for the ECE/preschool teachers.

3. Develop the adapted formative assessment package

Based on the feedback received from experts during the country level consultations/workshops, the package can be revised for the country context.

4. Translate and back translate the package

As a next step in the adaptation of the package, the text may require translation into the national or local language. It is important to ensure appropriate usage of translated words without changing the intent. In this regard, the following needs to be ensured:

- Translation and back-translation of all assessment activities and guidance
- Review of the back-translated package with the original package
- Cross-checking of local words/terms

5. Train master trainers or ECE/preschool teachers to use the package

The training of master trainers or ECE/preschool teachers should include an interactive presentation of the assessment activities for a clear understanding of the intent of each assessment activity and the entire process of formative assessment. In cases where master trainers are trained on using the package, in addition to conducting the same training for preschool/primary school teachers, it is important to provide further support as the package is implemented in centres/classrooms towards creating a culture for formative assessment.

6. Field test the adapted package

Test the use of package by ECE/preschool/primary school teachers over a minimum period of one to two months, providing enough time for them to get a clear understanding of the package and how to use it. In this process, assess the feasibility and appropriateness of assessment activities and associated teaching and learning practices. The findings from this field testing will help in understanding the areas in which further revisions are required as per the cultural context and for ease of use by teachers.

7. Finalize the adapted package

Based on the learnings/key findings from the field trial, the package can be refined further for its final use, at a larger scale, by ECE/preschool/primary school teachers.