

Early Childhood Education Formative Assessment Package - Part II

Formative assessment tool for use in ECE centres/
preschools/primary schools



NOTE ON USING THIS TOOL

1. WHAT IS THE PURPOSE OF THIS TOOL?

ECE/preschool/primary school teachers can use this tool to understand where each child is with their learning across a continuum in different competency areas and where there may be learning gaps. This information can then be used to inform their teaching strategies as per the level of the child. Suggested teaching strategies are provided.

2. WHAT METHODS CAN BE USED TO ASSESS CHILDREN'S LEARNING AS PART OF THE FORMATIVE ASSESSMENT PROCESS?

Most of the assessment activities suggested in this tool can be conducted in a whole-class arrangement. Various methods, such as observation, interaction with children, and collection of children's work, can be used to gather information on where children are with their learning.

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

- 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 will have to be collected.

3. KEY POINTS FOR USING THIS TOOL

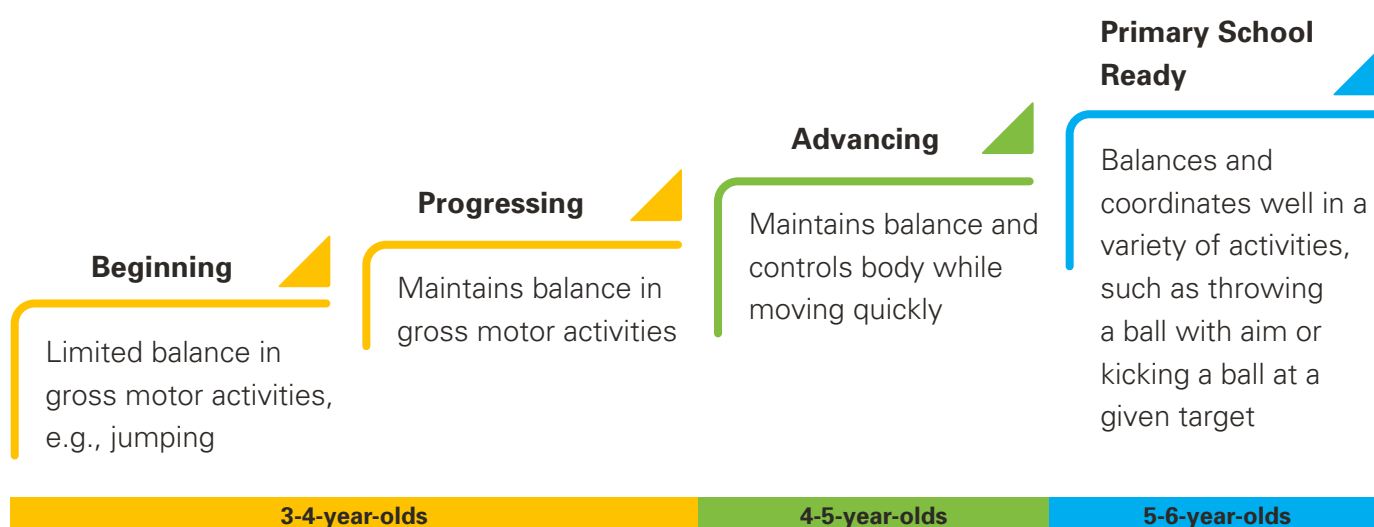
- Formative assessment should be conducted as part of regular teaching and learning activities. The assessment tool is therefore designed in line with activities that would normally be carried out in ECE centres/preschools. Teachers can choose to assess the children in different competency areas spread across several days/weeks, based on their daily/weekly plans of activities.
- It is important for teachers to record observations and findings about children's learning and development levels and progress based on multiple observations of the child over time rather than on a single assessment or observation.
- Teachers should share and discuss children's progress with parents/caregivers of the children periodically.



FORMATIVE ASSESSMENT TOOL FOR USE IN ECE CENTRES/PRESCHOOLS/PRIMARY SCHOOLS

Competency: Gross motor development

Gross motor development involves large muscle movements in arms, legs and the torso, and includes skills, such as walking, running, climbing, throwing, kicking, and catching. A child needs considerable practice to develop gross motor skills.



SUGGESTED ASSESSMENT ACTIVITY



Method: Plan this as a classroom game/learning activity



Materials required: Chalk and newspaper/paper or balls

Instructions

1. Plan gross motor activities with all the children. Below are some suggested options for activities that can be conducted.

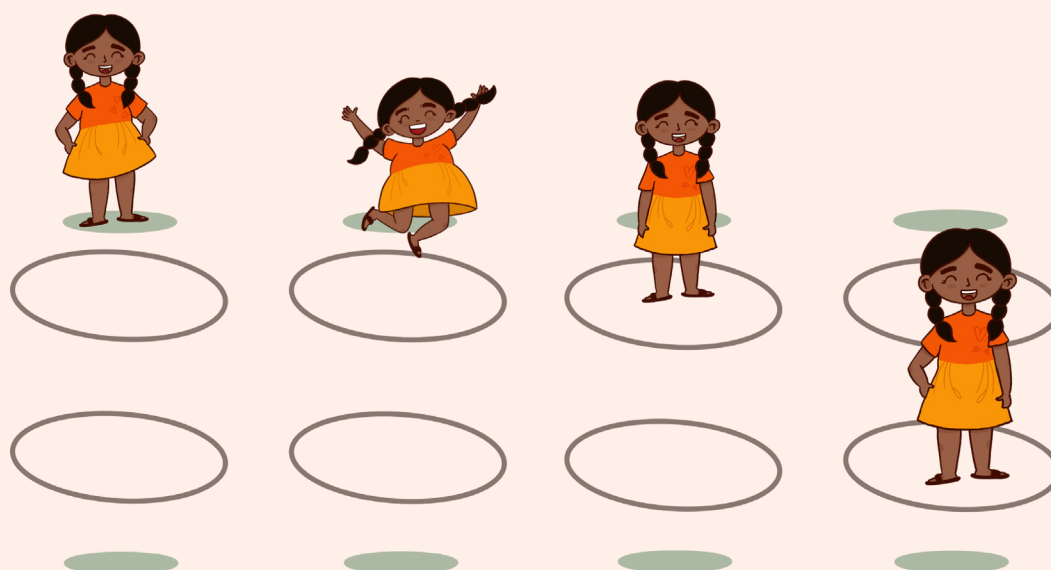
Option 1: Ask the children to stand, hold hands and make a big circle, as shown in Figure 1. Now, tell them to release their hands and put them at their sides. Ask all of them to jump back and forth, using both feet. Repeat the instructions five times.

Figure 1: Gross motor development option 1



Option 2: Ask a few children to draw eight¹ big circles or rectangles on the floor (refer to Figure 2). Help the children if they face any difficulty in drawing these. Then, ask eight children to come forward and stand in front of each circle. Ask them to jump inside the circle using both feet and then to the next circle. Repeat the instructions five times.

Figure 2: Gross motor development option 2



¹ This will depend on the space available in the preschool/centre. Feel free to reduce or increase the number of shapes to be drawn on the floor as per the available space and number of children in the preschool/centre.

While conducting this activity with selected children at a time, encourage other children to clap for the children who are standing in front of the circle and jumping.

- » Observe the children and notice who can jump without losing their balance and who cannot.
 - If there are children who fall, are not able to jump, or cannot maintain their balance, carry out some teaching strategies under the Beginning level.
 - At the same time, for those children who can jump without falling and maintaining their balance, continue with the next step of this assessment activity.
- 2. Using the shapes drawn on the floor (or if they were not drawn previously involve children in drawing either circles or rectangles with chalk on the floor), ask children to come forward and stand on the shapes (as shown in Figure 3). Tell the children that when you clap, they should move quickly (as per the speed of your clapping) around the circles, but when you stop clapping and say 'freeze', they should stop in the same position and not move until you start clapping again. Repeat the instructions five times.

Figure 3: In relation to step 2



- » If the space is available, involve all children (those who were able to jump without falling in step 1) in this activity at the same time. If the space is not enough, form groups and call one group at a time. The remaining children (who were not able to jump in the above activity) can continue with the activities related to the teaching strategies for Beginning level, or be encouraged to engage in free play.

- » Observe the children and notice which children are able to maintain their balance when they are asked to 'freeze' and which are not.
 - If there are children who are not able to maintain body control and balance for five seconds after the clapping has stopped or when they are asked to freeze, carry out some teaching strategies under the Progressing level.
 - For those children who can maintain body control and balance, continue with the next step of this assessment activity.

- 3. Select one of the circles drawn on the floor and make the outline broader. Give newspaper pages or old paper to the children (those who were able to maintain body control and balance in the above step) and ask them to crumple them to form balls or give balls to them, if available. Ask the children to stand three to four steps away from the circle and to aim and throw the balls into the identified circle. Repeat the instructions five times.

- » Observe the children and notice if they can maintain balance and control of large muscles while throwing a ball (or crumpled paper or similar item) into the identified circle or near the circle.
 - If there are children who are not able to maintain balance while throwing the ball at the given target (i.e., circle/rectangle) and/or near the target after multiple tries and based on multiple observations, carry out some teaching strategies under the Advancing level.
 - For those children who can maintain balance, carry out some teaching strategies under the Primary School Ready level.

- » The remaining children (those who were not able to maintain body control and balance in steps 1 and 2) can be provided with an opportunity to engage in free play (e.g., kick, throw or catch the paper balls), or play in groups with each other.

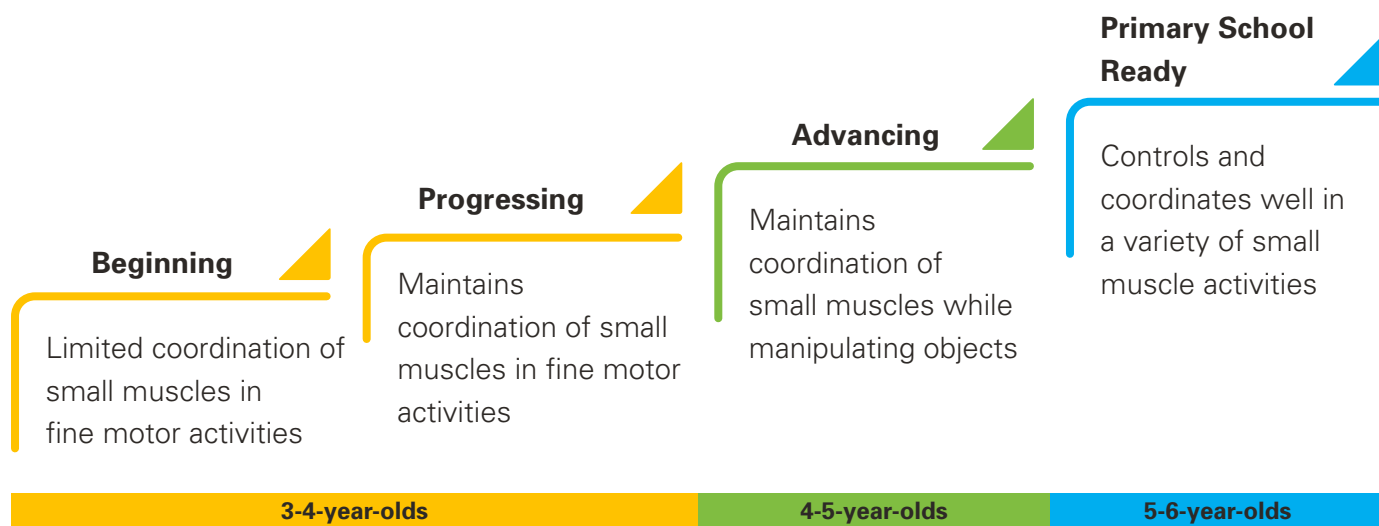
RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Not able to jump back and forth or from one circle to another without losing balance/falling	Limited balance in gross motor activities, e.g., jumping	Beginning	<ul style="list-style-type: none"> • Encourage the engagement of children in physical play activities and ensure they have opportunities for physical exercise, such as stretching, running or jumping. • Give the children time and scope to practice and improve balance and control. For example, ask children to walk or run on a straight line or between two lines. Or ask the children to walk on curved lines while maintaining their balance. Children can also be asked to touch their toes or bend from side to side. • Utilize local music, rhymes, dance and circle games to encourage children to move and have fun. • Continue with activities such as the one in step 1. • Encourage children to move in different ways, such as hopping or spinning.

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
<p>Jumps back and forth or from one circle to another without losing balance but is not able to maintain body control and balance for five seconds after moving quickly</p>	<p>Maintains balance in gross motor activities</p>	<p>Progressing</p>	<ul style="list-style-type: none"> • In addition to the above-mentioned strategies, plan a variety of activities, such as walking backwards and hopping on one foot. • Plan local games for large muscle development. For example, ask any one child to pretend to be a statue and freeze in a pose, such as standing on one foot. Tell the child to hold this pose as long as possible while other children try to make her/him laugh and move.
<p>Maintains body control and balance for five seconds after moving quickly but is not able to throw a ball into a circle/rectangle</p>	<p>Maintains balance and controls body while moving quickly</p>	<p>Advancing</p>	<ul style="list-style-type: none"> • In addition to the above-mentioned strategies for both the levels, plan more physical activities for moving quickly or slowly, including spinning, jumping, throwing or catching a ball or kicking a ball in a particular direction. • Another example of an activity would be to hang a tyre or circle (or any shape) with hole in the middle at a reachable height for the children. Ask the children to throw a ball (or crumpled paper or other safe item) through it. Gradually increase the height and distance of the tyre/shape. • Provide materials, such as cloth, bean bags and balls for throwing, catching and kicking.
<p>Maintains balance and control while throwing a ball at or near a given target (e.g., circle drawn on the floor)</p>	<p>Balances and coordinates well in a variety of activities, such as throwing a ball with aim, or kicking a ball at a given target</p>	<p>Primary School Ready</p>	<ul style="list-style-type: none"> • Continue with the above-mentioned strategies across all levels. • Provide opportunities to engage in physical activities through planning local games.

Competency: Fine motor development

Fine motor development includes the development of small finger muscles and skills such as picking up things, threading beads, tying shoelaces, colouring within the boundary and stacking objects of different sizes.



SUGGESTED ASSESSMENT ACTIVITY



Method: Plan this as a classroom game/learning activity



Materials required: Beads/bottle caps with holes, wire/string, playdough, paper and crayons

Instructions

1. Give all the children beads or bottle caps with holes and wire or string. Ask them to thread the wire/string through the beads/bottle caps.
 - » Observe the children and notice who can thread all the beads/bottle caps onto the wire/string and those who cannot.
 - If there are children who are not able to thread the beads/bottle caps onto the wire/string, carry out some teaching strategies under the Beginning level.
 - If there are children who can thread the beads/bottle caps onto the wire/string, continue with the next step.
2. Give the children playdough. Ask those children who were able to thread beads/bottle caps onto the wire/string in the above step to create any three to four shapes or objects using the playdough.
 - » Observe the children and notice who can create the shapes or objects using the playdough and those who cannot.

- If there are children who are not able to create three to four shapes, carry out some teaching strategies under the Progressing level.
 - If there are children who are able to create the shapes or objects, continue with the next step in this assessment activity.
- » Those children who were not able to thread the beads/bottle caps in step 1 can explore and play with the playdough.
- 3.** Provide drawings of the outlines of different shapes to children (who were able to create three to four shapes/objects in the above step) and ask them to colour within the outlines of the given shapes.
- » Observe the children and notice who can colour within the outlines of the shapes and those who cannot.
- If there are children who are not able to colour within the outlines, carry out some teaching strategies under the Advancing level.
 - If there are children who are able to colour within the outlines, carry out some teaching strategies under the Primary School Ready level.
- » The remaining children (those were not able to complete the activities in steps 1 and 2) can be provided with an opportunity to engage in free drawing or other related activities.

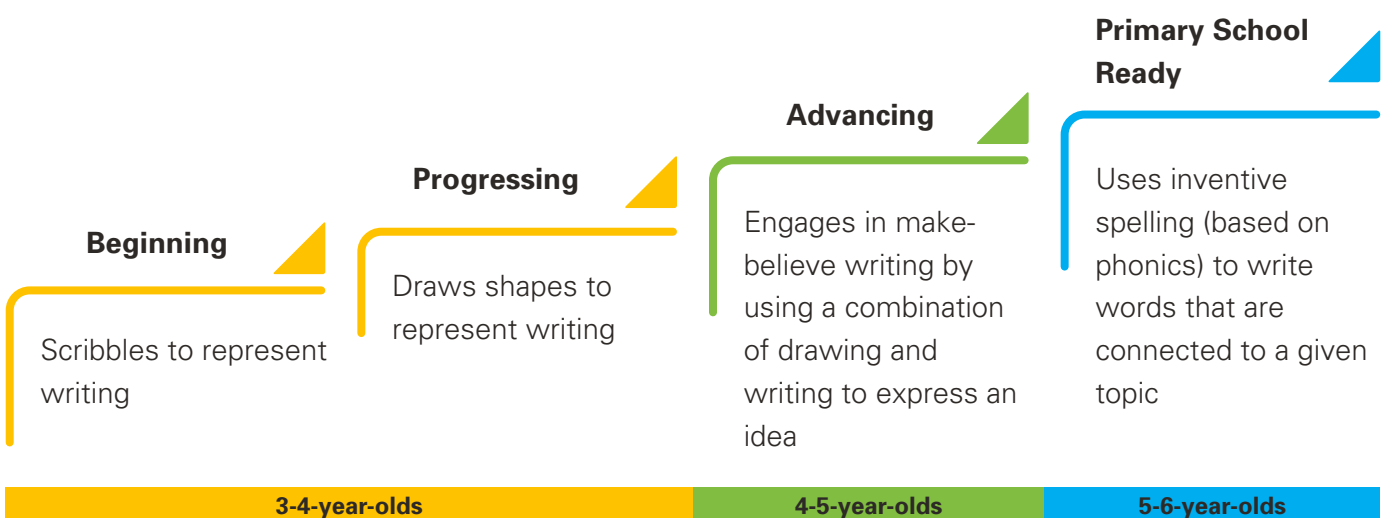
RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Unable to thread medium-sized beads/ bottle caps onto a wire/ string	Limited coordination of small muscles in fine motor activities	Beginning	<ul style="list-style-type: none"> • Provide a variety of manipulative materials, such as large blocks, simple puzzles of two to three pieces, medium/ large beads with thick and thin string, crayons, paint, paint brushes and paper. Encourage children to explore the materials and work/play with them in different ways. Plan different types of activities to support fine motor development, such as threading large beads, tearing paper into pieces, playing with blocks, and colouring and painting. • Additional activities could be to practice transferring different objects using a spoon from one bowl to another and having children eat lunch independently.
Able to thread beads/ bottle caps onto a wire/ string but not able to make three to four shapes or objects using playdough	Maintains coordination of small muscles in fine motor activities	Progressing	<ul style="list-style-type: none"> • Provide a variety of manipulative materials, such as blocks in several sizes, puzzles of varying complexity, medium and large beads with thick and thin string, crayons, paint, paint brushes and paper. Also make use of local materials while planning fine motor activities, e.g., dried beans, beads, stones/pebbles, seeds, sticks, string, thread, playdough/clay or mud. Encourage the children to explore the materials and play with them. • Plan different types of activities to support fine motor development, such as buttoning/unbuttoning, mosaic making (e.g., placing small stones to form the outlines of different shapes), tearing paper into small pieces, and pasting the pieces on top of one another to create images or shapes.

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
			<ul style="list-style-type: none"> Plan slightly more challenging activities that provide an opportunity to practice control of small muscles and improve eye-hand coordination, such as encouraging children to pick up as many pebbles as they can in one hand and then place them one by one in a container. Or they can be asked to thread as many small-sized beads as possible onto a string or shoelace within one minute.
Able to make any three to four shapes or objects using playdough but is not able to colour within the outlines of a shape	Maintains coordination of small muscles while manipulating objects	Advancing	<ul style="list-style-type: none"> Encourage children to engage in a variety of fine motor activities, such as placing pebbles, seeds, or other available materials on the outlines of shapes. They can also be given drawings or outlines of shapes and be asked to colour within the lines. Or they can be asked to draw people with a few features, such as eyes, nose, ears, hair, arms, legs, and hands. Children can be asked to complete a complex puzzle of seven to eight pieces, or cut paper into pieces with soft-edged scissors.
Able to colour within the outlines of a shape	Controls and coordinates well in a variety of small muscle activities	Primary School Ready	<ul style="list-style-type: none"> Continue with the above-mentioned strategies across all levels.

Competency: Emergent writing

Writing is an important skill. Between the ages of 3 to 6 years, children begin to learn to write, and by the time they are 6 years old, they should be able to write some simple words and/or their names.



SUGGESTED ASSESSMENT ACTIVITY



Method: Plan this as a classroom game/learning activity



Materials required: Paper, crayons/pencils/colour pencils/pens (as available)

Instructions

Give each child a piece of paper and a crayon/pencil/colour pencil/pen. Ask children to draw anything they like and to write about what they have drawn.

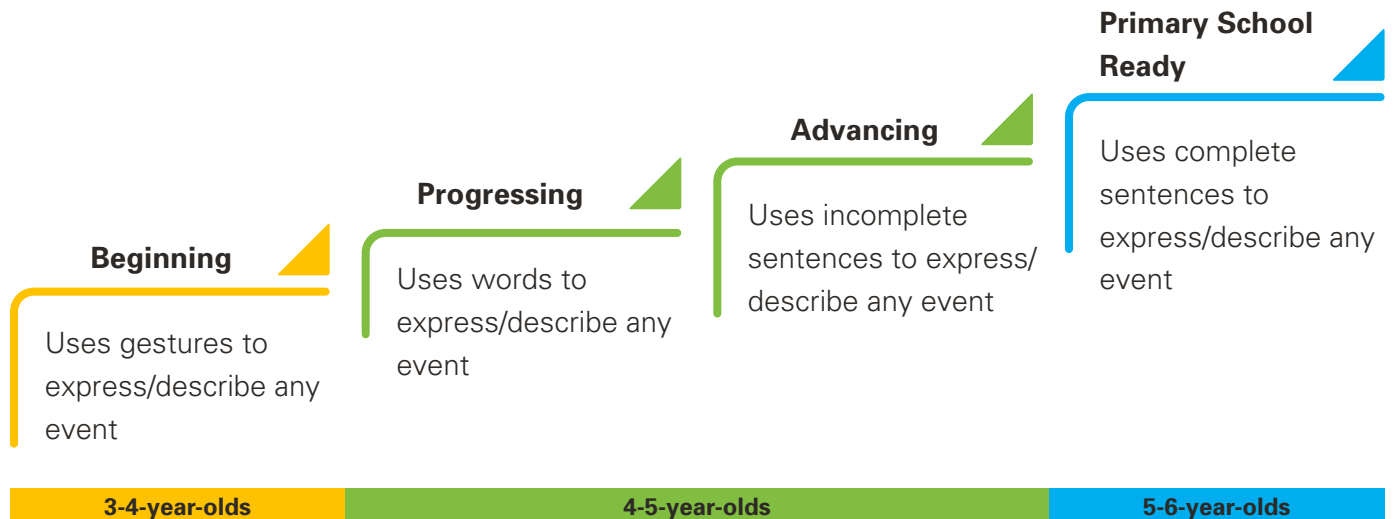
- » Determine the child's level based on what she/he has written about her/his drawing.
- » Based on your multiple observations, plan teaching strategies according to the child's level.

RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Scribbles to represent writing	Scribbles to represent writing	Beginning	<ul style="list-style-type: none"> • Provide opportunities and materials to children to scribble or to draw or trace shapes. • Develop a scribbling corner in the preschool centre/classroom. • Encourage children to draw and ask them to talk about what they have drawn. • Label specific objects in the centre/classroom and draw children's attention to these written words.
Draws shapes to represent writing	Draws shapes to represent writing	Progressing	<ul style="list-style-type: none"> • In addition to the above-mentioned strategies, encourage the children to draw and express themselves. Talk to them about what they have drawn. Write down their narratives on their drawings. • Encourage the children to draw human figures (e.g., the person they like the most, family members, friends). Ask the children to draw different parts of the body with some detailing.
Pretends to write by following a left-to-right direction and uses mock letters that resemble letter-like shapes	Engages in make-believe writing by using a combination of drawing and writing to express an idea	Advancing	<ul style="list-style-type: none"> • In addition to the above-mentioned strategies, when children draw human figures, encourage them to see the differences in how people look and reflect these details in their drawings. • Encourage the children to write/copy labels/symbols written in and around the centre/classroom.
Writes about her/his drawing by using inventive spelling (based on phonics)	Uses inventive spelling (based on phonics) to write words that are connected to a given topic	Primary School Ready	<ul style="list-style-type: none"> • Continue with the above-mentioned strategies across all levels.

Competency: Vocabulary and expression

Early vocabulary development is an important predictor of success in reading. A strong vocabulary enables a child to understand and communicate more effectively.



SUGGESTED ASSESSMENT ACTIVITY



Method: Plan this as a classroom game/learning activity



Materials required: Storybook with pictures/illustrations, or any pictures/drawings

Instructions

Plan a variety of learning activities with the children, such as free/guided conversation and interaction during free play, storytelling. During these activities, show them pictures and ask them to describe what is happening in the pictures. For example, while storytelling, show any picture from the storybook and ask the children to describe what is happening in the picture.

- » After multiple observations, determine the child's level based on how she/he describes the picture (e.g., using gestures/words/incomplete sentences/ complete sentences).
- » Plan teaching strategies according to the child's level.



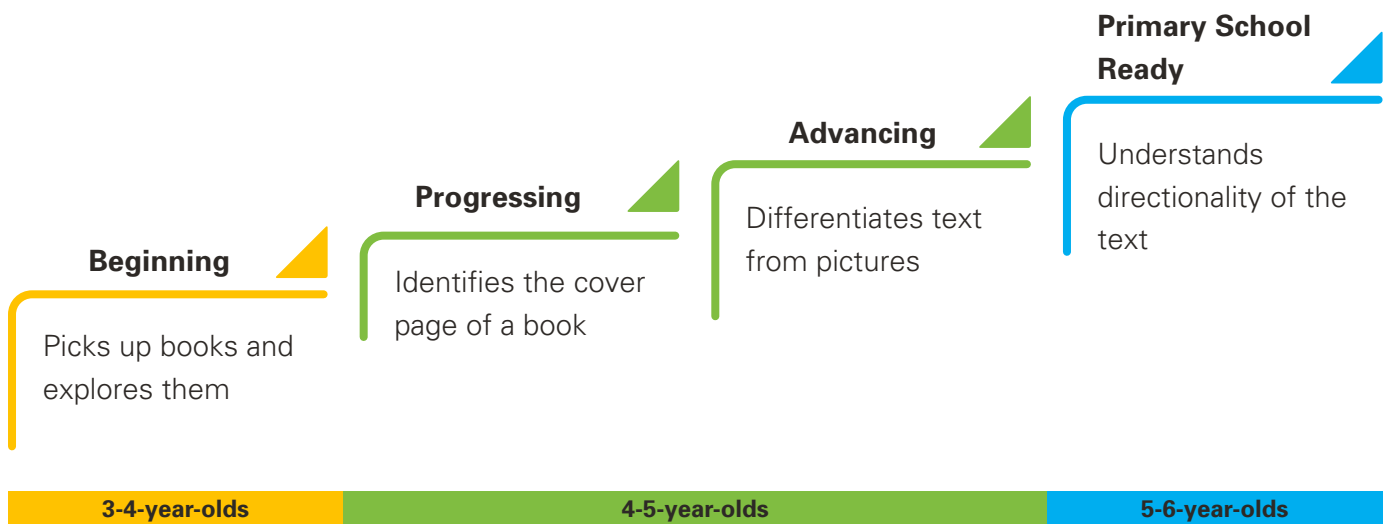
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RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL	TEACHING STRATEGIES
Able to describe a picture using gestures	Beginning	<ul style="list-style-type: none"> Provide a language-rich classroom environment with lots of displays, charts or visuals/images for stimulating discussions and interactions using these materials. Ensure each child gets the opportunity to express herself/himself in the classroom.
Able to describe a picture using words	Progressing	<ul style="list-style-type: none"> Build the children's vocabulary by talking about interesting words and objects. Read every day to all children in the centre/preschool/school.
Able to describe a picture using incomplete sentences	Advancing	<ul style="list-style-type: none"> Get the children to take turns in reading aloud with you to help them see words and hear them. They can learn how to pronounce the words as they go. Plan free and guided conversation during daily routine and encourage the children to express themselves using complete sentences.
Able to describe a picture using complete sentences	Primary School Ready	<ul style="list-style-type: none"> Tell stories to the children and encourage them to tell stories. Ask questions related to the stories and encourage the children to respond. Include songs and poems in the class activities to introduce different words to the children.

Competency: Emergent reading – Book handling

Book handling is a predictor of successful reading skills. It helps children to develop bonds with books, understand books, letters, words, and directionality, and to understand that print has meaning.



SUGGESTED ASSESSMENT ACTIVITY



Method: Plan this as an individual or small group activity



Materials required: Any storybook

Instructions

During free play, if you have a reading corner, observe the children in the reading corner as per the steps below. If you do not have a reading corner, select a few children and provide them with storybooks. Carry out these same activities with them. Select different children to observe on different days during free play, so that over time you will have observed all the children.

1. Observe whether the child/children are interested in picking up books and exploring them. Ask them whether they want to have a look at the books.
 - If there are children who are not interested in looking at books, carry out some teaching strategies under the Beginning/Progressing level.
 - If there are children who show interest in exploring books, continue with the next step.
2. Ask the children who were interested in looking at books in the above step to show you the cover page of the book they are holding.

- If there are children who are not able to show the cover page of a book, carry out some teaching strategies under the Beginning/Progressing level.
 - If there are children who are able to indicate the cover page of a given book, continue with the next step.
- 3.** Ask the children who were able to show the cover page in the above step, “If I want to read the story, where should I start?” Read the first word and ask the child what should be read after that.
- If there are children who are not able to identify the difference between pictures and text by pointing to the text to be read next, carry out some teaching strategies under the Beginning/Progressing level.
 - If there are children who can identify the difference between pictures and text, continue with the next step.
- 4.** Read the written text on the page. Ask the children who were able to differentiate the text from the pictures in the above step, “What do I do now?” “Where do I go from here?”
- If there are children who are not able to tell the direction of the text, carry out some teaching strategies under the Advancing level.
 - If there are children who can tell the direction of the text, carry out some teaching strategies under the Primary School Ready level.

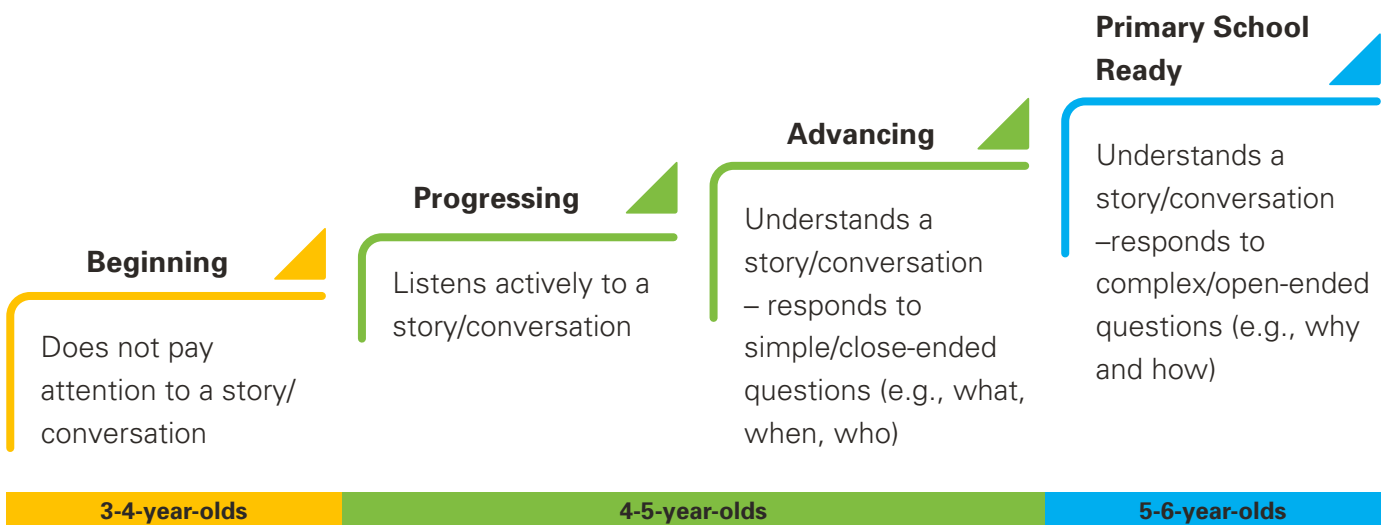
RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Looks interested and starts flipping through a book but is unable to identify the cover page of the book	Picks up books and explores them	Beginning	<ul style="list-style-type: none"> • Ensure there are enough interesting reading materials in the centre/preschool. • Encourage the children to handle and interact with books and other printed materials (e.g., identifying the front cover of the book or turning pages).
Able to identify the cover page of a book but is unable to differentiate the text from the pictures	Identifies the cover page of a book	Progressing	<ul style="list-style-type: none"> • Talk about the pictures and illustrations in books with the children. • Encourage the children to point to the pictures in a book and make up a story. • Before you start reading any storybook, ask the children some questions about the book based on the cover to generate interest. For example, “What do you think this story is about by looking at the cover page?” “Who might be in it?” Or “What do you think will happen?”
Able to differentiate text from pictures but unable to show the directionality of the text	Differentiates text from pictures	Advancing	<ul style="list-style-type: none"> • In addition to the above-mentioned strategies, read aloud to the children by pointing to the text from left to right. • Make use of local rhymes and songs to teach new words. • Label different objects in the centre/classroom and encourage the children to read the letters or words.

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Able to show the directionality of the text	Understands the directionality of the text	Primary School Ready	<ul style="list-style-type: none"> Continue with the above-mentioned strategies across all levels. Use rhyming and other kinds of word games to help the children understand the difference between sounds and that words are made up of individual sounds. Introduce letters to the children and to help them start to recognize the letters. Make use of objects in the classroom environment to help children learn about letters. For example, pick a letter with the children and encourage them to find objects in the classroom/centre related to the letter. Encourage the children to collect/identify as many things as they can find.

Competency: Listening comprehension

Listening comprehension is important for a child to understand what is being said. It includes a child's receptive language skills as well as interpretation of what he/she hears.



SUGGESTED ASSESSMENT ACTIVITY



Method: Plan this as a classroom game/learning activity



Materials required: Any storybook

Instructions

1. Tell any simple and interesting story to the children. Tell this story at least two to three times (over a period of time) before moving to the next step.
 - » Observe how attentive the children are while listening to the story. Pay attention to facial expressions, body language and gestures, and see if children ask questions about the story. Also notice if there are children who do not pay attention (e.g., talk to other children, play with toys, or engage in other activities).
 - If there are children who are not attentive while listening to the story, carry out some teaching strategies under the Beginning level.
 - If there are children who are attentive while listening to the story, continue with the next step.
2. Select a few children from among those who paid attention to the story in the above step and ask them (one at a time, different questions to each child) and ask some simple/ close-ended questions (e.g., “What was the name of the character?” or, “Who did what in the story?”).
 - If there are children who are not able to respond to simple questions, carry out some teaching strategies under the Progressing level.
 - If there are children who can respond to simple questions, continue with the next step.
3. Ask the child to answer some complex/open-ended questions (e.g., “Why did a particular character do what she/he did?” or, “How do you think she/he felt?”).
 - If there are children who are not able to respond to complex questions based on your multiple observations, carry out some teaching strategies under the Advancing level.
 - If there are children who are able to respond to complex questions based on your multiple observations, carry out some teaching strategies under the Primary School Ready level.

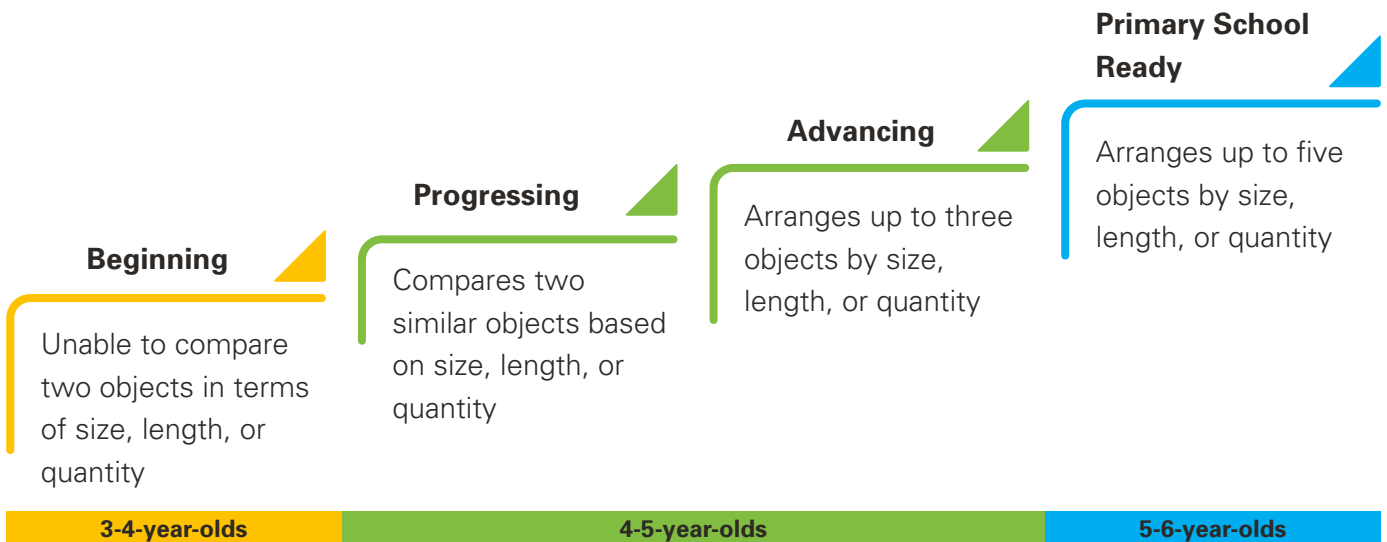


RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Unable to pay attention while being told a story	Does not pay attention to a story/ conversation	Beginning	<ul style="list-style-type: none"> • Tell stories to the children, ensuring that they listen to at least one story a day. • Make the story interesting for the children, including elements that interest them. • Encourage the children to make predictions based on the title and cover page of storybooks to be read to them. • Spend time interacting with the children and ask questions to understand if the children are experiencing challenges related to language development. • Provide the children with opportunities to ask questions.
Pays attention while being told a story but is not able to respond to simple questions	Listens actively to a story/ conversation (such as facial expression, body language, gestures, asking questions)	Progressing	<ul style="list-style-type: none"> • Tell the children stories daily. Ensure that the content of the stories is interesting to them. • Observe the children while storytelling. Try to think of the reasons behind the lack of attention. Talk to the children slowly to see if that helps in their comprehension. • While telling a story, ask the children questions related to the characters. For example, ask what the children think will happen next, who will do it, and so on. • Make sure to explain the unfamiliar words and situations to help the children develop their comprehension skills.
Responds correctly to the simple questions but is not able to answer complex questions	Understands a story/ conversation – responds to simple/ close-ended questions (e.g., what, when, who)	Advancing	<ul style="list-style-type: none"> • In addition to the strategies mentioned above, encourage the children to retell the story or talk about the important events related to the story. • Discuss the sequence of the incidents in the story, and what the children liked or did not like in the story. • Encourage the children to think and talk about the reasons behind what happened in the story (ask why/how questions).
Responds correctly to complex questions	Understands a story/ conversation –responds to complex/ open- ended questions (e.g., why and how)	Primary School Ready	<ul style="list-style-type: none"> • Continue with the above-mentioned strategies across all levels. • Encourage the children to think outside the box and modify or role-play the story they heard by using different props, such as puppets, toys, and other materials. • Encourage the children to make up their own stories.

Competency: Seriation

Seriation is an important concept related to measuring objects and categorizing them accordingly. At preschool age, children develop these skills for sequencing and putting objects in order, such as from smallest to largest, lightest to heaviest or least to most.



SUGGESTED ASSESSMENT ACTIVITY



Method: Plan this as a classroom game/learning activity



Materials required: Sticks or any common items that can easily be found in and around the preschool/centre

Instructions

1. Give each child two sticks of different lengths (if there are not enough sticks for each child, do this activity with small groups of children at a time). Ask the children to compare and identify the longer stick.
 - » Go to each child and check on their response. If conducting this activity with selected children in small groups, engage the rest of the children in exploring other sticks/materials of different sizes.
 - If there are children who are not able to identify the longer stick, carry out some teaching strategies under the Beginning/Progressing level.
 - If there are children who are able to identify the longer stick, continue with the next step.
2. Add one more stick to each child's pile (those who were able to complete the above step) and mix up the three sticks. Ask the child to compare and identify the longest stick, and ask her/him to arrange the three sticks in order of length.

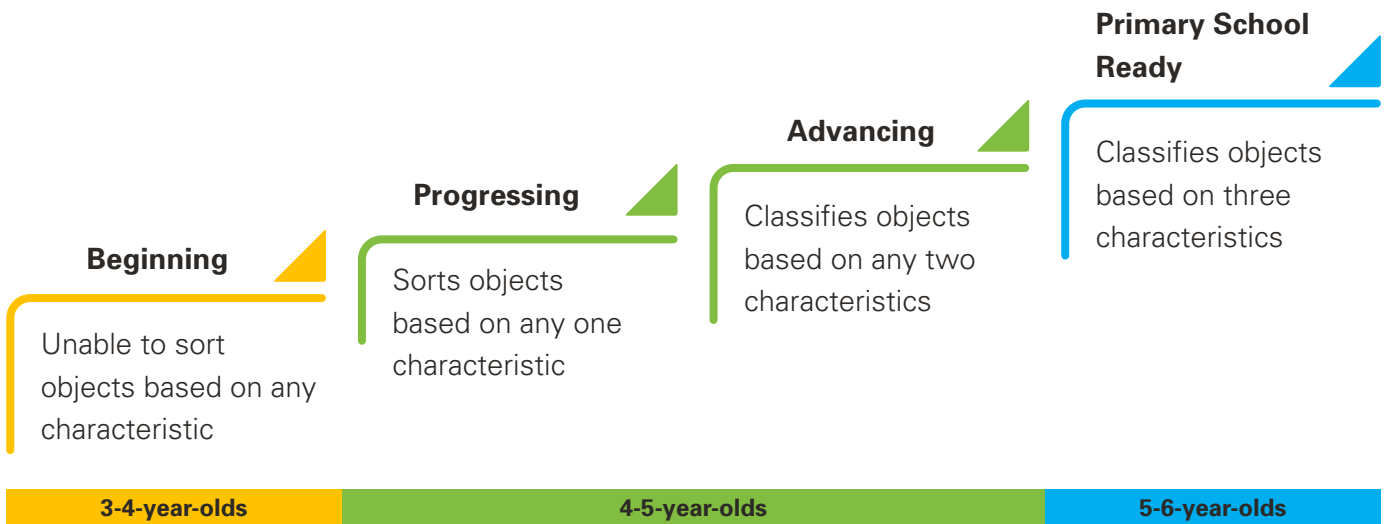
- If there are children who are not able to arrange three sticks in order, carry out some teaching strategies under the Beginning/Progressing level.
 - If there are children who can arrange three sticks in order, continue with the next step.
- 3.** Add two more sticks to each child's pile (for those who completed the above step) and mix up the five sticks. Ask the child to compare and arrange the sticks in the order of their length, from the shortest to the longest stick.
- If there are children who are not able to arrange the five sticks in order, carry out some teaching strategies under the Advancing level.
 - If there are children who are able to arrange the five sticks in order, carry out some teaching strategies under the Primary School Ready level.

RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Unable to compare the size of the sticks or is unable to identify the longer stick/item	Unable to compare two objects in terms of size, length, or quantity	Beginning	<ul style="list-style-type: none"> • Provide opportunities to the children to compare quantities, such as more and less, taller and shorter, bigger and smaller, using available objects. • Help the children understand what it means to compare the characteristics of two objects and identify similarities and differences. For example, as children's understanding of comparisons develops, they can begin to compare the lengths of two pieces of string to determine which is shorter or longer. This concept can be expanded on by demonstrating how to arrange a collection of pieces of string from shortest to longest.
Identifies the longer stick/item	Compares two similar objects based on size, length, or quantity	Progressing	<ul style="list-style-type: none"> • When making comparisons, reinforce the use of measurement vocabulary words that describe the characteristics of the objects and the differences between them, such as length (long/short), weight (heavy/light) or size (small/big).
Able to arrange three sticks/items in order of length, from shortest to longest	Arranges up to three objects by size, length, or quantity	Advancing	<ul style="list-style-type: none"> • In addition to the above-mentioned strategies, give the child exposure to observe the attributes of different objects and identify objects in comparison to one another when there are more than two objects. For example, A is shorter than B, but C is shorter than A, etc. Use several objects for this comparison to ensure the child understands order and seriation.
Able to arrange five sticks/items in order from shortest to longest	Arranges up to five objects by size, length or quantity	Primary School Ready	<ul style="list-style-type: none"> • Continue with the above-mentioned strategies across all levels. • Encourage the child to arrange multiple objects based on two or more characteristics (by size, length, weight).

Competency: Classification

Classification is an important concept related to identifying different characteristics of things and categorizing them according to these characteristics. Children develop these skills by observing and examining different aspects of objects and identifying how these are alike or different.



SUGGESTED ASSESSMENT ACTIVITY



Method: Plan this as a classroom game/learning activity

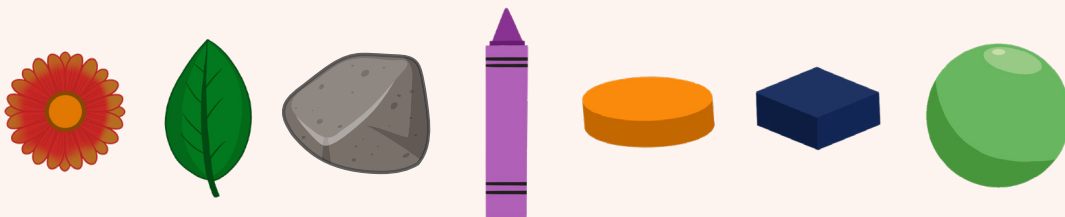


Materials required: Locally available materials – e.g., leaves, stones, pebbles, flowers, beads, pieces of cloth, bottle caps, bottles, pens, crayons/colour pencils, or blocks

Instructions

Please note: In conducting this activity, it is important that the child can identify and have a vocabulary for basic colours, shapes, sizes, etc.

1. Ask all the children to collect materials from the centre/classroom or outside.
2. Take a round and observe the variety of materials collected by the children.



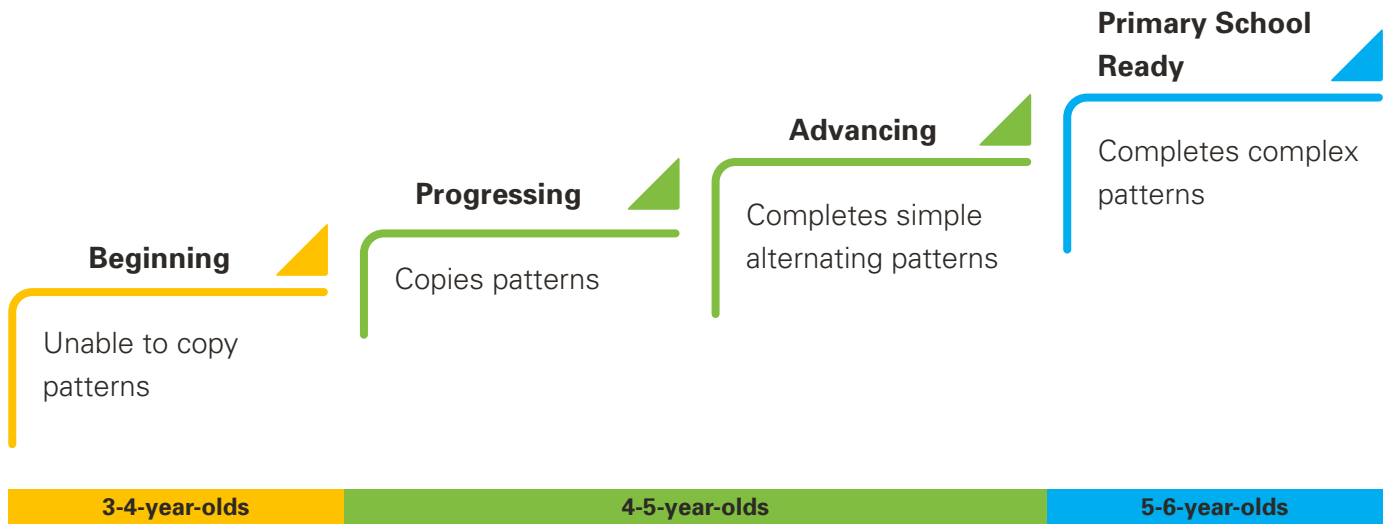
3. Based on your observation, ask the children to classify the materials they collected based on any one characteristic (any colour or shape or size). For example, if some of them have more yellow objects, suggest that they classify all yellow objects together or if some have more round-shaped objects, suggest they classify all round-shaped objects together.
 - » Go around and observe each child's progress.
 - If there are children who are not able to classify objects based on one characteristic, carry out some teaching strategies under the Beginning level.
 - If there are children who can classify objects based on one characteristic, continue with the next step.
4. Ask the children who were able to classify objects based on any one characteristic in the above step to put these materials back in their pile and now classify objects based on two characteristics. For example, objects that are yellow and round.
 - If the children are not able to classify objects based on two characteristics, carry out some teaching strategies under the Progressing level.
 - If there are children who are able to classify objects based on two characteristics, continue with the next step.
5. Ask the children who were able to classify objects based on two characteristics in the above step to again to put all their materials back in their pile and now classify objects based on three characteristics. For example, if they earlier classified all objects that are yellow and round, ask them to now classify all objects that yellow, round, and hard/small.
 - If there are children who are not able to classify objects based on three characteristics after multiple observations, carry out some teaching strategies under the Advancing level.
 - If there are children who are able to classify objects based on three characteristics after multiple observations, carry out some teaching strategies under the Primary School Ready level.

RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Unable to sort objects based on any characteristic	Unable to sort objects based on any characteristic	Beginning	<ul style="list-style-type: none"> Provide the children with different materials of various colours/shapes and allow them to explore the materials. Use concrete materials to talk about colours/shapes. Discuss their characteristics (e.g., a circle has no corners, a triangle has three sides, all wheels are circular, whereas boxes look more like rectangles/squares). While talking about any object, make a point to talk about its colour or shape (leaves are green, the sky is blue, a ball is round, etc.). Ask the children to identify the colours/shapes by their names. In case they cannot do so, say the names and ensure that the shape and colour names are part of their daily vocabulary. Reiterate names of colours and shapes through songs, poems, and stories. Give the children opportunities to classify different objects using different criteria.
Sorts objects based on one of the characteristics, e.g., colour, shape, size, etc.	Sorts objects based on any one characteristic	Progressing	<ul style="list-style-type: none"> Provide the children with different materials of various colours/shapes (not restricted to only the primary colours and basic shapes) and allow them to explore the materials. Use concrete materials to talk about characteristics such as texture (e.g., rough, smooth, grainy); function (e.g., a pencil can be used to write on paper, a brush is used to brush teeth), etc. Give the children opportunities to classify different objects using different criteria.
Sorts objects based on two of the characteristics, e.g., colour, shape, size, etc.	Classifies objects based on any two characteristics	Advancing	<ul style="list-style-type: none"> In addition to the above-mentioned strategies, while talking about any object, make a point to talk about its characteristics, not just limited to colour or shape (e.g., the leaves of trees are green, but when the weather changes, their colour changes and they fall; what is the texture of the leaves when they fall?).
Sorts objects based on three characteristics e.g., colour, shape, size, etc.	Classifies objects based on three characteristics	Primary School Ready	<ul style="list-style-type: none"> Continue with the above-mentioned strategies across all levels. Give the children opportunities to classify different objects using three or more criteria together.

Competency: Patterns

Understanding patterns is a foundational math skill upon which many mathematical concepts are based. For example, multiplication and counting both require an understanding of patterns. Patterns help children make logical connections between things, events, etc., by using their reasoning and problem-solving skills. Patterns can be found everywhere in our lives (e.g., the daily routine that we follow).



SUGGESTED ASSESSMENT ACTIVITY



Method: Plan this as a classroom game/learning activity



Materials required: Pebbles, leaves and flowers – or other objects in and around the centre/classroom

Instructions

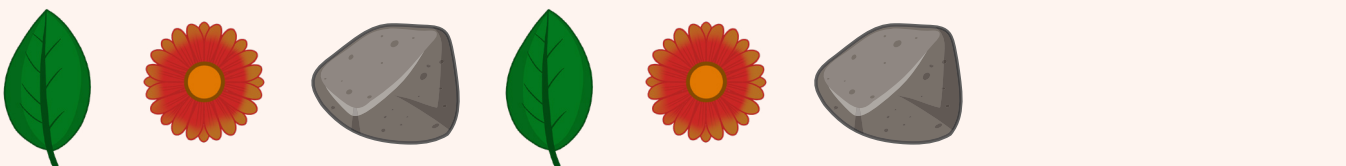
1. Show all the children a simple alternating pattern, e.g., one leaf, one flower, one leaf, and one flower, on the floor. An example is shown below. Give all the children the same materials used in the pattern and ask them to copy the pattern.



- » Observe the children and notice who can copy the pattern and those who cannot.
 - If there are children who are not able to copy the pattern, carry out some teaching strategies under the Beginning level.
 - If there are children who can copy the pattern, continue with the next step.
2. Leave the pattern as it is. Ask the children who were able to copy the pattern in the above step to continue the pattern, asking them to place which object they think should come next.



- If there are children who are not able to complete the pattern, carry out some teaching strategies under the Progressing level.
 - If there are children who can complete the pattern, continue with the next activity in this competency.
- » While conducting this activity with the selected children, give two to three simple patterns to the rest of the children and encourage them to continue trying to copy the patterns, or engage them in free play.
3. Modify the pattern and make it a little more complex by adding another object (e.g., add pebbles to the flowers and leaves). Ask the children who were able to complete the simple pattern in the above step to complete a complex pattern by placing the next object in the pattern (e.g., leaf or flower or pebble in the example below).



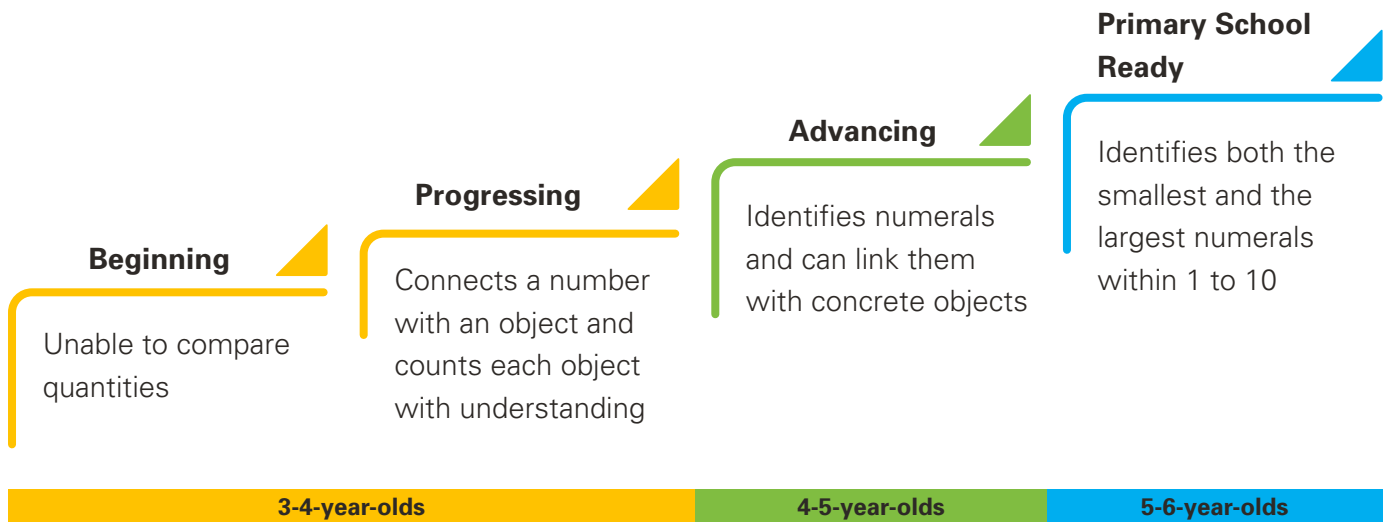
- If there are children who are not able to complete the complex pattern, carry out some teaching strategies under the Advancing level.
- If there are children who are able to complete the complex pattern, carry out some teaching strategies under the Primary School Ready level.

RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Unable to copy the pattern	Unable to copy patterns	Beginning	<ul style="list-style-type: none"> Use everyday routines and activities to integrate teaching about patterns. For example, the children's artwork or what they build using blocks often contain patterns. Ask the children to describe their creations and how these involve patterns. Introduce the children to a variety of simple repeating patterns. For instance, patterns involving shapes: circle-square-circle-square; or based on colours: red-blue-blue, red-blue-blue. Encourage the children to colour objects following a pattern, such as colouring rainbows, which follow a colour sequence; help the children to learn to follow the sequence. Ensure the use of a variety of manipulative materials (e.g., building blocks, puzzles, beads, dominoes and soft toys) in a purposeful manner, such as stringing beads in a repeating pattern. Make sure to always describe the patterns in any activity that is carried out or in the child's environment.
Copies the pattern correctly	Copies patterns	Progressing	<ul style="list-style-type: none"> In addition to the above-mentioned strategies, encourage the children to look for mathematical properties within patterns, such as shape and size, and use this information to describe and predict how the pattern repeats.
Completes the simple pattern	Completes simple alternating patterns	Advancing	<ul style="list-style-type: none"> Continue with the above-mentioned strategies across all levels. Ask the children to identify what comes next in a sequence of items. This will help put the focus on one individual component of the pattern.
Completes the complex pattern	Completes complex patterns	Primary School Ready	

Competency: Number concept

Learning number concepts is one of the most important competencies and sets the foundation for understanding numbers. Number concepts involve a child's ability to recognize numerals, one-to-one correspondence, counting and simple operations



SUGGESTED ASSESSMENT ACTIVITY



Method: Plan this as a classroom game/learning activity



Materials required: Twenty seeds/pebbles/marbles, number cards with the numerals 1-10 written on them (one numeral on each card/piece of paper)

Instructions

1. Give each child two sets of less than 10 seeds, pebbles, marbles or any other similar materials that are available. Ensure there are different numbers of the objects in each set. Ask the children to identify the set with more seeds, pebbles, or marbles.



- » Go around and observe each child's progress.
 - If there are children who are not able to identify the set with more/less seeds, pebbles, or marbles, carry out some teaching strategies under the Beginning level.
 - If there are children who can identify the set with more/less seeds, pebbles, or marbles, continue with the next step.
- 2. Give the children who were able to identify the set with more/less objects in the above step with 10 seeds, pebbles, marbles or any similar object that is available. Ask each child to place 5 seeds, pebbles, or marbles in a pile, and then to place 9 seeds, pebbles, or marbles in another pile.
 - If there are children who give an incorrect response, carry out some teaching strategies under the Progressing level.
 - If there are children who give a correct response, continue with the next step.
- 3. Give the children who were able to give a correct response in the above step number cards from 1 to 10. Write the numerals 1 to 10 on small pieces of paper – one numeral on each piece of paper – if number cards are not available. Ask each child to read the numerals aloud. Then ask the child to place the corresponding number card next to the two piles of seeds, pebbles, or marbles they counted in step 2.



- » Involve the remaining children (who were not able to give a correct response in step 2) in counting the seeds, pebbles, or marbles. Go around and observe their work.
 - If there are children who give an incorrect response in step 3, carry out some teaching strategies under the Advancing level.
 - If there are children who give a correct response, continue with the next step.
- 4. Place 3 to 4 number cards in front of each child who was able to give a correct response in step 3. For instance, place the number cards 2, 3, 5 and 8 in front of him/her. Ask the child to identify the smallest and largest numerals from the lot.
 - If there are children who are not able to identify the smallest and largest numerals based on multiple observations, carry out some teaching strategies under the Advancing level.
 - If there are children who are able to identify the smallest and largest numerals based on multiple observations, carry out some teaching strategies under the Primary School Ready level.



RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Unable to identify the set with more/less seeds, pebbles, or marbles	Unable to compare quantities	Beginning	<ul style="list-style-type: none"> • Talk about quantity and comparisons in day-to-day interactions with the children. Encourage them to use quantitative comparison in discussions (e.g., "This book feels heavier than that one" or, "Your tower is taller than mine"). • Provide opportunities to the children to compare quantities, such as more or less, taller or shorter, bigger or smaller, using available objects. • Help children understand what it means to compare the characteristics of two objects and identify similarities and differences. For example, as children's understanding of comparisons develops, they can begin to compare the lengths of two pieces of string to determine which is shorter or longer. • When making comparisons, reinforce the use of measurement vocabulary words that describe the characteristics of the objects and the differences between them, such as length (long/short), weight (heavy/light) or size (small/big). • Make use of the local materials, such as beads, small stones, and sticks for counting and number activities. • Model counting of small collections and guide children's counting in everyday situations; emphasize the use of counting numerals for each object.
Able to compare quantities, but unable to count 5 and 9 seeds, pebbles, or marbles correctly	Connects a number with an object and counts each object with understanding	Progressing	<ul style="list-style-type: none"> • Talk about numbers using concrete objects in day-to-day interactions with the children and add numbers to the children's vocabulary. Encourage the children to use numbers and count. For example, ask "How many hands do we have?" Or count the number of children present in the classroom together. • Sing songs (e.g., one, two, buckle my shoe), or tell stories to the children that include numbers. • Provide opportunities for the children to learn rote counting through songs. • Provide the children with opportunities to measure objects with their hands or feet (e.g., walk around objects and talk about how many steps it takes).

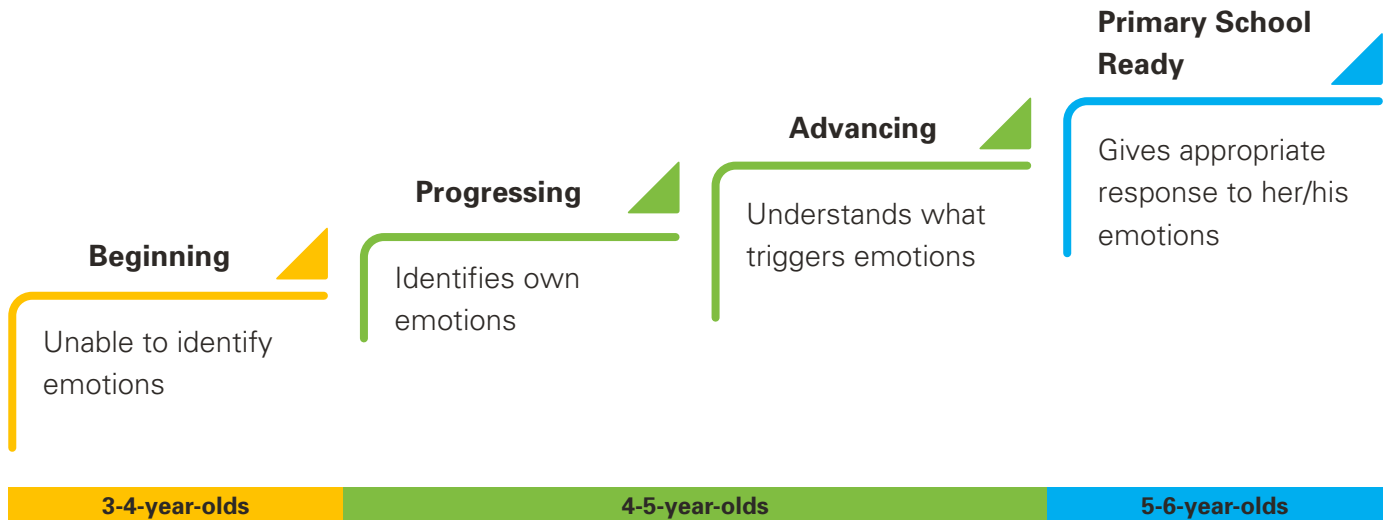


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CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
<p>Unable to read the number cards correctly or match the associated numerals with the counted seeds, pebbles, or marbles</p>	<p>Identifies numerals and can link them with concrete objects</p>	<p>Advancing</p>	<ul style="list-style-type: none"> • In addition, with the above-mentioned strategies, use concrete objects to build number concepts by counting the objects with the children. Count blocks, fingers, leaves, beads, etc. Correct the children when they count incorrectly and count together. • Introduce numerals to the children and ensure they recognize the numerals and can match them with real objects. • Provide locally-available materials to explore and count. • Provide locally-available materials to explore and count. • Display numbers with pictorial representations in the environment. • Explicitly explain that larger numbers include smaller numbers using real objects (e.g., 3 stones are included when you count 8 stones).
<p>Able to identify both the smallest and the largest numerals from the lot</p>	<p>Identifies both the smallest and the largest numerals within 1 to 10</p>	<p>Primary School Ready</p>	<ul style="list-style-type: none"> • Continue with the above-mentioned strategies across all levels. • Provide opportunities for the children to understand the order in numbers.

Competency: Emotional expression and regulation

Emotional regulation determines a child's ability to express feelings and manage her/his emotions. Emotional regulation is a crucial skill for the well-being of the child. It is important that parents, caregivers and teachers provide support for the child's emotional stability to help her/him grow and develop optimally.



SUGGESTED ASSESSMENT ACTIVITY



Method: Plan this as a classroom game/learning activity

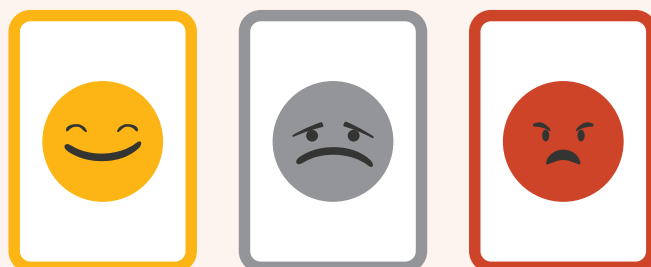


Materials required: Emotion cards* or picture cards, or books with pictures

*To make emotion cards, draw simple pictures of faces that show happy, sad or angry expressions separately on small pieces of paper; they can be pasted onto pieces of cardboard, if available, for greater durability and ease of use.

Instructions

1. Plan a free conversation or role-play with the children to talk about different emotions (e.g., happy, sad, or angry). Prepare some props, such as emotion cards to use with the children. Show the cards to the children and ask (on a one-on-one basis), "How do you think the person in this picture is feeling?"



- » During the conversation or role-play, when speaking about different emotions, select different groups of children to ask the questions related to this assessment activity. After asking specific questions to each selected child as per her/his level, wrap up the activity by involving the rest of the children and encourage them to talk about their own emotions.
 - If there are children who are not able to identify 1 or 2 emotions, carry out some teaching strategies under the Beginning level.
 - If there are children who can identify 1 or 2 emotions, continue with the next step.

- 2. Select a card to depict a particular emotion (e.g., the visual of an angry face). Show the card to a child who was able to identify 1 or 2 emotions in the above step, and ask the child when she/he has felt this way. Continue by asking what the reason may be for feeling that emotion (e.g., “Why did you feel angry?”, or “What is a reason for feeling angry?”).
 - If there are children who are not able to explain the reason for feeling a certain way, carry out some teaching strategies under the Progressing level.
 - If there are children who can explain the reason for feeling a certain way, continue with the next step.

- 3. Show a picture card or a picture from a storybook of a particular situation to a child. For example, this could be a picture of a girl and a boy fighting over a ball while other children look at them. Ask the child, “How would you feel, if you were the girl (or boy) in the picture?” Then ask her/him, “What would you do, if you felt that way?”.
 - If there are children who are not able to give the appropriate response to the situation based on multiple observations, carry out some teaching strategies under the Advancing level.
 - If there are children who are able to give the appropriate response to the situation based on multiple observations, carry out some teaching strategies under the Primary School Ready level.

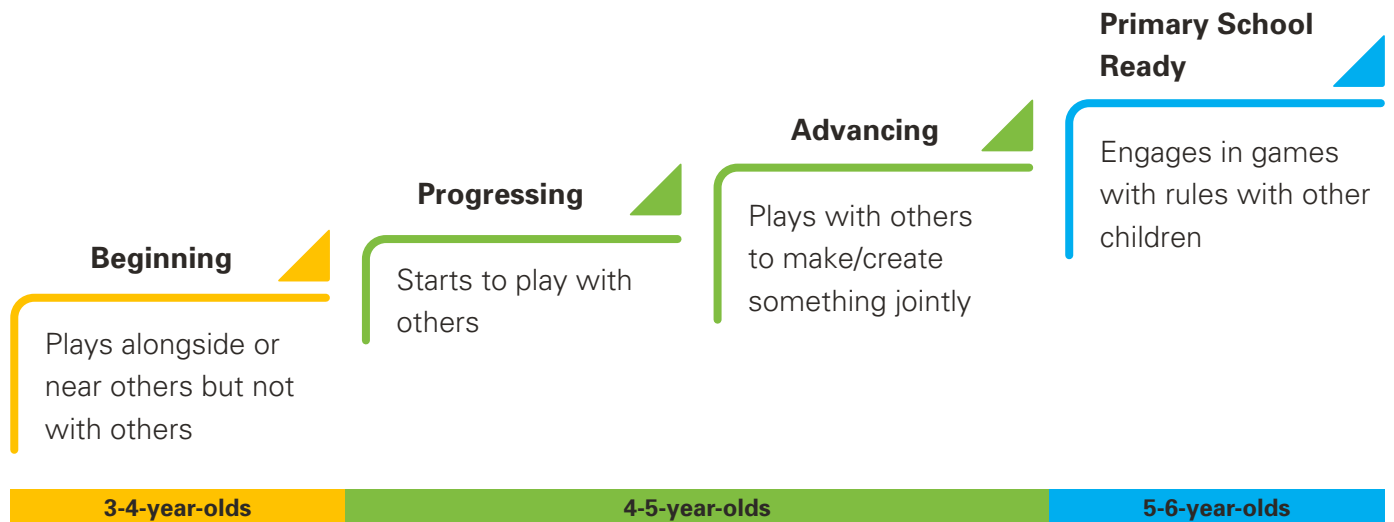
RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Unable to identify emotions	Unable to identify emotions	Beginning	<ul style="list-style-type: none"> • Create an environment in which the children feel emotionally safe – an environment in which they learn to recognize and label emotions, develop the ability to constructively express their emotions, and begin to become aware of the effect of their emotions on others. • While telling stories to the children, have them describe how they think the characters in the story are feeling. Ask questions like, “How can you tell that the character is feeling that way?” • Encourage the children to talk about their emotions. If any child is not able to identify their emotions, or indicate how she/he feels, help the child with the vocabulary to do so. For example, name the child's emotions on her/his behalf, “I can see that you are feeling sad,” and explain based on the situation, why she/he may be feeling these emotions.

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Unable to identify emotions	Unable to identify emotions	Beginning	<ul style="list-style-type: none"> • Talk about your own emotions openly with the children. Ensure that they think that being happy or sad is okay. Ensure that they understand that everyone feels sad or frustrated sometimes.
Able to identify different emotions but unable to explain the reason behind a particular emotion	Identifies own emotions	Progressing	<ul style="list-style-type: none"> • Talk about emotions in day-to-day conversation (e.g., "I am very happy today", "Why are you looking sad?"). Naming emotions helps children verbalize their feelings. Extend the conversation to why she/he/you feel that way. • Encourage the children to talk about their emotions and the reasons behind them or what triggers the emotions. Ensure that the children understand there is always a reason why one feels a particular way. Ask the children to think about for example: "Exactly what happened?" "What made you feel like that?" "When did you feel like this before?"
Able to explain the reason behind a particular emotion but unable to give an appropriate response to emotions	Understands what triggers emotions	Advancing	<ul style="list-style-type: none"> • In addition to the above-mentioned strategies, give the children an option to think about what they should do when facing challenging emotions. Let the children express themselves and suggest strategies on how to proceed or address different situations. • Brainstorm with the children and come up with appropriate ways to express different emotions. • Praise the children for expressing their emotions in a socially appropriate way by saying things, such as, "I really like the way you used your words when you were angry at your classmate for taking your toy". • Encourage the children to seek support when faced with stressful or challenging situations. • Help the children express emotions without harming themselves or others.
Able to give the appropriate response to situations/emotions	Gives appropriate response to her/his emotions	Primary School Ready	<ul style="list-style-type: none"> • Continue with the above-mentioned strategies across all levels.

Competency: Interaction

Interaction between young children and their peers and adults is important during the early years. Through interactions, children learn a language and social skills. Children who are given enough opportunities to interact and communicate through play-based activities tend to have a stronger social relationship with others.



SUGGESTED ASSESSMENT ACTIVITY



Method: Observation of children during play-based activities



Materials required: None (those already being used in play-based activities)

Instructions

While you carry out a variety of play activities with the children, such as free play or guided play, observe the children and notice who are interacting with others and who are not.

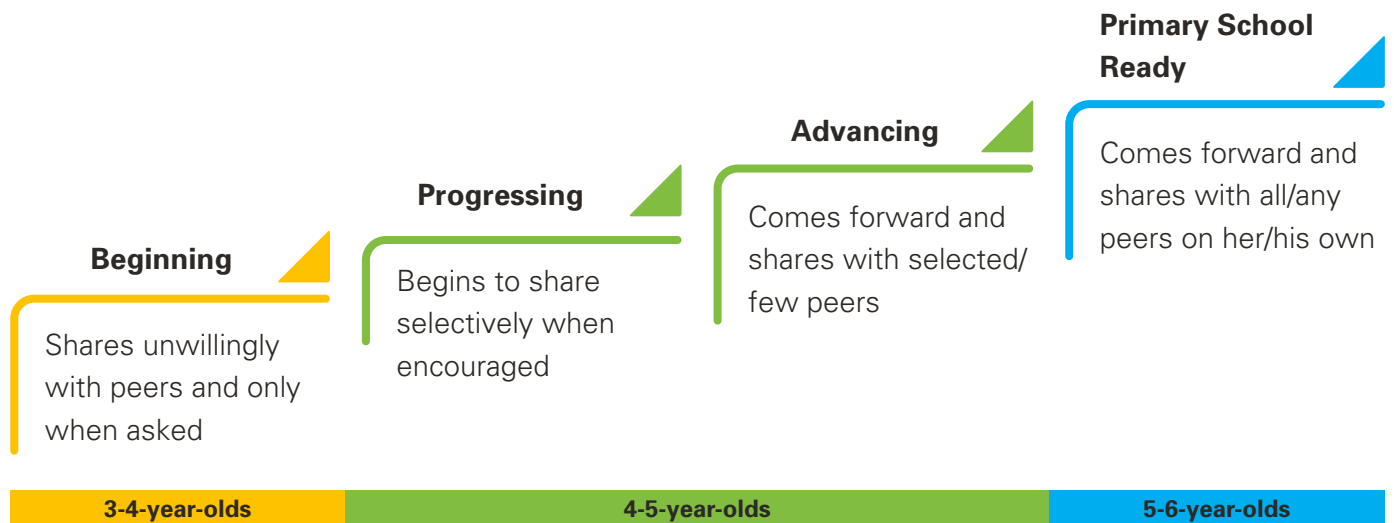
- » Based on your multiple observations, plan teaching strategies according to the child's level.

RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Engages in play alongside or near others but does not play with others	Plays alongside or near others but not with others	Beginning	<ul style="list-style-type: none"> • Create a physical environment that helps the children to engage in different play activities (e.g., with different play corners, children have the opportunity to play and engage with one another in small groups). • Ensure that the learning environment reflects the children's interests and provides sustained time and opportunities to engage in self-directed play (individually and in small groups). • Encourage the children to work in groups, share materials while working together and wait for their turn while playing with others. • Make sure to group the children who are outgoing with peers who tend to be shy to facilitate interaction in different activities, including at lunch or large group activities.
Starts to play with others	Starts to play with others	Progressing	<ul style="list-style-type: none"> • In addition to the above-mentioned strategies, provide opportunities during daily routine activities for interaction between the children. For example, plan a free conversation activity. • Plan collaborative activities, such as working on puzzles, whereby each child has some of the pieces and the children jointly work to put the puzzle together. This will also support their interaction with each other.
Plays with others to make/create something jointly	Plays with others to make/create something jointly	Advancing	<ul style="list-style-type: none"> • In addition to the above-mentioned strategies, encourage and help children to engage with other children and get an opportunity to lead group activities. • Plan games with rules as a group activity and clearly explain the rules and expectations to the children at the beginning (e.g., hopscotch or chase-and-catch games or simple board games) during indoor or outdoor play. • Remind the children of rules when engaging in games until they can play the games by the rules independently.
Engages in games with rules with other children	Engages in games with rules with other children	Primary School Ready	<ul style="list-style-type: none"> • Continue with the above-mentioned strategies across all levels.

Competency: Sharing with others

Sharing is an important social skill. Children at an early age build these skills through observation.



SUGGESTED ASSESSMENT ACTIVITY



Method: Observation of children during play-based activities



Materials required: None (those already being used in play-based activities)

Instructions

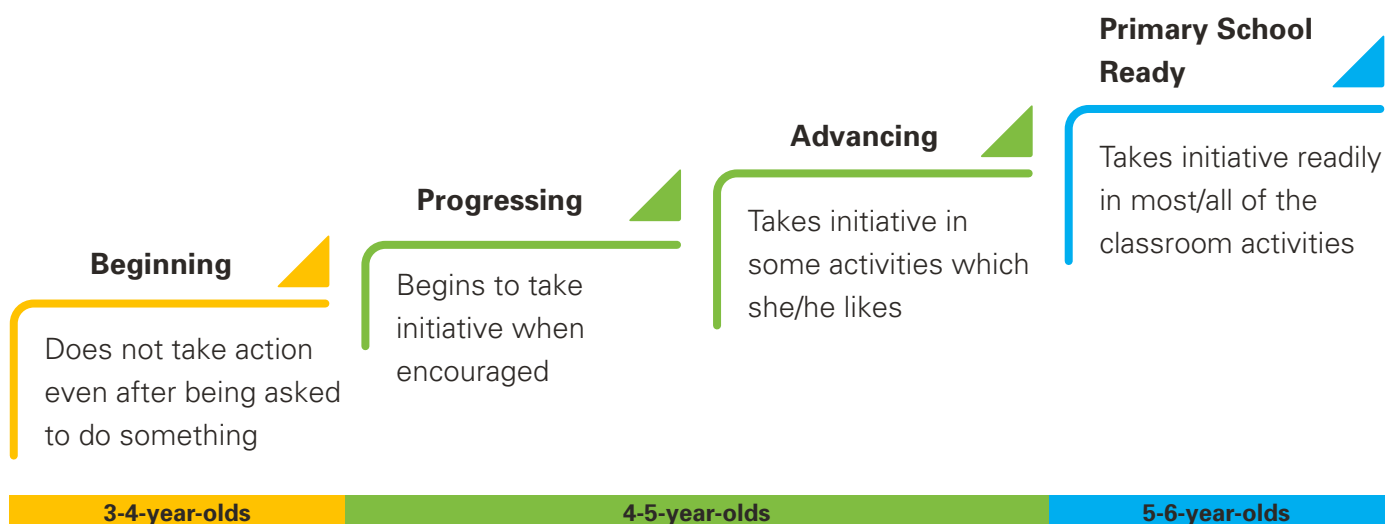
1. Plan a variety of play activities with the children, such as free or guided play, drawing, and arts and crafts.
2. Identify a group of four to five children to observe (daily) during these activities and notice which children share with others and which do not.
 - » Based on your multiple observations, plan teaching strategies according to the child's level.

RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Does not share with peers, shares unwillingly when asked	Shares unwillingly with peers and only when asked	Beginning	<ul style="list-style-type: none"> Ensure that the children work in groups and partake in activities that require sharing. Encourage the children to share and support each other. Talk to the children about the value of sharing and cooperation. For example, tell stories/read books about characters who are sharing (or not sharing) or use puppets to talk about sharing and discuss what the puppets are doing and saying. Model sharing and turn-taking in the class, giving the children an example to follow.
Shares with peers selectively when encouraged	Begins to share selectively when encouraged	Progressing	<ul style="list-style-type: none"> Continue with the above-mentioned strategies across all levels.
Shares willingly with only a few peers	Comes forward and shares with selected/few peers	Advancing	<ul style="list-style-type: none"> Encourage and acknowledge sharing in others. For example, "Your friend was sharing her/his toys well. That was very kind of her/him." Play games with the children that involve sharing. Praise children for sharing with others.
Shares willingly with peers on her/his own	Comes forward and shares with all/any peers on her/his own	Primary School Ready	

Competency: Initiative

Learning to take initiative is a behaviour that helps children navigate their lives with confidence. By taking initiative, children become more proactive and look for different ways to grow, study, excel and practice leadership skills.



SUGGESTED ASSESSMENT ACTIVITY



Method: Observation of children during play-based activities



Materials required: None (those already being used in play-based activities)

Instructions

Identify a group of four to five children to observe daily as they perform different tasks, including basic self-help activities.² Notice which children can take initiative (i.e., carry out the activities on their own) and which cannot.

» Based on your multiple observations, plan teaching strategies according to the child's level.

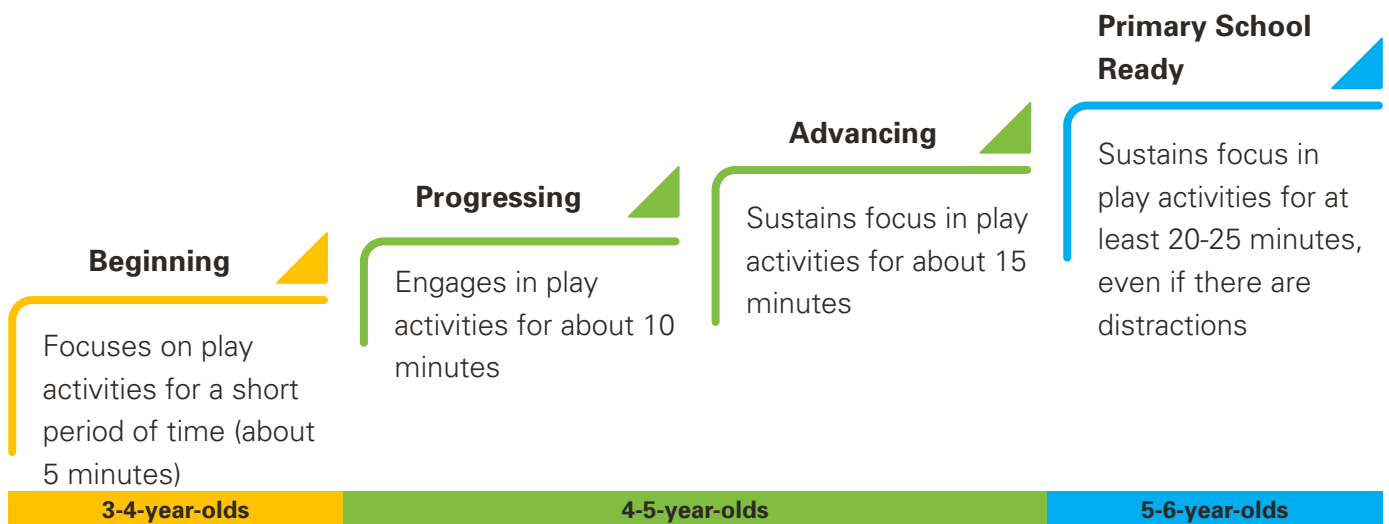
RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Does not take action within classroom activities, even after being asked to	Does not take action even after being asked to do something	Beginning	<ul style="list-style-type: none"> Model examples of taking initiative. Help the child to understand what you're doing and why. For example, say out loud, "I am putting back all the learning materials into the cupboard". Provide the child with a conducive learning environment where she/he can enjoy the liberty of experimenting with things. Encourage her/him to take the lead in the activities that she/he can do easily or without much or any help (e.g., putting their materials away). Praise her/his efforts even if things are not done perfectly.
Takes initiative when prompted/ encouraged	Begins to take initiative when encouraged	Progressing	
Takes initiative in relation to activities she/he likes	Takes initiative in some activities which she/he likes	Advancing	<ul style="list-style-type: none"> Encourage the child to take initiative and give responsibilities to the child for small tasks in the classroom. Acknowledge and appreciate the child when she/he comes forward and takes initiative. Allow the child to do things on her/his own. Give her/him time to manage these tasks in order to build self-reliance and confidence.
Takes initiative readily in most/all activities	Takes initiative readily in most/all of the classroom activities	Primary School Ready	

2. These are the basic self-help skills which a preschool/ECE teacher can observe in the classroom, such as going to the toilet, eating meals, and washing hands before meals and after using the toilet.

Competency: Task persistence

Task persistence is a skill that is important for children in classroom activities as well as in personal endeavours. It is important that children are encouraged to undertake challenging activities and tasks. This will help them learn to persevere, complete tasks and activities, and not give up.



SUGGESTED ASSESSMENT ACTIVITY



Method: Observation of children during play-based activities



Materials required: None (those already being used in play-based activities)

Instructions

Identify a group of four to five children to observe (daily) during a variety of play and learning activities, such as free or guided play, drawing, arts and crafts. Notice which children can show focus in completing a given task and which cannot.

- » Based on your multiple observations, plan teaching strategies accordingly to the child's level.



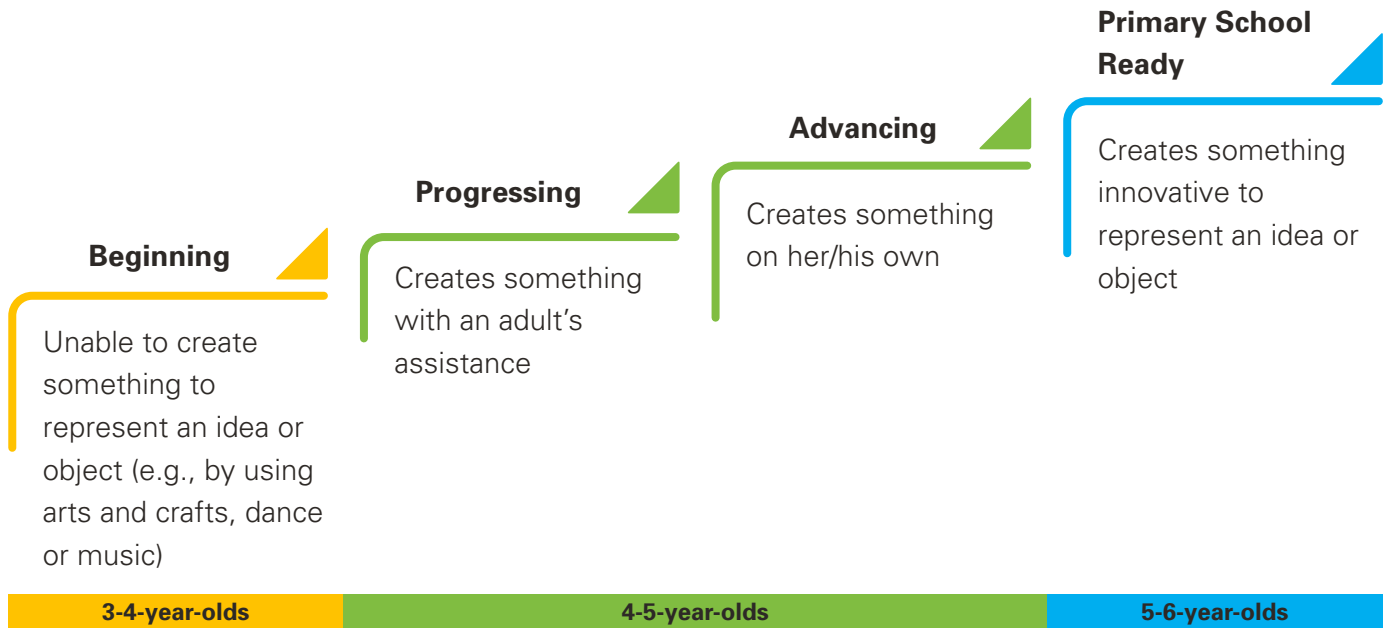
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RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Engages in play activities for a short period (about 5 minutes)	Focuses on play activity for a short period (about 5 minutes)	Beginning	<ul style="list-style-type: none"> Highlight examples of perseverance e.g., through stories, books, or people the children may admire. Model perseverance and a positive attitude towards managing challenges tasks. Point out to the children when you are persistent. Help the children to set goals and to break larger tasks into smaller, more manageable sub-tasks so that they do not get overwhelmed. Praise each successful step along the way towards reaching the final goal. Acknowledge that things may be difficult the first time they try, but emphasize that things become easier with practice.
Engages in play activities for about 10 minutes	Engages in play activities for about 10 minutes	Progressing	
Sustains focus in play activities for about 15 minutes	Sustains focus in play activities for about 15 minutes	Advancing	<ul style="list-style-type: none"> Provide different types of challenging activities, such as puzzles/mazes, that have more than one solution. When you see the children persisting with a difficult task or following through with an activity, even when they would have preferred doing something else, praise them for the effort. Encourage the children to complete the activity.
Sustains focus for at least 20-25 minutes even if there are distractions	Sustains focus in play activities for at least 20-25 minutes, even if there are distractions	Primary School Ready	<ul style="list-style-type: none"> Emphasize to the children that they should always complete the work they start. Do not disturb or distract the children while they are involved in any activity.

Competency: Creative expression

One of the best ways for children to learn about new concepts is to ignite their interest through hands-on experience. Besides giving young children the chance to explore different concepts through their senses, the experience helps develop other useful skills, including problem-solving and perseverance.



SUGGESTED ASSESSMENT ACTIVITY



Method: Observation of children during play-based activities



Materials required: None (those already being used in play-based activities)

Instructions

Identify a group of four to five children to observe (daily) during a variety of play and learning activities, such as free play, art and craft, dance and music, etc., when they have the opportunity to create or express themselves. Notice the extent to which children are able to be creative and express themselves.

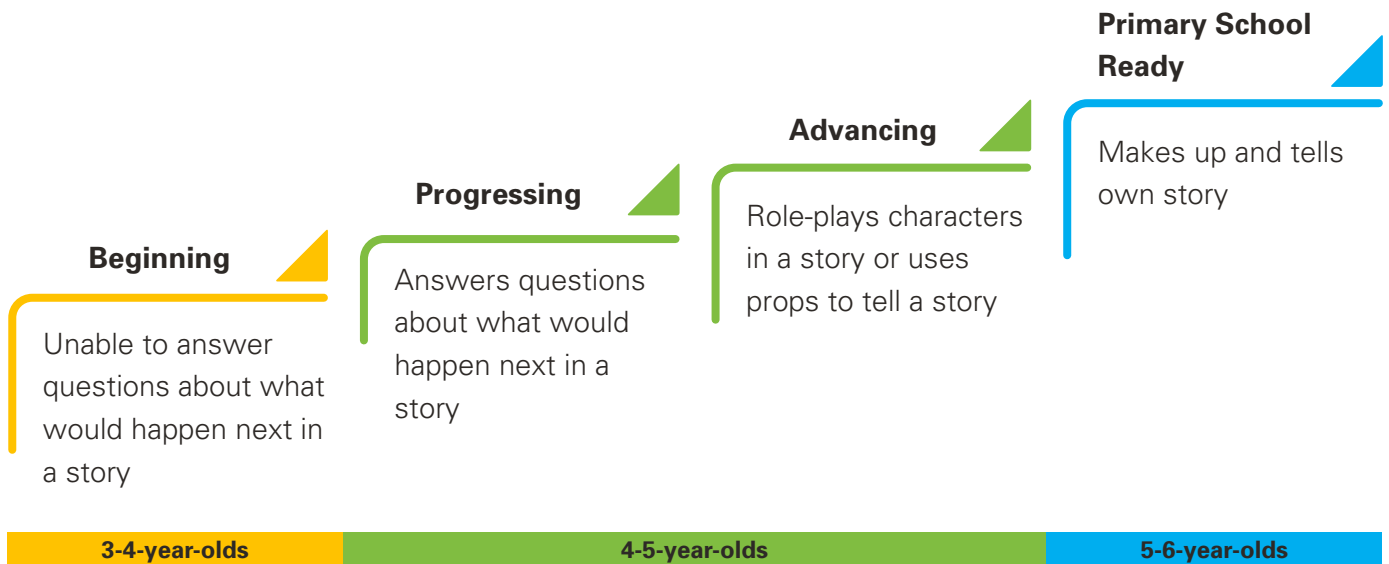
- » Based on your multiple observations, plan teaching strategies according to the child's level.

RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Unable to create something to represent an idea or object using arts and crafts, dance or music	Unable to create something to represent an idea or object (e.g., by using arts and crafts, dance or music)	Beginning	<ul style="list-style-type: none"> Expose the children to local songs, music and dance. Encourage the children to express themselves through arts and crafts, movement or music. Make suggestions if needed (e.g., suggest that they draw or act as their favorite character from a story). Provide a flexible environment that offers a sufficient range of toys, art and other materials, props and tools for imaginary play and creative expression. Join in the children's play (e.g., dress up, pretend, role-play and play with the children).
Uses materials to build or create something with adult guidance	Creates something with an adult's assistance	Progressing	
Child begins to construct on their own by using different materials	Creates something on her/his own	Advancing	<ul style="list-style-type: none"> Allow the children to take the lead in creating things, and act only as a facilitator. The artwork, stories and play should reflect the children's own expressions, thoughts, and imagination. Encourage the children to make their own choices Provide opportunities to the children to express themselves through different modes, as every child will have different ways in which she/he likes to express herself/himself s and share. Remember that it is the process and not the end product that is important. Praise the children for their efforts.
Constructs or draws to create something innovative to represent an idea or object	Creates something innovative to represent an idea or object	Primary School Ready	

Competency: Imagination

Imagination is the door to possibilities. It is where creativity and thinking outside the box begin in child development. Imaginative and creative play is how children learn about the world. During imaginative play, children manipulate materials, express themselves verbally and non-verbally, plan (intentionally or unintentionally), act, interact, react, and try different roles.



SUGGESTED ASSESSMENT ACTIVITY



Method: Plan this as a classroom game/learning activity



Materials required: Props (such as old clothes, puppets/dolls or other toys, newspapers)

Instructions

1. After telling a story for listening comprehension, ask children questions about the story. Ask questions that encourage children to use their imagination. For example, ask them what they think would happen to the character in the story next, after the ending, or ask what they would do if they were in the place of any of the characters.
 - If there are children who are not able to respond to these questions, carry out some teaching strategies under the Beginning level.
 - If there are children who can respond to these questions, continue with the next step.
2. Give some props (such as old clothes, puppets/dolls or other toys, newspapers) to the children who were able to answer questions in the above step. Ask them to use the props and role-play or act like any character they liked in the story they heard, or use puppets/dolls to tell the story.



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- If there are children who are not able to do the role-play, use puppets/dolls or act like a character from the story, carry out some teaching strategies under the Progressing level.
 - For those children who are able to do the role-play, use puppets/dolls or act like any character from the story, continue with the next step.
- » Engage the remaining children (those who were not able to answer the questions in step 1) in pretend play and let them use and explore the play materials available as they wish. Make sure to interact with them periodically.
- 3.** Ask the children who were able to do the role-play or act like any character from the story in the above step to make up and tell a story of her/his own.
- If there are children who are not able to make up and tell their own story based on your multiple observations, carry out some teaching strategies under the Advancing level.
 - For those children who are able to make up and tell their own story based on your multiple observations, carry out some teaching strategies under the Primary School Ready level.

RESPONSE GRID AND TEACHING STRATEGIES FOR FURTHER LEARNING

CHILD'S RESPONSE	CHILD'S LEVEL		TEACHING STRATEGIES
Unable to say what would happen next in the story	Unable to answer questions about what would happen next in a story	Beginning	<ul style="list-style-type: none"> • Create an environment with materials and toys that encourage the children to engage in imaginary play. For example, set up different corners with manipulative play materials, such as building blocks, beads, dominoes and soft toys. • Read and tell stories every day to the children and encourage them to imagine characters and situations from storybooks. • Encourage the children to tell stories using the materials from the environment or available in the classroom, e.g., telling a story about a toy or puppet. • Tell a story to the children and ask them what they think will happen next or tell only the beginning or ending part of the story and encourage the children to complete the story using their imagination.
Able to say what she/he thinks would happen next in the story	Answers questions about what would happen next in a story	Progressing	<ul style="list-style-type: none"> • In addition to the above-mentioned strategies, encourage the children to role-play situations they recently experienced. Join the children while they play. • Appreciate the children's imagination and thoughts.
Able to role-play characters in the story or use props to tell the story	Role-plays characters in a story or uses props to tell a story	Advancing	<ul style="list-style-type: none"> • In addition to the above-mentioned strategies, use different ways to improve imagination skills among children. For example, play a story-adding game, where the children can tell a story as a group, whereby the first child begins with one sentence, the second one continues, etc. • Ask questions that provoke imaginative and creative thinking to help the children in expressing their ideas. For example ask "What do you think would happen if...?" Or "What are some other ways to do this?"
Able to make up and tell a story of her/his own	Makes up and tells own story	Primary School Ready	<ul style="list-style-type: none"> • Continue with the above-mentioned strategies across all levels.

INDIVIDUAL CHILD RECORD

Background Information:

Name:

Age:

Height:

Weight:

Language child speaks/is comfortable with:

NO.	COMPETENCIES		LEVELS			
			BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
1	Gross motor development	Level				
		Date				
2	Fine motor development	Level				
		Date				
3	Emergent writing	Level				
		Date				
4	Vocabulary and expression	Level				
		Date				
5	Emergent reading - book handling	Level				
		Date				
6	Listening comprehension	Level				
		Date				
7	Seriation	Level				
		Date				
8	Classification	Level				
		Date				
9	Patterns	Level				
		Date				
10	Number concept	Level				
		Date				
11	Emotional expression and regulation	Level				
		Date				
12	Interaction	Level				
		Date				
13	Sharing with others	Level				
		Date				
14	Initiative	Level				
		Date				
15	Task persistence	Level				
		Date				
16	Creative expression	Level				
		Date				
17	Imagination	Level				
		Date				

Early Childhood Education Formative Assessment Package - Part II

Formative assessment tool for use in
ECE centres/preschools/primary schools



for every child

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