

Early Childhood Education Formative Assessment Package - Part III

Formative assessment tool for use with parents/
caregivers at home



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NOTE ON USING THIS TOOL

1. WHAT IS THE PURPOSE OF THIS TOOL?

ECE/preschool teachers can use this tool with parents/caregivers to assess the learning levels of children when they cannot come to centres and advise them on activities they could carry out to support the learning of children at home towards ensuring children are learning at developmentally appropriate levels. Even when preschools/centres are open, the teaching strategies can be used with children to reinforce what they are learning in class.

2. HOW TO REACH OUT TO PARENTS/CAREGIVERS TO HELP THEM SUPPORT THEIR CHILDREN'S LEARNING AT HOME?

ECE/preschool teachers can reach out to parents/caregivers via different modalities based on the particular context, for example through home visits, online/low tech modalities or when parents/caregivers visit ECE centres/preschools or other ECD programmes as mentioned below.

When ECE centres/preschools may be closed for prolonged periods (as in the case of the COVID-19 pandemic or other emergencies): The different modalities for outreach to parents/caregivers may be used, as feasible, for formative assessment by the teacher with the parent/caregiver, as well as for providing advice on teaching activities to carry out at home. Below are some examples of how ECE/preschool teachers can work with parents/caregivers to carry out formative assessment when schools are closed:

Home visits

If ECE/preschool teachers are able to carry out home visits, this opportunity can be used to conduct assessment activities directly with children when schools are closed for prolonged periods, and then advise parents/caregivers on appropriate teaching activities.

Online/low tech modalities such as phone call, social media or SMS

ECE/preschool teachers can advise parents/caregivers on assessment activities to carry out over the phone or text (with a follow-up call). Going through all 10 assessment activities may not be feasible in one call/message. The teacher can divide the activities into parts and gather the assessment information over a few phone calls/messages.

Centre visit for health or nutrition services

ECE/preschool teachers can connect with parents/caregivers when they come to the ECE centre/preschool for nutrition or health services, as applicable, to ask some questions of parents about their children based on the assessment tool and advise them on appropriate teaching activities.

When ECE centres/preschools are open: ECE/preschool teachers can use this tool to advise parents/caregivers through these various outreach modalities on teaching activities they can do with their children at home, based on formative assessment carried out in ECE centres/schools, to reinforce what is learned in class.

3. KEY POINTS FOR USING THIS TOOL WITH PARENTS/CAREGIVERS:

- Formative assessment should be conducted as part of the child's regular routine at home (while she/he engages in different daily routine activities or during planned learning activities).
- It could take a few rounds to understand the child's level in each competency area, as the assessment activities may need to be carried out one step at a time with the parent/caregiver, moving on to the next step or teaching activity based on their feedback.
- The assessment of different competency areas does not have to be carried out in a particular sequence; this can be done based on what works for the parent/caregiver and child and materials available. The child can be assessed in a few competency areas per time over several days/weeks, based on the time and availability of the parent/caregiver and ECE/preschool teacher.
- If a child is unable to do a particular step within an assessment activity under a given competency area, the parent/caregiver should be advised to pause and not move on to the next step of that assessment activity. Based on this feedback, the ECE/preschool teacher can provide advice on the appropriate teaching activity to carry out.
- It is important to talk to the parent/caregiver patiently and explain the instructions and activities very clearly, along with their intent. The text in blue can be used as a script when giving the instructions to the parents/caregivers and can also be adapted as needed. The parents/caregivers may have questions, so the ECE/preschool teacher should be prepared to provide additional information as needed.

4. SOME POINTS TO HIGHLIGHT WITH THE PARENTS/CAREGIVERS WHILE THEY CONDUCT THE ASSESSMENT ACTIVITIES:

- Parents/caregivers' feedback on their children's responses to the assessment activities should not be based on a one-time observation. Encourage them to observe their children's responses over time and after carrying out the activities several times.
- When children may have been out of school for prolonged periods or when learning new skills, they may struggle with some activities at first. This is nothing to worry about.
- The assessment activities should not be seen as a test and should not be stressful for the child. These should be carried out as play activities as part of a learning experience.
- Positive encouragement and appreciation of children's efforts, no matter how they perform, is very important. Encourage parents/caregivers to praise their children even for small gains.
- It is important to maintain a supportive learning environment at home, to continue children's learning and development, both when ECE centres/preschools are closed and open.



FORMATIVE ASSESSMENT TOOL FOR USE WITH PARENTS/CAREGIVERS AT HOME

1. GROSS MOTOR DEVELOPMENT

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<p>1. Draw some big shapes (e.g., circle, triangle) on the floor using chalk. Ask your child to jump in the shape using both feet. Repeat the activity five times. Based on multiple observations, notice if she/he can jump without losing balance. (If chalk is not available or it is not feasible to draw on the floor, use rope or string, as available, to make the shapes.)</p> <ul style="list-style-type: none"> If the child falls, is not able to jump, or cannot maintain balance, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can jump without falling and maintains her/his balance, the parent/caregiver can be advised to carry out the next step in this competency area. <p>2. Ask your child to walk quickly on or against the outline of the shape two or three times. Try this activity with your child over a few days. Based on multiple observations, notice if she/he can maintain control and balance while walking quickly on or against the outline of the shape.</p> <ul style="list-style-type: none"> If the child is not able to walk quickly on/against the outline of the shape, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area If the child can walk quickly on/against the outline of the shape, the parent/caregiver can be advised to carry out the next step in this competency area. 	Not able to jump without losing balance	Jumps without losing balance	Maintains control and balance while walking quickly on the outline of the shape	Maintains balance while throwing a ball at or near a given target

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<p>3. Place a big cardboard box, basket or bucket in an open space. Ask your child to stand about a meter away from the box/ basket/bucket. Ask her/him to throw a ball (or crumple an old newspaper, scraps of paper to make a ball) into the box/basket/ bucket. Repeat this five times. Based on multiple observations, notice if she/he can maintain balance and throw the ball in or near the box/basket/bucket.</p> <ul style="list-style-type: none"> If the child is not able to maintain balance while throwing a ball at or near a given target (e.g., box, bucket or basket), guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can maintain balance while throwing a ball at or near a given target based on multiple observations, record this in the child's record. 	Not able to jump without losing balance	Jumps without losing balance	Maintains control and balance while walking quickly on the outline of the shape	Maintains balance while throwing a ball at or near a given target

2. EMERGENT WRITING

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<p>Encourage your child to draw anything she/ he likes and ask her/him to write about the drawing.</p> <p>Note to the teachers: Determine the child's level based on what she/he has written about the drawing.</p>	Scribbles to represent writing	Draws shapes on paper to represent writing	Pretends to write by using mock letters that resemble letter- like shapes and follows a left-to-right direction	Writes about her/ his drawing by using inventive spellings (writing letters based on their phonics)

3. LISTENING COMPREHENSION

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<p>1. Tell any simple and interesting story to your child. Tell this story at least 2-3 times (over a period of time) before moving to the next step of this activity. If possible, use available household objects and materials while telling the story to make it more interesting for your child.</p> <p>Observe how attentive the child is while listening to the story: pay attention to facial expressions, body language and gestures. Also note if the child asks questions during or after the story or if she/he loses interest (e.g., talks to someone else, plays with toys or engages in other activities).</p> <ul style="list-style-type: none"> If the child is not attentive while listening to the story, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child is attentive while listening to the story, the parent/caregiver can be advised to carry out the next step in this competency area. <p>2. Ask your child to answer some simple/ close-ended questions related to the story (e.g., ask what, when and who questions such as "What was the name of the character?" or ask what different characters did in the story).</p> <ul style="list-style-type: none"> If the child is not able to respond to simple questions, guide the parents/ caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can respond to simple questions, the parent/caregiver can be advised to carry out the next step in this competency area. 	Does not pay attention while being told a story	Pays attention while being told a story but is not able to respond to simple questions	Responds correctly to simple questions related to a story	Responds correctly to complex questions related to a story

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<p>3. Ask your child to answer some complex/open-ended questions related to the story (e.g., ask why and how questions such as asking why a particular character did something or how the character may have felt).</p> <ul style="list-style-type: none"> If the child is not able to respond to complex questions, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can respond to complex questions based on multiple observations, record this in the child's record. <p>Note: The competency area 'Imagination' can be assessed next in conjunction with the same story told.</p>	Does not pay attention while being told a story	Pays attention while being told a story but is not able to respond to simple questions	Responds correctly to simple questions related to a story	Responds correctly to complex questions related to a story

4. CLASSIFICATION

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<p>1. Select a few items, such as clothes, colourful beads, leaves, pebbles or anything available at home, for sorting into different categories.</p>	Unable to sort clothes or other materials based on any characteristic	Classifies clothes or any other materials based on one characteristic	Classifies clothes or other materials based on any two characteristics	Classifies clothes or other materials based on any three characteristics

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<p>Ask your child to sort the selected items based on any one characteristic, i.e., colour, size or shape. For example, ask your child to sort all the white-coloured clothes.</p> <ul style="list-style-type: none"> If the child is not able to sort based on one characteristic, e.g., colour, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can sort based on one characteristic, the parent/caregiver can be advised to carry out the next step in this competency area. <p>2. Ask your child to sort the selected items based on any two characteristics, e.g., put pants in one pile and shirts in another.</p> <ul style="list-style-type: none"> If the child is not able to sort based on two characteristics (e.g., type of clothes: shirts and pants), guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can sort based on two characteristics, the parent/caregiver can be advised to carry out the next step in this competency area. <p>3. Ask your child to sort the selected items based on three characteristics (e.g., the type, whom the clothes belong to, and the colour).</p> <ul style="list-style-type: none"> If the child is not able to sort based on three characteristics, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can sort based on three characteristics based on multiple observations, record this in the child's record. 	Unable to sort clothes or other materials based on any characteristic	Classifies clothes or any other materials based on one characteristic	Classifies clothes or other materials based on any two characteristics	Classifies clothes or other materials based on any three characteristics

5. SERIATION

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<p>1. Find similar objects in or around the house of different sizes, lengths, weights, or colours, such as sticks of different sizes. (The example below uses sticks, but other objects can be used).</p> <p>Give two sticks to your child and ask her/him to identify the longer one.</p> <ul style="list-style-type: none"> If the child is not able to identify the longer stick, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can identify the longer stick, the parent/caregiver can be advised to carry out the next step in this competency area. <p>2. Add one more stick and ask your child to place the three sticks in order from shortest to longest.</p> <ul style="list-style-type: none"> If the child is not able to arrange three sticks in order, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can arrange three sticks in order, the parent/caregiver can be advised to carry out the next step in this competency area. <p>3. Add two more sticks and ask your child to place the five sticks in order from shortest to longest.</p> <ul style="list-style-type: none"> If the child is not able to arrange the five sticks in order, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can arrange the five sticks in order based on multiple observations, record this in the child's record. 	<p>Unable to compare two objects in terms of size, length or quantity</p>	<p>Compares two similar objects based on size, length or quantity</p>	<p>Arranges up to three objects by size, length or quantity</p>	<p>Arranges up to five objects by size, length or quantity</p>

6. NUMBER CONCEPT

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<p>1. Select some materials available at home (e.g., seeds, pebbles or pulses). Show your child two sets of seeds (different numbers but less than 10 in each set). Ask the child to identify the set with more/less seeds/pulses/pebbles.</p> <ul style="list-style-type: none"> If the child is not able to identify the set with more/ guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can identify the set with more/less items, the parent/caregiver can be advised to carry out the next step in this competency area. <p>2. Show your child a group of 10 seeds/pulses/ pebbles. Ask the child to give you 5 seeds/pulses/ pebbles from this group, and then 9 seeds/pulses/pebbles.</p> <ul style="list-style-type: none"> If the child is not able to count both five and nine seeds correctly, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can count five and nine seeds correctly, the parent/caregiver can be advised to carry out the next step in this competency area. <p>3. Write any four numerals (e.g., 3, 5, 7 and 9) on small pieces of paper, with one numeral on each piece of paper. Show these numerals to your child. Ask her/him to say what the numeral is on each piece of paper. Then ask the child to place the corresponding number of seeds or other selected items next to each numeral.</p>	Unable to compare quantities	Identifies numerals and can link them with concrete objects	Identifies both the smallest and the largest numerals within 1 to 10	Connects a number with an object and counts each object with understanding

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<ul style="list-style-type: none"> If the child is not able to read all the numerals correctly and match with the counted seeds, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can read all the numerals correctly and match with the counted seeds, the parent/caregiver can be advised to carry out the next step in this competency area. <p>4. Ask your child to identify the smallest and the largest numerals among the ones written on the pieces of paper.</p> <ul style="list-style-type: none"> If the child is not able to identify both the smallest and the largest numerals, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency. If the child can identify both the smallest and the largest numerals based on multiple observations, record this in the child's record. 	Unable to compare quantities	Identifies numerals and can link them with concrete objects	Identifies both the smallest and the largest numerals within 1 to 10	Connects a number with an object and counts each object with understanding

7. INTERACTION

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<p>1. Observe your child and see if she/he interacts with others during play. (For example, when the child is playing with some building blocks or other toys or playing outside).</p>	Plays alongside or near others but not with others	Starts to play with others	Plays together with others to make/create something jointly	Engages in games with rules with other children

8. INITIATIVE

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<p>1. Observe your child during her/his daily routine. For example, while carrying out various basic self-help skills¹, see if she/he takes initiative and does these activities on her/his own without a reminder.</p>	Does not take action even after being asked to do something	Begins to take initiative when prompted/ encouraged	Takes initiative in some activities which she/he likes	Takes initiative readily in most/ all activities

9. TASK PERSISTENCE

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<p>1. Observe your child during various learning activities, these assessment activities, or daily routine activities and see if she/he completes a given task. For example, when the child is playing with a puzzle, see if she/he completes it, or when the child is drawing something, see if she/he finishes drawing it.</p>	Engages in play activities for a short period of time (about 5 minutes)	Engages in play activities for about 10 minutes	Sustains focus in play activities for about 15 minutes	Sustains focus in play activities for at least 20-25 minutes, even if there are distractions

¹ These refer to the basic self-help skills which a parent/caregiver can observe at home such as going to the toilet, wearing clothes, eating meals, bathing, combing hair, brushing teeth, washing hands before meals and after going to the toilet.

10. IMAGINATION

ASSESSMENT ACTIVITIES	CHILD'S RESPONSE/LEVEL			
	BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
<p>1. After telling a story for listening comprehension, ask your child— what she/he thinks would happen to the character in the story next, or what she/he would do if she/he were in place of any of the characters.</p> <ul style="list-style-type: none"> If the child is not able to respond to any of these questions, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can respond to the questions, the parent/caregiver can be advised to carry out the next step in this competency area. <p>2. Give your child some items to use as props (e.g., old clothes, utensils, newspapers or toys). Ask the child to use these props and role-play or act like any character she/he liked in the story.</p> <ul style="list-style-type: none"> If the child is not able to act like any character from the story, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can act like any character from the story, the parent/caregiver can be advised to carry out the next step in this competency area. <p>3. Now, ask your child to make up a story of her/his own.</p> <ul style="list-style-type: none"> If the child is not able to make up her/his own story, guide the parents/caregivers on suggested teaching activities based on the child's level. Do not continue with the next step under this competency area. If the child can make up her/his own story based on multiple observations, record this in the child's record. 	Unable to answer questions about what would happen next in a story	Is able to answer questions about what would happen next in a story	Is able to role-play characters and/or uses props to re-tell a story	Makes up and tells own story



SUPPORTIVE TEACHING AND LEARNING ACTIVITIES FOR PROMOTING LEARNING AT HOME

Based on the assessment activities above (or formative assessment carried out in ECE centres/ preschools/schools when they are open) and the child’s level, teachers can advise parents/caregivers on developmentally-appropriate teaching and learning activities they can carry out with their child to support their learning at home. Some suggested teaching and learning activities can be found in this section based on the given level in each competency area.

1. GROSS MOTOR DEVELOPMENT

CHILD’S RESPONSE/LEVEL		SUGGESTED TEACHING AND LEARNING ACTIVITIES
Not able to jump without losing balance	Beginning	<ul style="list-style-type: none"> Give the child time to practice and strengthen body balance and control, such as asking the child to walk in a straight line, race and walk between two lines. Play music, songs, or games and encourage the child to move, dance and have fun. Draw different shapes again (e.g., circles, rectangles) on the floor or use rope or string to make these shapes on the floor. In addition to asking the child to try to jump in and out of the shapes as before, encourage the child to move in different ways, such as hopping or spinning, in and around the shapes. Encourage the child to move like or imitate the movements of different animals they know.
Jumps without losing balance	Progressing	<ul style="list-style-type: none"> In addition to the strategies and activities mentioned in the previous level, encourage the child to walk backwards, to balance while hopping on one foot, to skip or to engage in other similar activities. Use materials available at home, such as balls, crumpled paper to form balls, or any other safe item for throwing, catching and kicking. Create an obstacle course, for example asking the child to jump over a pillow, then crawl under a table, etc.
Maintains control and balance while walking quickly on the outline of a shape	Advancing	<ul style="list-style-type: none"> In addition to the strategies and activities mentioned in the previous levels, encourage the child to throw and kick balls (or anything safe in the household that can be used like a ball) towards a certain target.
Maintains balance while throwing a ball at or near a given target	Primary School Ready	<ul style="list-style-type: none"> Carry out additional activities to improve balance, such as walking while balancing pillows or a small empty basket or other similar safe and light objects on the child’s head.

2. EMERGENT WRITING

CHILD'S RESPONSE/LEVEL		SUGGESTED TEACHING AND LEARNING ACTIVITIES
Scribbles to represent writing	Beginning	<ul style="list-style-type: none"> • Provide opportunities and materials for the child to scribble or draw (on newspaper, scraps of paper, or whatever is available at home) as this is a first step in learning to write. • Encourage the child to draw and express herself/himself, and talk to the child about what she/he has drawn. • Hang the child's work up on the walls, if feasible, at home. This will show the child that her/his writing is important, which will encourage the child to write more and more. • (If the parent/caregiver is able to write): Write in front of the child and talk about what has been written.
Draws shapes on paper to represent writing	Progressing	<ul style="list-style-type: none"> • Encourage the child to draw and express herself/himself. • (If the parent/caregiver is able to write): In addition to providing opportunities for scribbling as mentioned in the previous level, ask the child to talk about any drawings that they make and label the drawings based on what the child says.
Pretends to write by using mock letters that resemble letter-like shapes and follows a left-to-right direction	Advancing	<ul style="list-style-type: none"> • In addition to providing the opportunities for scribbling and drawing in the previous levels, ask the child to think about the differences in how people look and reflect this in their human drawings.
Writes about her/his drawing by using inventive spellings (writing letters based on their phonics)	Primary School Ready	<ul style="list-style-type: none"> • (If the parent/caregiver is able to write): Support the child in copying simple words or writing her/his name.

3. LISTENING COMPREHENSION

CHILD'S RESPONSE/LEVEL		SUGGESTED TEACHING AND LEARNING ACTIVITIES
Does not pay attention while being told a story	Beginning	<ul style="list-style-type: none"> • Tell stories to the child, ensuring the child listens to at least one story a day. • Make the story more interesting for the child by using materials available in or around the home (e.g., using old clothes for making puppets). • Observe the child while storytelling or sharing any information and try to think of the reason why she/he may not be fully attentive (e.g., reduce any distractions). • Provide the child with opportunities for asking questions.
Pays attention while being told a story but is not able to respond to simple questions	Progressing	<ul style="list-style-type: none"> • While telling a story, ask the child questions related to the characters, such as what the child thinks will happen next or what she/he thinks the characters might do. • Repeat the same story if the child seems to have difficulties understanding it. • Observe the child while storytelling or sharing any information and try to think of the reason why she/he may not fully understand it and try to address any barriers faced.

CHILD'S RESPONSE/LEVEL		SUGGESTED TEACHING AND LEARNING ACTIVITIES
Responds correctly to simple questions related to a story	Advancing	<ul style="list-style-type: none"> In addition to the strategies mentioned above, encourage the child to retell the story she/he is told, or talk about important events that occurred in the story. Discuss the sequence of events that took place in the story. After telling the story, ask open-ended questions related to the story. For example, "Why do you think the character did that?" Or "How do you think the character was feeling?" Or "What would you have done if you were the character of the story?" Or "How could you have helped the story characters solve the situation?" Encourage the child to make up and tell her/his own stories. Provide props such as old clothes, utensils, or newspapers from the household if she/he may wish to use them in telling their story.
Responds correctly to complex questions related to a story	Primary School Ready	<ul style="list-style-type: none"> Continue with the strategies mentioned above in all the levels.

4. CLASSIFICATION

CHILD'S RESPONSE/LEVEL		SUGGESTED TEACHING AND LEARNING ACTIVITIES
Unable to sort materials/objects based on any characteristic	Beginning	<ul style="list-style-type: none"> Let the child observe and explore the materials available at home, such as vegetables, fruit, and utensils. Talk to the child about the characteristics of these materials such as their colour, size and shape. While talking about any object, make a point to talk about its colour or shape (the leaves of the plants are green, the sky is blue, the sun is yellow, etc.). In talking about the different objects and characteristics, point out differences and similarities (e.g., a circle has no corner, a triangle has three sides; all wheels are circular, whereas boxes look more like squares or rectangles). Ask the child to identify colours and shapes by their names. In case she/he cannot identify the shapes, mention the names and ensure the shape and colour names are part of her/his vocabulary.
Sorts materials/objects based on any one characteristic	Progressing	<ul style="list-style-type: none"> Provide the child with different materials of different colours (not restricted to only the primary colours of red, yellow and blue) available at home and basic shapes (circle, triangle and square), and give the child the opportunity to explore the materials. Use locally-available materials/objects and discuss their characteristics, such as texture (e.g., rough, smooth and grainy) and function (e.g., a pencil can be used to draw, a toothbrush can be used to brush teeth). While talking about anything, make a point of talking about its/their characteristics – not just limited to colour or shape (e.g., the leaves of trees are green, but when the weather changes, the colour changes and the leaves fall). Ask the child to identify colours and shapes by their names. In case she/he cannot identify the shapes, mention the names and ensure shapes and colours are part of her/his vocabulary. Encourage the child to share how they differentiate one thing from another. Use daily routine activities for classification. For example, while going out for a walk, talk or ask the child about the characteristics of things seen along the way. Ask the child to pick up a mix of leaves, sticks, pebbles and other items and encourage her/him to sort them, once home, into groups based on size, colour or shape.

CHILD'S RESPONSE/LEVEL		SUGGESTED TEACHING AND LEARNING ACTIVITIES
Classifies materials/ objects based on any two characteristics	Advancing	<ul style="list-style-type: none"> Along with the strategies mentioned above, give the child the opportunity to classify objects based on several different (two or more) criteria (e.g., shape, colour and/or size). For example, classifying clothes into different piles according to colour, type or whom they belong.
Classifies materials/ objects based on three characteristics	Primary School Ready	<ul style="list-style-type: none"> Continue with the strategies mentioned above in all the levels.

5. SERIATION

CHILD'S RESPONSE/LEVEL		SUGGESTED TEACHING AND LEARNING ACTIVITIES
Unable to compare two objects in terms of size, length, or quantity	Beginning	<ul style="list-style-type: none"> Use concrete objects in and around the home and talk about their size and length or compare quantities. Provide opportunities for the child to compare quantities, such as more and less, taller and shorter, bigger and smaller, using available objects.
Compares two similar objects based on size, length, or quantity	Progressing	<ul style="list-style-type: none"> Help the child understand what it means to compare the characteristics of two objects and identify similarities and differences. For example, as the child's understanding of comparisons develops, encourage her/him to compare the lengths of two pieces of string to determine which is shorter or longer. Expand on this concept by demonstrating how to arrange a collection of pieces of string from shortest to longest. When making comparisons, reinforce use of measurement vocabulary words that describe the characteristics of the objects and the differences between them, such as for length (long/short), weight (heavy/light) or size (small/big).
Arranges up to three objects by size, length, or quantity	Advancing	<ul style="list-style-type: none"> Continue with the strategies mentioned above. Provide the child with several objects and talk/ask about the similarities and differences to encourage/help the child place similar objects in order of size/length. Draw shapes of various sizes (e.g., a small, medium and large circle) on small pieces of paper. Ask the child to arrange the drawings in order of size.
Arranges up to five objects by size, length, or quantity	Primary School Ready	<ul style="list-style-type: none"> Continue with the strategies mentioned above in all levels. Ask the child to talk about the tallest family member and the shortest family member. Ask her/him to arrange family members in order of height.

6. NUMBER CONCEPT

CHILD'S RESPONSE/LEVEL		SUGGESTED TEACHING AND LEARNING ACTIVITIES
Unable to compare quantities	Beginning	<ul style="list-style-type: none"> • Talk about numbers in day-to-day interactions with the child and make counting part of the child's everyday life, adding numbers to the child's vocabulary. Encourage the child to use numbers and count (e.g., "How many hands do we have?" Or count fruit at the shop and trees on the street or toys at home). • Provide opportunities for the child to learn rote counting through songs. • Carry out activities with the child to help her/him understand how quantities can be assessed using numbers by counting objects after something is identified to have more or less. • Plan interesting activities to talk about different concepts related to numbers. For example, ask the child to become a vegetable vendor and the parent/caregiver can act as a customer. The parent/caregiver can ask about the different vegetables available and, for example, how much they cost, how many they would like to 'buy' etc.
Identifies numerals and can link them with concrete objects	Progressing	<ul style="list-style-type: none"> • In addition to the above-mentioned strategies, introduce numerals to the child and when she/he counts objects show them number cards linked to the number of objects. • Use concrete objects to build number concepts by counting the objects with the child e.g., blocks, fingers, leaves, or beads. Correct the child when the child makes a mistake; count with her/him.
Identifies both the smallest and the largest numerals within 1 to 10	Advancing	<ul style="list-style-type: none"> • Continue with the above-mentioned strategies.
Connects a number with an object and counts each object with understanding	Primary School Ready	<ul style="list-style-type: none"> • - Explicitly explain that larger numbers include smaller numbers using real objects (e.g., three stones are included when you count 8 stones)

7. INTERACTION

CHILD'S RESPONSE/LEVEL		SUGGESTED TEACHING AND LEARNING ACTIVITIES
Plays alongside or near others but not with others	Beginning	<ul style="list-style-type: none"> • Tell the child stories about friendship, sharing and co-operation. Encourage her/him to share her/his feelings while telling the story. • Encourage the child to play with her/his siblings or other family members.
Starts to play with others	Progressing	<ul style="list-style-type: none"> • Ask siblings or family members to role-play or act as the child's friend and encourage her/him to play with the 'friend' and praise her/him for her/his interaction.
Plays together with others to make/create something jointly	Advancing	<ul style="list-style-type: none"> • Provide opportunities during daily routine activities for interaction among the children in and around the home.
Engages in games with rules with other children	Primary School Ready	<ul style="list-style-type: none"> • Plan games with rules that can be played with others or in a group. Clearly explain the rules and expectations to the child in the beginning. For example, play games such as hopscotch or chase-and-catch games or simple board games during indoor or outdoor play. Praise the child for taking turns and good social behaviour.

8. INITIATIVE

CHILD'S RESPONSE/LEVEL		SUGGESTED TEACHING AND LEARNING ACTIVITIES
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 the cooking utensils away" Or "I am washing the pots, so they are clean for us to use tomorrow."
Begins to take initiative when prompted/encouraged	Progressing	<ul style="list-style-type: none"> Provide the child with an 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., one or two self-help activities). Praise their effort even if they don't do these perfectly.
Takes initiative in some activities which she/he likes	Advancing	<ul style="list-style-type: none"> Praise the child when she/he carries out self-help activities or small chores without prompting.
Takes initiative readily in most/all activities	Primary School Ready	<ul style="list-style-type: none"> Give the child the responsibility for some simple household activities (e.g., cleaning or sorting vegetables while the parent/caregiver cooks).

9. TASK PERSISTENCE

CHILD'S RESPONSE/LEVEL		SUGGESTED TEACHING AND LEARNING ACTIVITIES
Engages in play activities for a short period of time (about 5 minutes)	Beginning	<ul style="list-style-type: none"> Identify what the child likes to do and provide additional materials to support this activity or interest e.g., if the child likes playing with balls, provide a bucket or basket for her/him to throw the ball towards/into.
Engages in play activities for about 10 minutes	Progressing	<ul style="list-style-type: none"> If the child is frustrated while trying to complete an activity, acknowledge that things may be difficult the first time they try, but let the child know she/he can ask for help. Emphasize that things become easier with practice.
Sustains focus in play activities for about 15 minutes	Advancing	<ul style="list-style-type: none"> Provide opportunities for activities with multiple steps (e.g., gathering leaves and other materials in and around the home and pasting them on a piece of paper to make a picture).
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"> When you see the child persisting with a difficult task or following through with an activity, even when she/he would have preferred doing something else, praise her/him for the effort. Encourage the child to complete the activity. Emphasize to the child that she/he should always complete the work she/he starts. Do not disturb or distract the child while she/he is involved in an activity.

10. IMAGINATION

CHILD'S RESPONSE/LEVEL		SUGGESTED TEACHING AND LEARNING ACTIVITIES
Unable to answer questions about what would happen next in a story	Beginning	<ul style="list-style-type: none"> Encourage the child to engage in imaginary play and provide the child with different locally available materials, household objects or toys (including home-made toys) to enrich the play. Read/tell stories to the child every day to encourage her/him to imagine characters and situations from the stories. Use available materials as props, as feasible, to make the story more interesting. Read/tell the same story at least three to four times to ensure the child is familiar with it.
Is able to answer questions about what would happen next in a story	Progressing	<ul style="list-style-type: none"> Encourage the child to imitate everyday and routine activities during imaginary play (e.g., cooking, eating, and teaching). Ask them to role-play situations they recently experienced. Express appreciation for the child's imagination and thoughts.
Is able to role-play characters and/or uses props to re-tell a story.	Advancing	<ul style="list-style-type: none"> In addition to the above-mentioned activities, use different ways to improve the imagination skills of the child, such as asking the child to tell you a story. Stimulate the child's imagination and support them if they need, for example, by providing the title or the main character of the story.
Makes up and tells own story	Primary School Ready	<ul style="list-style-type: none"> Alternatively, turn storytelling into a game where the story is built together with the parent/caregiver starting with a sentence, and the child adding the next sentence, and so on. After telling the story or when the child makes up her/his own story, ask questions that stimulate imaginative and creative thinking to help the child in expressing her/ his ideas. For example, "What do you think would happen if....?" Or "What are some other ways to do this?" Encourage the child to make up her/his own story using props/puppets or anything available locally.

CHILD RECORD

Background Information

Name:

Age:

Height:

Weight:

NO.	COMPETENCIES		LEVELS			
			BEGINNING	PROGRESSING	ADVANCING	PRIMARY SCHOOL READY
1	Gross motor development	Level				
		Date				
2	Emergent writing	Level				
		Date				
3	Listening comprehension	Level				
		Date				
4	Classification	Level				
		Date				
5	Seriation	Level				
		Date				
6	Number concept	Level				
		Date				
7	Interaction	Level				
		Date				
8	Initiative	Level				
		Date				
9	Task persistence	Level				
		Date				
10	Imagination	Level				
		Date				

Early Childhood Education Formative Assessment Package - Part III

Formative assessment tool for use with parents/
caregivers at home



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