



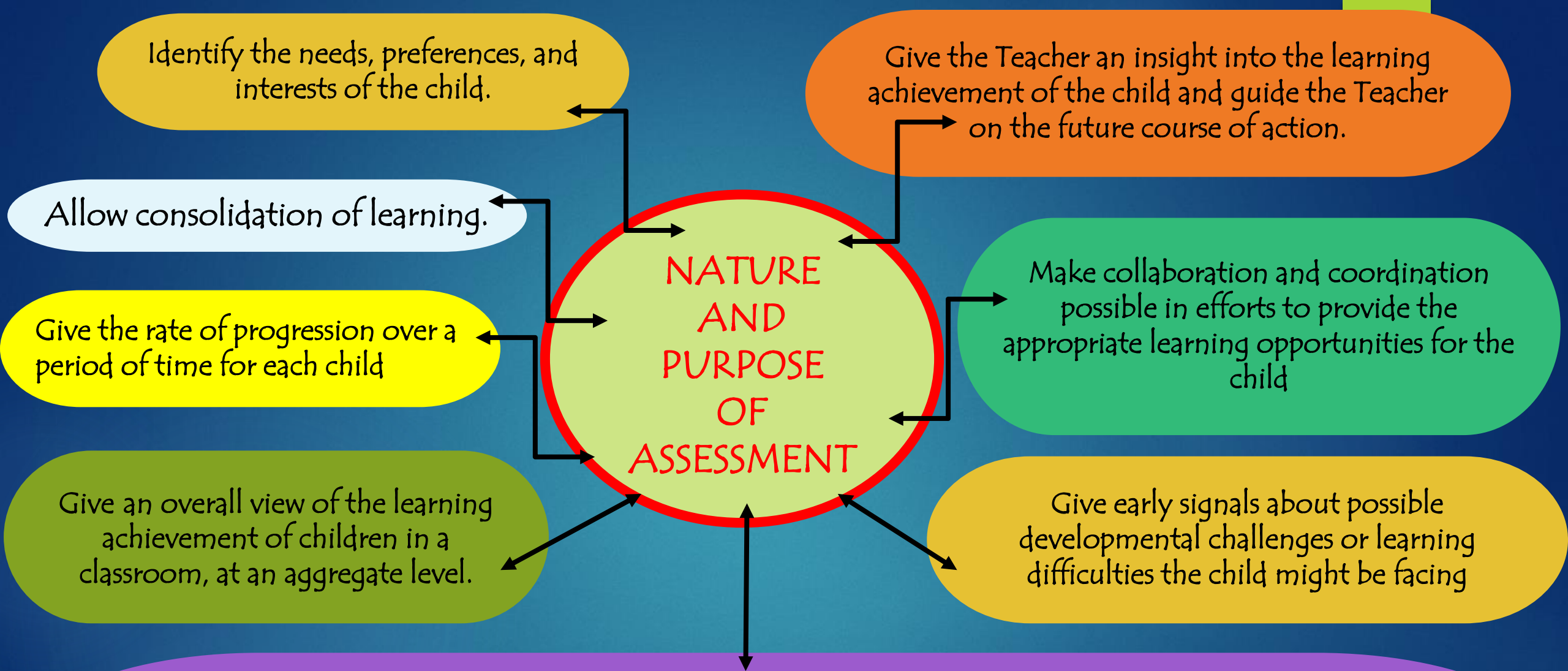
NATIONAL CURRICULUM FRAMEWORK FOR FOUNDATIONAL STAGE 2022

CHAPTER - 6

ASSESSMENT FOR FURTHERING LEARNING

CHAPTER - 7

ORGANIZING TIME



Given the different socioeconomic backgrounds of children and differences in the pace of learning, gaps in learning between children in the same class begin to emerge early and could get pronounced by Grade 2, if not addressed in good time. Ongoing, well-designed assessment can help a Teacher design appropriate additional learning experiences for children who are not learning adequately.

Assessment Considerations in the Foundational Stage

Children in the Foundational Stage are very young, and any unnecessary emotional strain caused due to the process of assessment is antithetical to any good teaching-learning process. The following considerations need to be kept in mind:

- Natural Extension of Classroom Teaching

- No Tests or Examinations

- No additional Burden is caused on the Child or the Teacher.

- Assessment Tools to accurately reflect the Learning Outcome.

- Choosing the Most Appropriate Tool depending upon the child's requirements.

- Should allow Recording and Documentation through the systematic collection of Evidence

METHODS AND TOOLS OF ASSESSMENT

SYSTEMATIC OBSERVATIONS

OF THE CHILD

Planning

COLLECTING Evidence

Reflecting and Assessing

ANALYSING ARTEFACTS

Children's Completed Work

Artwork

Worksheets

TOOLS FOR RECORDING OBSERVATIONS

ANECDOTAL RECORD

An anecdotal record is an attempt to record in detail a specific episode or event that is of particular interest or concern. When a specific event catches the attention of the Teacher, they can write a narrative account of the event as soon as possible. An anecdotal record is an observation of what children say and do while they are engaged in a particular activity.

Sample Anecdotal Observation Record

Context: I teach a class of 4-5-year-olds. This is an observation I made of something that caught my attention while I was doing 'story time' with my children.

Name: Devi

Age: 4.5 years

Date & Time of observation: DDMMYY, HH:MM

Setting/Area: Classroom

Purpose of observation: Emotional regulation

Observation:

I read the story 'Rajesh hugs her sister' to my class. Devi got agitated and pushed around the children sitting beside her. After the story reading, I asked the children to draw a picture of their family. Devi did this but blackened out the boy in the picture using her crayon. I asked her about it, and she said 'That's my brother. I don't like him. He always teases me and takes my food. Mother and Father like him.'

Interpretation:

- Devi seems to be having difficulty coping with her feelings for her brother.
- She may not know how to communicate her feelings to her parents.
- This was affecting her behaviour with other children too.

Plan of action:

- Talk to Devi's parents about this. They may need to do few things at home - like making her brother and Devi play together, do some chores together share food, and explicitly assure her how they love her equally.
- Give more attention to Devi's responses and attitudes in class towards stories and role play involving characters of parents and brothers; observe and record progress.

TOOLS FOR RECORDING OBSERVATIONS

CHECKLISTS

A checklist is a tool for identifying and recording whether a child has accomplished a listed Learning Outcome. It usually offers a yes/no format in relation to the child's demonstration of the outcome.

Table 6.2A: Sample Checklist for Observation

	Listening and speaking	Quarter1	Quarter2	Quarter3
1	Listens with attention to spoken conversation and stories			
2	Recites, repeats small poems, action songs and participates in music and rhythmic activities			
3	Able to follow 2 or 3-step instructions			
4	Responds to questions through sentences used appropriately			
5	Uses appropriate vocabulary and speaks complete sentences about an idea/object/picture/experience			
	Emergent reading			
6	<i>Print awareness</i> and meaning making - demonstrates awareness of print in the classroom and environment			
7	Able to associate and recognize their own name and one-to-one association of spoken words and written words			
8	<i>Bonding with books</i> - Demonstrates the ability to explore a range of age-appropriate books (e.g., picture books, rhyme books, story books)			
9	<i>Pretend reading</i> - Demonstrates interest and looks through books and tries to read them			
10	Able to comprehend and interpret the meaning of the print from picture books or story books			

TOOLS FOR RECORDING OBSERVATIONS

EVENT SAMPLING

While anecdotal records are detailed qualitative observations and checklists are summarized observations in tight formats, event sampling allows for a combination of both. Each time a targeted event occurs, the Teacher may capture, in writing, as many details as possible from the beginning of the event until the end. Event or frequency sampling is especially useful when Teachers want to redirect children's unacceptable behaviour or action.

Event Sample - Observation record

Context: This was a class of 4-5-year-olds. I had given group work to my children and recorded my observations. This led me to useful insights for further action.

Names of the children: Muthu, Chandri, Suryan, Karthik

Age: 4.5 years

Date & Time of observation: DDMMYY, HH:MM

Setting/ Area: Creative activity, outdoor

Purpose of observation: Children's group work

Description of the incident

Interpretation

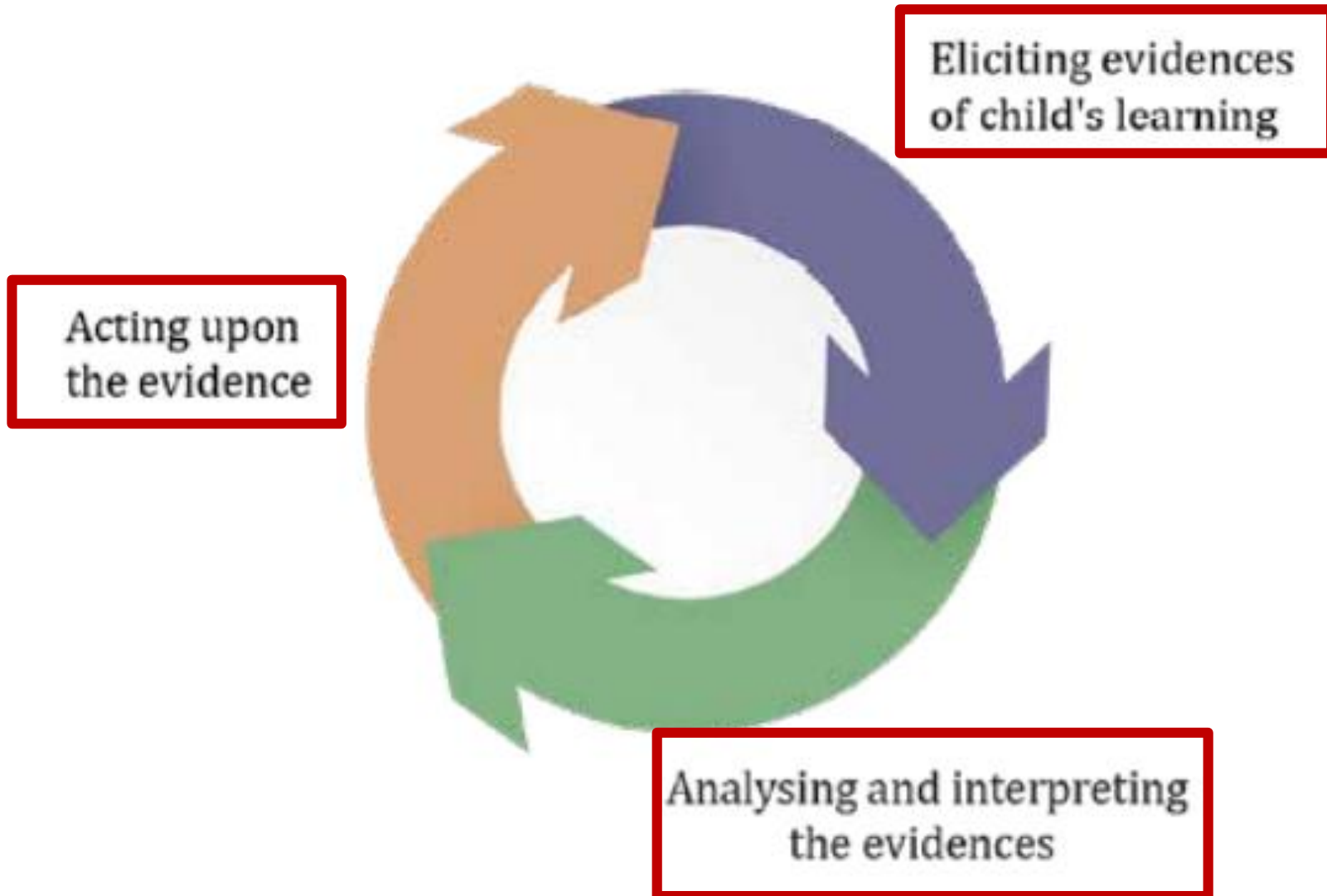
- I had given them a task to work in small groups of 3 or 4 and create a picture using twigs and leaves. They had to collect these from outside, and then come in and finish the task.
- Muthu, Chandri, Suryan, and Karthik were in one group. Karthik touched the twigs and leaves but did not contribute towards completing the task. He ran around, disrupting other children.
- Chandri and Muthu cooperated with each other and created a tree model from the twigs and leaves they collected.
- Suryan seemed to enjoy the process but didn't contribute much.

- These children are at different levels:
- Karthik exhibits disruptive behaviour, is not able to focus on the task. I will need to work with him on this.
- Suryan, while not disruptive, will need support to demonstrate appropriate social behaviour.
- Muthu and Chandri can work well in groups, complete tasks.

I was specifically concerned about Karthik's disruptive behaviour. To understand it more, I decided to do a frequency-sample observation of Karthik e.g., observing him every 5 minutes in a period of 30 minutes every alternate day and interpreting his behaviour, how much time he is able to focus on a given task and understanding the cause of his behaviour. I recorded this in a simple checklist format.

I could then work on the solution along with his family, give him tasks based on interest, and appreciate him on completion of the tasks.

FLOW CHART FOR ANALYSING RESPONSES



UNBIASED

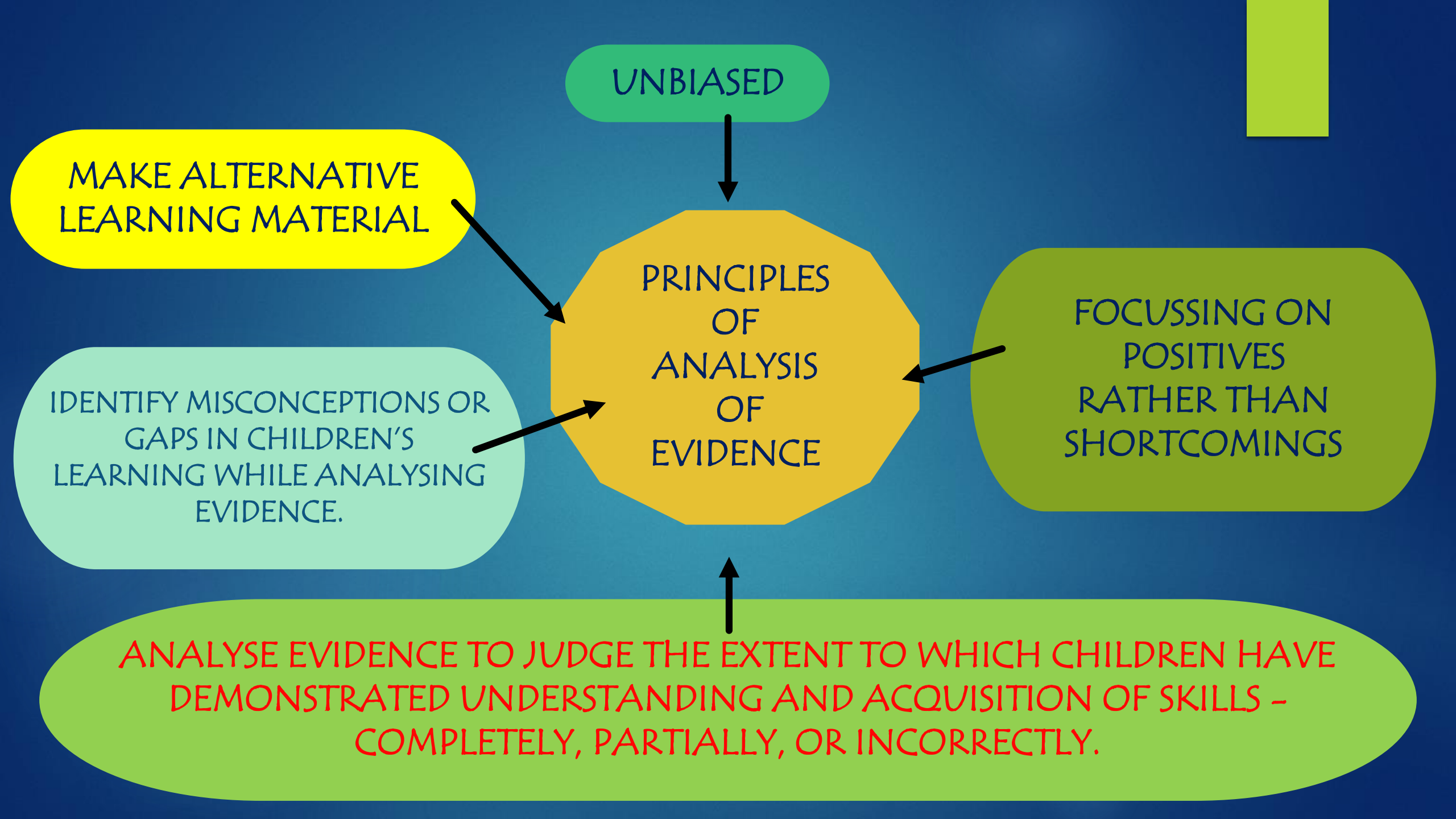
MAKE ALTERNATIVE
LEARNING MATERIAL

IDENTIFY MISCONCEPTIONS OR
GAPS IN CHILDREN'S
LEARNING WHILE ANALYSING
EVIDENCE.

PRINCIPLES
OF
ANALYSIS
OF
EVIDENCE

FOCUSSING ON
POSITIVES
RATHER THAN
SHORTCOMINGS

ANALYSE EVIDENCE TO JUDGE THE EXTENT TO WHICH CHILDREN HAVE
DEMONSTRATED UNDERSTANDING AND ACQUISITION OF SKILLS -
COMPLETELY, PARTIALLY, OR INCORRECTLY.



ACTING UPON THE ANALYSIS

One of the most important and critical aspects of assessments is utilizing the information from observation or children's work to provide scaffolding for their learning.

Some strategies that can be used are:

Revision or practice
of skills

Alter the
Methods/Pedagogies

Provide Extra
Support/Attention for Specific
Competencies

DOCUMENTING & COMMUNICATING ASSESSMENT

Create a Holistic Progress Card (HPC) comprising:

General Information about Family Background

Teacher Narrative Summary- Anecdotal Records/Event Samples/ Checklists/ Portfolios/ Worksheets

Child's Strengths/ Challenges/ Development/ Learning Progress

Child's Interests and Focus Areas

Child's progress in the Cognitive, Affective and Psychomotor domains

COMPONENTS OF HPC

Teacher Assessments

Simple Self Assessments by the children

Comments and Observation by the Parents

Competency Based Achievement

COMPETENCY BASED ACHIEVEMENT

For Specific Curricular Goals

Grading children	Level I	Level II	Level III	Level IV
Description of gradation of the children to support their learning and development	Tries to achieve the Learning Outcomes with Teacher support in the given timeframe	Achieves the Learning Outcomes with teachers' support in the given time frame	Achieves the Learning Outcomes on their own	Achieves the Learning Outcomes Helps and supports others to achieve the Learning Outcomes Requires more challenging tasks
Description	BEGINNER	PROGRESSING	PROFICIENT	ADVANCED

COMPETENCY BASED ACHIEVEMENT

	A	B	C	D	E
	Competency: Listens to and appreciates simple songs, rhymes, and poems				
	← Ages 3 - 8 →				
1	<ul style="list-style-type: none"> Listens to a wide variety of songs and poems 	<ul style="list-style-type: none"> Listens and enjoys humming a variety of songs in different languages regularly heard in the environment 	<ul style="list-style-type: none"> Listens to longer songs/poems (familiar) with attention and has conversations about them 	<ul style="list-style-type: none"> Listens to longer songs/poems (unfamiliar) with attention and has conversations about them 	<ul style="list-style-type: none"> Shows preferences in listening to certain kinds of songs and poems and explains the reason for their preference
2	<ul style="list-style-type: none"> Repeats a simple song or a rhyme 	<ul style="list-style-type: none"> Sings along to songs and rhymes with intonation and gestures 	<ul style="list-style-type: none"> Sings/recites short (4-5 sentences) songs/poems from memory 	<ul style="list-style-type: none"> Sings/recites longer (10 sentences) songs/poems from memory 	<ul style="list-style-type: none"> Sings/recites songs/poems with multiple stanzas from memory

The HPC would be marked E-IV for this Competency if the child shows preferences in listening to songs and poems and sings and recites poems with multiple stanzas from memory fluently. This marking assumes that the child has achieved the learning outcomes of the previous stages (A to D).

ORGANISING THE DAY

Considerations for the Daily Routine

From	To	Duration	Activity
Morning Routine/Free Play/Corners Time			
09:30	10:15	45 minutes	Circle time/Conversation
10:15	10:30	15 minutes	Snack Break
10:30	10:45	15 minutes	Rhyme/Song/Music/Movement
11:45	11:45	1 hour	Concept Time/Pre-numeracy
11:45	12:15	30 minutes	Arts/Craft/Free Play
12:15	13:00	45 minutes	Corners Time
13:00	13:45	45 minutes	Lunch Break (ages 3-4 go home)
13:45	14:30	45 minutes	Emergent Literacy/Story Time
14:30	15:00	30 minutes	Outdoor Play and Wind Up

Art and Craft, Outdoor Play and Free Play must have adequate time and focus during the day.



MORNING PRAYER



CIRCLE TIME



**LEARNING WITH MONTESSORI
APPARATUS**



LEARNING CENTRES



ASSEMBLY PRESENTATION



WORKING IN GROUP