
UNIT 31 ASSESSMENT OF CHILDREN'S LEARNING AND DEVELOPMENT

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31.1 INTRODUCTION

Once you start transacting the curriculum with children, the following questions may come to your mind:

- are the children gaining something from the curricular activities being carried out?
- are children achieving the goals laid down in the curriculum?
- is the curriculum appropriate for children or do I have to rethink the content and pedagogy?

The answer to these questions lies in the assessment of children's development and learning. In Unit 25 too, you have read that assessment is the fourth element of the curriculum. In this Unit, you will sharpen your understanding of assessment and learn to conduct the assessment in a systematic and planned manner.

Objectives

After studying this Unit, you should be able to:

- understand the meaning of assessment and the purposes of assessing children;
- describe the various methods appropriate to use for assessing children; and
- develop checklists and rating scales to assess children's progress.

31.2 ASSESSMENT: SCOPE AND PURPOSE

For many of us, the word 'assessment' may bring up images of marks and report cards and feelings of fear. We associate 'assessment' with tests and with remarks such as 'bright', 'intelligent', 'average' or 'dull'. Such labelling begins right from the early years of education in a preschool. The child begins to believe these remarks about herself and this belief begins to influence her approach to tasks even when she is out of the education system. In this way, these labels become self-fulfilling and tend to stick with the child for the rest of her life. This is a very limited and wrongly held view of assessment. Assessment has a much wider meaning and scope. Let us read further to understand.

You must have noticed that as an educator in a child care centre, you are continuously informally assessing how children are learning and developing. You often ask yourself questions such as: "*Did children understand what I was trying to communicate?*"; "*Many children were not attentive during this activity and so did not understand the concept. What other activity can I plan which will enable them to understand this concept?*"; "*Mary is becoming friendlier. She participated in the ball game today.*" When you make such observations and reflections, you are assessing children but your larger objective in doing so is to identify more appropriate ways of curriculum transaction to support children's learning and development.

Based on the above discussion, we can say that there are two broad approaches to assessment — 'assessment of learning' and 'assessment for learning'. These two perspectives differ in how the information gained from the assessment is used.

'Assessment of learning' is done to record what a child has learnt after participating in the centre for a certain duration. This is also known as 'summative' assessment; in other words, summing up the developmental progress of the child during her stay at the centre. 'Assessment for learning' is an ongoing process and assessment information is used to improve the curriculum and pedagogy. In the likeness of 'assessment of learning', it

provides information about how individual children are progressing, but that is not the only focus. Information collected about children's development as well as knowledge, attitudes and skills that they have acquired is used not only to determine what children have or have not learnt, but also to review the identified goals of the curriculum, the content of the curriculum and pedagogy being used. This is also known as 'formative' assessment as you continuously use the information obtained from the assessment of children to modify and adapt existing content and methods of transaction of content as well as plan new learning experiences and activities that will further the development of children. While 'assessment of learning' is important, 'assessment for learning' serves a more useful purpose. We have adopted the second perspective to assessment in this programme of study.

In our discussion above, we have mentioned that teachers informally observe how children are doing tasks and activities, during the day. While these informal observations are very useful, teachers need to carry out a more systematic and planned assessment of children's learning and development. So we can conclude the above discussion by defining "assessment" as follows:

'Assessment' is a systematic process of gathering information about children using a variety of methods, recording this information, reflecting upon it, and using it to better understand and support children's learning and development. During the assessment, we collect information regarding children's development in different domains and what their knowledge, skills, dispositions and interests are, which enables us to make decisions about the curriculum so that it benefits children.

31.3 PURPOSES OF ASSESSMENT

From the discussion in the previous section, you would have formed some idea about the purposes of assessment. Let us now understand the purpose of assessment.

31.3.1 Track Children's Learning and Development over a Period of Time

Assessment is a means of finding out the current level of developmental functioning, the skills, interests, attitudes and the strengths of each learner. It helps a teacher to identify what the child is already able to do and pinpoints the emerging areas of development at a given point in time. When you assess the child again after a while, the assessment becomes a means of knowing the progress the child has made and the learning that has taken place from one point of time to another.

31.3.2 Providing Feedback to Children

Children need to know about themselves and their growing abilities. When educators let children know about the progress they are making, this enables children to continue working. In other words, educators give the children feedback. Feedback should be an integral part of the assessment process. Without it, assessment loses much of its purpose.

From the perspective of the child, the assessment and feedback must promote a feeling of self-worth, self-confidence and accomplishment, in contrast with feelings of fear, tension and incompetence. It must elevate the child in her own eyes and must motivate her to continue in her quest for self-improvement. A young child will not be able to articulate this thought or indeed even be aware of it – however, an assessment that empowers is reflected in the daily eagerness of the child to come to the centre, in the sparkle in her eyes and in the willingness to try out the new and the challenging.

Praising the child is one way of providing feedback: “*You sang well today.*” Another aspect of feedback is offering children specific information about their progress: “*You can climb the steps now. Next time you try the ladder.*” Some feedback helps children clarify their tasks: “*Fit this piece here and now try making the puzzle.*” Other feedback helps them to analyze and evaluate their own work: “*Have you arranged these pencils in order from the longest to the shortest?*”; “*Is the third pencil placed in the correct order?*” Helping the child understand what she did wrong is another aspect of feedback: “*You should not have hit Tara. Look she is hurt and is crying.*”

31.3.3 Planning Appropriate Curricular Experiences to Promote Children’s Learning and Development

Assessment of what children know and what they can do helps the teacher to plan developmentally appropriate learning experiences to further support every child’s learning and development. It assists the teachers to choose the materials, activities, content and pedagogy to match the interests and developmental level of the group of children. Look at the given example to further understand it.

A teacher planned an activity on matching picture cards based on the functional relationship between two pictures — such as matching lock with key; shoes with socks and so on. When she conducted the activity, she observed that most children were not able to match the cards. The teacher realized that she had moved too soon to pictorial representation; children seemed to be in need of more exposure to this concept of functional matching by handling actual objects (remember that the sequence of children’s learning is ‘concrete-pictorial-abstract’). So she decided that the next day she would bring all the actual items, have a discussion with the children, and then ask them to match the actual objects. Once children would be able to relate to and match the real objects based on their functions, she would follow up again with the activity of matching picture cards.

Further, assessment helps to individualize the curriculum according to each child’s needs, taking into account what a child is ready to learn and the child’s stage of development. For example:

A teacher noted that in her group of children, Gunjan was reluctant to interact with other children in the class. At the same time, she observed that Gunjan showed interest in the block play area and talked about what she made with blocks. So, she used this information and organized small group activities in the block play area, pairing Gunjan with another child. Gunjan felt more confident to interact in this one-to-one situation and gradually began to open up.

31.3.4 Evaluating the Curriculum

One of the ways of improving teaching-learning processes is to find out how well children are learning. If the assessment indicates that children have not achieved the goals that had been identified for that time period, then the implication is for the teacher to introspect about the goals laid down, the type of activities she selected (the content), and the strategies she used of transacting that content (pedagogy). She may need to modify the goals and activities in more suitable ways.

31.3.5 Reporting to Parents and Understanding the Child's Context

Assessment helps the parents understand what their child is learning at the centre and assures them that the teachers value and understand their child. Information about a children's assessment should be shared in a manner that parents can understand easily.

Meeting with parents to share the assessment of their child also allows the teacher to gather information from parents about certain aspects of the child, which she may not get an opportunity to observe at the centre. This helps in arriving at a holistic picture of the child since it allows capturing learning beyond the hours that the child spends in school. It also guides the teacher regarding what she should look for in her future observations. Such an all-round assessment would enable teachers and the families to work as partners to promote the development of children.

Further, a complete and meaningful assessment in early childhood necessitates an understanding of the family's context, i.e., getting to know about the number of family members, the language the family speaks, the festivals they celebrate, the family's beliefs about children, their learning and development, and the type of experiences they can provide to their child. Gathering such information from parents helps you to interpret your own assessment of the child. For example, you may have noticed that some children do not use the book corner and you may have recorded your assessment as 'does not show an interest in books and reading'. If during your interaction with parents, you find out that they do not make children's books available at home and themselves do not engage in reading newspapers or books, you would understand that the children do not come from a print-rich environment. This will help you understand the assessment of the children that you have recorded and you would be able to plan your subsequent curricular activities to support these children in a more informed way.

31.3.6 Helps to Raise the Morale of Teachers

Keeping assessment records helps you to know how each child has grown in every area of development and this can give you a feeling of tremendous satisfaction. You may find that children have progressed very well. This gives you an incentive, a boost to continue working with children enthusiastically.

31.4 WHAT TO ASSESS?

You would agree that children should be assessed with respect to the content and skills that have been fostered in them through the activities and experiences in your curriculum. If certain types of experiences have not been provided to children, it would be unfair to assess children with respect to skills and abilities pertaining to these experiences. For example, if you have rarely provided children opportunities for problem-solving, it would be unfair to expect children to have developed this ability and to assess them for it. To take another example, if the curriculum does not provide opportunities for children to handle books, the assessment should not expect skills such as 'identifies book parts such as title page, the title, author's name and back cover.' Suppose, in a centre's curriculum the theme of 'birds' has not been introduced, then it would be inappropriate to include an activity such as asking children to 'colour the wings of the bird', or 'match the birds and their beaks' or 'complete jig saw puzzle of birds.' The curriculum of the centre broadly lays down the concepts and skills children are expected to acquire during the year and what they will be exposed to in order to enable this learning. So the implication is that the assessment of children should be aligned with the goals and the content of the curriculum. If not done this way, children's performance will not reflect what they have actually attained as a result of participating in the curriculum.

As curricular goals are laid down for all developmental domains, the assessment must also cover all these domains, and the related concepts, skills and values. For example, if one of the goals of preschool education is 'to strengthen the ability of children to think sequentially', the teacher may plan activities such as asking children to retell stories they have heard or arrange picture cards related to an event in the sequence in which the event actually occurs. Then the teacher would assess at regular intervals whether children are moving towards achieving this goal. Remember, that it will not be fair to assess children on any skill that your curriculum does not address.

Assessment must be comprehensive and focus both on concepts and skills that children are expected to acquire, as well as the dispositions and values they are developing. We tend to neglect the latter. For instance, how a child responds in a situation of conflict (for example, two children wanting to play with the same toy) reveals her disposition and the values she has imbibed and this is as important to note as to whether she can classify similar shapes from a collection of different shapes or knows the names of colours ('shapes' and 'colours' are concepts). In addition, the assessment must also provide a picture of the child's likes, dislikes and interest areas.

At the end of this Unit, we have provided a sample rating scale that could be used to assess children's progress in acquiring concepts, skills, and abilities. You can use this rating scale or develop your own, based on the curricular goals of your centre. You will read more about this rating scale in a later Section.

31.5 WHO WILL ASSESS?

The functionary or the teacher who works directly with the group of children should assess their progress. The Supervisor/coordinator of the centre/CDPO may help, but it is the teacher who interacts with the children closely and knows each child well and needs information about how the children have developed over a period of time, so that she can plan the next cycle of activities. So she should be the one assessing her group of children.

31.6 WHEN TO ASSESS?

You have read that one of the purposes of assessment is to enable you to plan learning experiences and decide the content of the curriculum. Depending upon what children have acquired presently, you would plan learning experiences for the next few months. Therefore, assessment has to be a regular process carried out periodically as explained in Figure 1. It cannot only be a one-time activity done at the end of the year. 'Assessment for learning' is our preferred approach, as you read in Section 31.3. Therefore, it is necessary to integrate assessment with the teaching-learning process, so that the results of your assessment of children feed into the teaching experiences you subsequently plan for them.

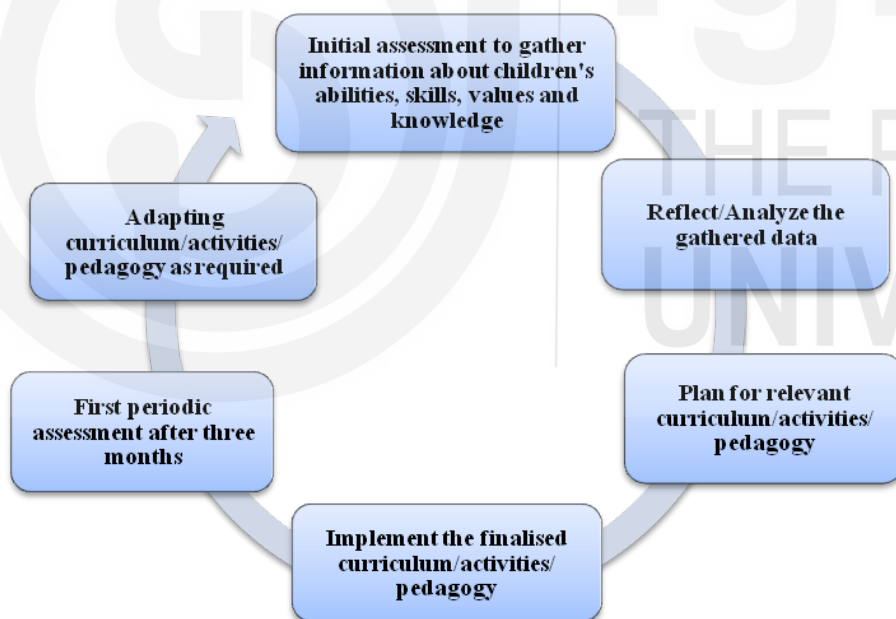


Fig. 1: Cycle of Assessment

To integrate assessment with the teaching-learning process, we suggest you conduct an initial systematic assessment of the children in the first few weeks of their joining the centre, once they have settled down and you are also familiar with them. So, this assessment can take place 3-4 weeks after children join the centre. This assessment will enable you to know children's present level of development, their prior knowledge in terms of the concepts they have, and their skills and abilities. Knowing this will help you to plan appropriate content and activities so that you can meet the specific goals of the curriculum.

After this initial assessment, you may conduct regular and periodic assessments after every three or four or five months. This will help you to know whether or not children are acquiring the expected concepts and skills. Based on these assessments you can modify and adapt your goals making them more realistic and plan activities that respond to the developmental needs of children. The last assessment should be done just before children leave the centre. This assessment will help you to know what children have learnt during their stay with you for one or two years and will also tell you about the effectiveness of the curriculum you had planned, and what you could do better next year.

Thus, you may conduct a total of 2-3 assessments in a year at periodic intervals. The last assessment conducted by you must be shared with the teacher of the next class to which the children will move. This will help the new teacher to know the new group of children.

As you read earlier, besides this systematic assessment of children done periodically, an educator constantly engages in informal assessment on a daily basis. For example, before beginning any topic, a teacher should have an idea of the previous experiences of children to find out what children can already do and how appealing they are likely to find the topic. As she teaches, she should observe what children can learn. This informal assessment then tells her how she needs to adapt her teaching to enhance their learning.

31.7 HOW TO ASSESS?

As far as possible, assessment should be integrated into the activities planned for the children in the daily schedule. This is because when children are naturally engaged in various activities as part of the day's routine, they will be their spontaneous selves and not be anxious about 'performance'. As far as possible, do not make them specifically do an activity on a specifically allocated day and time for assessment. If you do so, this creates a test-like atmosphere, making the children fearful. For example, if you want to know whether children can identify some colours, you can assess this when you take them out for a 'nature walk' and during this activity, ask children to name the colours of the different things they see around them. Or you can assess the identification of colours when you have organized an outdoor game of touching objects of the particular colour as called out by you.

Ensure that when you are doing the assessment, children are not fatigued, hungry, distressed or distracted. If you notice that a child is not ready, reschedule the assessment, rather than risk gathering faulty information.

The content and the materials used for assessment should be relevant to children's context so that they can relate to these and express their conceptual understanding freely. For example:

Suppose you are assessing a child's ability to put objects in the order of size, and you use shells with a child who is not from the coastal region. Since it is likely that the child would not have seen shells before and you have not used

these during daily activities, there is a possibility that the child will be keen to explore and play with the shells and may not focus on putting them in the right order.

Similarly, if the content is not related to children's environment you are not likely to get appropriate responses. For example, asking questions related to Ganesh Chaturthi to children in a centre in Assam is likely to get you no replies.

It is also important that the assessment is conducted in a language that children understand. Allow children to express themselves freely in their home language instead of asking the question in the school language/English, which many children may only partly understand or not understand at all. For example, it would be unfair to assess children's listening comprehension by narrating a story in a language they do not understand and then asking them to retell the story or asking questions about the story.

Use a variety of methods to gather information about children. This is because relying on one method alone may not provide you with a complete picture of a child's abilities. The use of multiple methods gives you richer data about children and helps you to reach more accurate conclusions. You will read more about the different methods of assessment in Section 31.9 onwards which will help you to understand this further.

Your assessment should focus on what children can do. Instead of focusing on what children cannot do, pay attention to their strengths and accomplishments and use these as building blocks to further their development. This is particularly important when we adopt the approach of 'assessment for learning' and use it as a base to plan the activities to promote children's learning.

While doing the assessment, note the quality of children's performance and not just the absence or presence of skill. Try to understand how the child is thinking, where the child is successful, and where the child is facing challenges. For example:

Suppose you are assessing if a child interacts/engages in conversation with others, it is not sufficient to note a 'yes' or a 'no' to this. It would be important to assess how the child is carrying on the conversation — is she using complete sentences to describe something; is she taking turns to speak and can she ask and answer a variety of questions?

In any activity, treat the errors made by children as an important source of information about the child's stage of development. Usually, most of us look at errors as gaps in a child's understanding or skills. We need to change our approach to errors to a more positive one. Children's errors provide important information about their stage of development and we should use this information to plan further activities accordingly. For example:

Suppose a teacher notices that several children in her class are making an error in counting objects, then instead of considering this as their inadequacy, and blaming children she should analyze the type of errors children are making while counting. They may be speaking out two number

names while touching one object or missing to touch an object while calling out a number name. Such 'errors' show that children have not understood the concept of one-to-one correspondence. It conveys to the teacher that she should plan more experiences for children that will help children acquire the concept that counting involves pairing one number name with one object.

How NOT to Assess

- Do not conduct written tests like asking children to write 'A to Z' or '1 to 20'.
- Do not take oral tests such as asking children to recite a poem one by one in front of the rest of the group or saying the alphabet or numbers.
- Do not create a 'test-like atmosphere' as it breeds fear and nervousness in the child and is unlikely to enable the child to put forth her/his best.

Check Your Progress Exercise 1

1) Name the two types of assessment and segregate the related keywords from the following.

Keywords: Assessment for learning, Assessment of Learning, on-going process, summing up record, outcome, used for improving curriculum and pedagogy

_____ Assessment	_____ Assessment

2) Can you identify the error in the following statements about 'Assessment' and rewrite these correctly?

- a) Assessment should not be integrated into the activities planned for the children in the daily schedule; instead it should be conducted as a separate and distinct activity.
- b) Assessment should focus on what children can't do, instead of focusing on what children can do.
- c) It is important that the assessment is conducted in one specific (standard) language.
- d) One should use a specific method to gather information from children while assessing them.

- 3) Design an assessment task on the topic 'My family' for grade 1 children covering the following learning objectives:
- To have an awareness about own family
 - To feel the belongingness of each other in a family

31.8 CAUTIONS TO BE KEPT IN MIND IN USING DATA FROM ASSESSMENT

- a) **Do not label children after you have assessed them.** As we mentioned at the beginning of the Unit, it often happens that after assessing children one makes comments like: “*She is intelligent*” or “*He is of a timid temperament and does not try anything new*”, or “*She is slow to learn.*” This is a wrong practice and must be avoided because such labels become one’s firm opinions about the child and then we do not change them, even though the child’s behaviour changes. You must have seen this attitude in day-to-day life. You must guard against this. Labeling is not the purpose of assessment. Childhood is a phase of rapid development and children’s personalities and developmental indicators change rapidly. The child who hesitated to interact with others initially, in the next few months, could turn out to be one of the most gregarious and friendly children in the group. Had you given the label ‘shy child’ to her, it would have been so incorrect later. It is important to be open mind about each child because your attitude will determine how you behave towards that child. What you think about a child will get communicated to her through your actions, even if you do not state your views openly, and will lead to the strengthening of that behaviour in the child, resulting in its continuation.
- b) **Do not use assessment data to compare children.** Use assessment to understand the individual child and not to compare one with another in a competitive manner. Do not make statements such as, “*Rajiv is not as good as others in outdoor activities*”, or “*Mansoor is the best artist in the group.*” Acknowledge the uniqueness of every child and individual differences in the rate of development. While you have transacted the same content with the entire class, remember that no two children are the same, and it should not be expected that they will demonstrate similar conceptual understanding, skills and abilities.
- c) **Keep your assessment of each child confidential.** The purpose of assessment is to help you to know each child better. Do not discuss this with other teachers and parents.
- d) **Do not base your judgment of a child’s abilities on one assessment.** Observe the child in different situations before you comment on her abilities. For example:

Christina, a teacher in a preschool in a coastal area used pictures of fishermen going fishing to create picture cards for a sequencing activity. It was contextually appropriate material as most children were from the

neighbouring area, but Rehman's family was not from the fishing community and he had no idea of fishing. He could not arrange the picture cards in the correct sequence. However, later, when Christina provided him with sequence cards that depicted more familiar activities, he was able to do the task. Had Christina concluded based on the first activity that Rehman 'cannot identify the sequence of events', it would have been an incorrect conclusion.

31.9 METHODS AND TOOLS OF ASSESSMENT

By 'methods of assessment' we mean the ways and procedures used to collect information about concepts, skills and values children have acquired and the developmental milestones they have achieved in different domains.

31.9.1 Limitations of Written and Oral Tests as a Method of Assessing Young Children

We have mentioned in Section 31.7 that written and oral tests are not appropriate methods of assessing young children. Can you say why?

- a) **Firstly**, such tests have a very narrow focus. They only test some information that the child has memorized. They do not tell us much about whether the child has understood the underlying concepts. For example, a typical written test involves asking the children to write numbers in sequence from 1 to 10. We assume that a child who has done so correctly knows how to count. But often that is not the case. Many 4-year-olds who can write 1 to 10 in the correct sequence will not be able to give you five objects from a pile of objects. They will give you fewer or more objects. This means that they have not understood the concept of counting even though they can correctly write 1 to 10. So the written test gives you only limited information and can lead you to make a wrong assessment.
- b) **Secondly**, usually a fearful and anxious atmosphere gets created when such written and oral tests are conducted. Children know they will be given marks and this creates fear because they know they will get ranked from the first to the last. The fear often makes the child perform more poorly than the child would have otherwise. Those who get low marks suffer a loss of self-esteem. So these tests are neither developmentally appropriate nor child-centered.
- c) **Thirdly**, these tests do not give any information regarding the process of children's learning and what challenges they are facing in the learning process. So they do not provide any information to the teacher about her teaching methods. The focus of these tests is on what the children remember and recall and not on how the curriculum has been transacted by the teacher.

31.9.2 Developmentally Appropriate Assessment Methods

Certain other methods are more suitable to use with young children for purpose of assessment. These are:

- Observation of children in different situations and contexts;
- Review of samples of children's actual work; and
- Engaging in conversations with children to probe their thinking.

These methods do not have the above challenges associated with written and oral tests.

The advantages of these methods are as follows:

- a) **Firstly**, assessment through these methods is spread over a period of time; it is not a one-time assessment. So the assessment helps to capture children's evolving understanding of concepts and the growth of their abilities. For example, when the teacher repeatedly observes whether the child picks up the correct number of items during different activities, she forms a good idea about whether or not the child has developed a concept of numbers and can count. Contrast this with a one-time test where the child has to circle the correct number after counting the pictures of an object. You have no way of knowing whether the child can actually count or whether she circled the correct number by chance.
- b) **Secondly**, these methods of assessments help you to get an in-depth understanding of the child's abilities in various domains of development and the concepts the child has acquired in these domains. So these assessments provide a comprehensive picture of the child.
- c) **Thirdly**, as assessment through these methods is integrated with children's daily activities in their natural daily routine, one gets a glimpse of children's natural development since the children do not experience fear of performance. So these methods of assessment are not intrusive and are developmentally appropriate.

Teachers can adopt any suitable method or a combination of methods that will suit the nature of the curriculum and their local context. In the next three sections, we will read about each of these methods of assessment in detail.

31.10 OBSERVATION OF CHILDREN

'Observation' is the method of choice for the assessment of young children and provides detailed information about a child's learning and development. Any good preschool teacher intuitively makes several observations of children during the day. She knows the behaviour pattern, the abilities, and the likes and dislikes of each child in her group. While a teacher makes spontaneous and informal observations every day during class activities, systematic, planned and focused observations are required to assess what and how children are learning. Observation generally produces the most valuable information for assessment. Observation is an assessment method that could be used throughout the day.

While using observation as a method of assessment, one observes children in multiple situations as they engage in curricular activities as well as when they participate in routine activities; when they are indoors as well as outdoors; while they are doing an activity independently as well as when they interact with others in small and large groups; during free play as well as during structured activities. Observations during a variety of settings and activities help you to cover all aspects of the child's development and enable you to see how a child applies different skills in various activities. This helps to get a complete picture of the present developmental status of each child, which can be used as a basis for making curricular decisions. For example, observations of what children can do presently help you to plan what should be your next set of short-term goals for the children as a group as well as for each child individually.

While doing the observation, record children's behaviour objectively. You must note the behaviour as it is observed. Be objective, factual and unbiased. Make a clear distinction between fact and inference, between real behaviour and the conclusion drawn from it. You should be able to separate 'what happens' from 'what you think' the behaviour tells you about the child. Your observations should not be influenced by your likes/dislikes for any child. For example, you should note: '*Ritu pushed Seema and Neena out of the queue and grabbed the toys*'; do not note '*Ritu is an aggressive girl*'. The former is an observation of behaviour, the latter is a conclusion. Only if you repeatedly find Rita showing such behaviour would it be appropriate to conclude that '*Rita seems aggressive*'. Do you remember reading about this point in the Section on 'Observation' in the Practical Manual?

After noting down incidents of behaviour, you must interpret and draw some conclusions about what the behaviour probably means. So once the recording is complete, interpret your observations. Reread your notes, make conclusions and assess the level of the child's development in different domains.

As we have said in Section 31.8, do not rush to conclude only based on one observation of what a particular behaviour means, where the particular behaviour is coming from or what should be done. You may have reached an incorrect conclusion about the child's abilities. For example, you may observe in an incident that a child is unwilling to part with the toy in his hand and is refusing to give it to another child. Instead of rushing to interpret that the child 'does not share', probe further and you may find that the latter child has been snatching things from all the children, and in this particular incidence, the first child was actually asserting himself rightfully.

Record the date of time of each observation. This will help you to sequence your records and you will know how the child is developing over a period of time. Maintain sequential records that characterize the child's growth during the period of assessment.

Follow up by acting on the conclusions you draw from your observations; plan for what you will do next and implement it. This aspect will become clear to you as read the Sub-section 'Anecdotal Records'.

Limitation of the Observation Method

- a) Observer's bias may interfere with the assessment. For example:

If a teacher already has an opinion that Rohan does not make friends easily', instances of Rohan playing alone, and not joining other children in activities may be observed and recorded more often.

- b) Also, teachers vary in their observational skills and how they interpret observations. For instance:

A teacher noticed that Sonam never volunteered to distribute plates and spoons at lunchtime. She interpreted it as 'Sonam seldom takes initiative and responsibility.' After a few such observations, she asked Sonam, if she would like to bring the plates and spoons and distribute these. Sonam responded that she could not reach up to the shelf where they were kept. The teacher now noticed that Sonam was a couple of inches shorter than other children and realized the error in her interpretation. Had the teacher observed more carefully earlier, she would not have interpreted what she did.

31.10.1 Techniques and Tools to Record Observations

To use one's observation for assessment you also need to record what you observe. The next question is, "How does one record observations?" Children are doing so many things. Does everything have to be recorded for each child? For assessment, we suggest recording observations as anecdotal records, and by using checklists and rating scales. Let us read further about these techniques and tools.

a) Anecdotal Records

Anecdotal records are brief, narrative descriptions of interesting and significant behaviours of children shown in a specific situation. The information is usually recorded after an interesting incident is completed. Such observations should be noted down as often as possible. While observing, note both verbal and non-verbal behaviours of the child and focus on the child's facial expressions, gestures, body language, spoken words, actions, and note what she is doing, how she chooses alternatives, makes decisions and alters strategies and so on. Anecdotal records are particularly useful for assessing children's attitudes toward learning, their emotional development and peer relationships.

An anecdotal record has four parts:

- i) Context – the setting, time and the list of children involved;
- ii) The experience itself, noting carefully the proper sequence of events and what the child was doing;
- iii) The conclusion you draw from the entire anecdote; and
- iv) How you will use this information.

Use a register or a file to maintain anecdotal records for each child. Enter the child's name, her date of birth, and date of joining the centre on the register/file. Keep these registers/files handy because incidents that give you an insight into a child's behaviour can happen at any point of time, and you may want to record those. You can maintain these anecdotal records throughout the year. Remember to record the date of observation and time of observation for each anecdotal record. These sequential records will tell you how the child's abilities, temperament and behaviour change over a period of time.

An anecdotal record made by a pre-primary educator.

Name of the Child: *Ridhima*

Date of Birth: *17 August 2015*

Entry into Preschool: *July 2018*

Date of Observation: *August 2018*

Context: *Raju and Ridhima are playing on the swings. Anu is watching them.*

Experience: *Anu had been watching them for some time, waiting for them to finish their play so that she could play on the swing. When she could wait no longer, she approached Ridhima asking her to include her also on the swing. Ridhima, involved in her own play, paid no attention to her. When Anu became more insistent, Ridhima pushed her away and she fell down.*

Conclusion: *I will observe Ridhima a couple of times in similar situations in order to understand her temperament.*

Subsequently, the teacher observed Ridhima on different occasions in different settings and recorded another three similar anecdotes. By the end of the last one anecdote, she concluded that '*Ridhima finds it difficult to play co-operatively and include another child in her activity.*' Now she planned what should be her next actions.

What to do next: *The teacher decided to:*

- a) *Plan activities where Ridhima has to engage with three to four children and carry out an activity involving sharing and turn taking*
- b) *Narrate stories about being kind to others and have children practice kind acts in the class.*

b) Checklist

This is another way you can record your observations. A 'Checklist' is a list of skills/abilities or behaviours that you want the child to develop as a result of participating in the various activities organized at the centre. In other words, it is a list of abilities that are directly related to the curricular goals. In a checklist, the abilities are described in a short sentence each. The teacher observes the child and the descriptions which best describe the child's

behaviour/skill/ability is ticked. The length and complexity of a checklist can vary depending upon the number of developmental domains included and the number of concepts, skills and abilities you want to include for assessment under each domain.

Many educators find it easier to use checklists as one can quickly assess a child's progress in various areas of development by ticking the pre-written descriptions when the child shows that skill/concept. If the checklist is not handy, the teacher can briefly note the behaviour and mark it on the checklist later. A checklist does not have to be completed at one time.

If the teacher is not using a pre-prepared checklist and is going to develop her own checklists, then she should have a thorough knowledge of the sequence in which concepts and abilities emerge in different developmental domains.

Using a checklist, the teacher can assess children at regular intervals of 3-4 months. So checklists prove particularly useful in preparing children's progress reports and conveying information about the progress of a child to the parents, as parents can see how their child's understanding of concepts and her abilities have advanced over a period of time.

Limitation of Checklist

- i) Checklists do not describe children's behaviour. All that you know about what the child can/ cannot do is what is written in that one-line statement.
- ii) Further since assessment on the checklist is only recorded as a tick (✓-the presence of ability) or cross (×-absence of ability), it only tells you whether the child has acquired that concept ability or not. It does not provide any information regarding how well the child can do that task or how frequently the child is performing that task/showing that skill. This limitation of the checklist can be overcome by using the rating scale.

c) Rating Scale

A rating scale extends the checklist by adding some quality to what is observed. A rating scale describes the degree to which that behaviour or trait is believed to be present in the individual or how well the child is showing that ability or understanding of that concept. So a rating scale has the advantage of gathering more information than a checklist, by grading the performance of the child in some way.

For example, you can have three levels of gradation or rating as follows:

- i) Level 1 (Emerging): This rating indicates that the child is beginning to develop the skill and shows it only sometimes or performs it not very effectively or efficiently.
- ii) Level 2 (At the Expected Level): This rating reflects that the child shows the skill with the efficiency and frequency as expected of her age.

- iii) Level 3 (Exceeding the Expected Level): This rating is used when the child shows the skill with efficiency and frequency beyond that expected of her age.

You can use a rating scale with four or five levels of rating as well. As the levels of rating increase, it shows that the finer aspects of children's development are being observed to differentiate between children at different levels.

Limitation of Rating Scale

- i) The ratings in a rating scale depend upon the understanding and opinion of the teacher regarding the child's level of performance and this can become subjective. Different teachers may rate the same behaviour of the child differently: one teacher may consider it as '*emerging*' while another may consider it as '*at the expected level*'. Teachers need to have a good understanding of children's development to rate appropriately.
- ii) Also, descriptive terms used to define the grading may not be very clear, or differ vastly from one level to the other, further increasing the subjectivity. Teachers need to be skillful in creating the rating criteria and in assessing children using the rating scale.

It would have become clear to you that checklists and rating scales give you a summary of the child's level of development. They do not give you a description of the child's behaviour. For the latter purpose, anecdotal records are good. Using a checklist/rating scale and anecdotal records together will give you a good insight into the child's development.

A Sample Rating Scale

As we have mentioned earlier in the Unit, we have prepared a sample rating scale for use with 3 to 5+ years old children. Refer to Table 31a. To develop the rating scale, we have selected some concepts and skills, which are representative of the progress of a child's development in the following domains: i) motor and physical development; ii) social and emotional development; iii) language and literacy; iv) cognition: mathematical development; v) cognition: scientific reasoning; vi) creativity and aesthetic appreciation. So as you can see our rating scale for assessment is linked to the goals of development.

In the sample rating scale, a child's performance can be graded along with three levels. As you observe a child with respect to each concept and skill listed on the rating scale, you would place a (√) tick in the rating which best describes the child's present level of functioning.

Table 31a: Sample Rating Scale

DOMAIN	Emerging	At the Expected Level	Exceeding the Expected Level
MOTOR AND PHYSICAL DEVELOPMENT			
A. Large Motor			
Runs with coordinated movements			
Jumps from short heights/hurdles with ease and confidence			
Climbs up and down the stairs without support, by alternating feet			
Moves body effectively to throw/kick/catch a ball with some precision			
B. Fine Motor			
Threads beads with small holes and thin wires			
Folds a sheet of paper vertically, horizontally and diagonally			
Tears and cuts papers into fine pieces and pastes them neatly			
Draws many recognizable figures like trees, people, animals and various shapes			
Colours within narrow outlines			
SOCIAL AND EMOTIONAL DEVELOPMENT			
A. Self			
Communicates self-care needs in time and takes care of belongings			
Demonstrates good attention span			
Takes initiative			
Takes responsibility for simple tasks, for example, serving food, putting things back after use			
Knows some rules about safety and danger			
Has the physical strength to participate in the activities of the day			
B. Relationship with Others			
Uses a variety of skills for interacting – suggesting something to do together, joining an existing activity, sharing a toy, taking turns			
Develops friendships with one or two children			
Expresses own emotions appropriately and uses strategies of dealing with conflict situations, such as by sharing and compromising, seeking adult help, talking to and reasoning with friends instead of shouting or hitting them			
Respects other's feelings, belongings and rights			
Works with other children to complete a group task with guidance			

LANGUAGE AND LITERACY			
A. Oral Language			
Shows understanding of narrated stories or explanations given on a topic by nodding, gestures and talks, answering questions based on story/topic, completing and retelling the stories			
Can give names to many things in the environment			
Provides information about the past or present or things not physically present			
Can carry out a multi-turn, sustained conversation in the home language, answering and asking questions such as, Who/What/When/Where/Why /How			
Understands and speaks some words and sentences in second language/English			
B. Early Reading			
Knows print conventions—top to bottom and left to right or right to left as per the script, identifies book parts such as front, back, cover			
Uses pictures and text to make predictions about the story in a book and pretend to reads			
Identifies beginning and ending sounds of words and provides rhyming words			
Enjoys participation in shared reading and recognizes sight words			
Can recognize individual letters and corresponding sounds and tries to decode words			
C. Early Writing			
Draws to represent experiences and thoughts			
Shows an interest in copying simple words displayed in the environment			
Begins to independently form many letters correctly and uses sound-symbol correspondence to write invented spellings			
Writes own name correctly			
Demonstrates evidence of many aspects of the print convention, such as writing from left to right or right to left as per language rules			
COGNITION: MATHEMATICAL DEVELOPMENT AND SCIENTIFIC REASONING			
A. Early Numeracy			
Can differentiate groups of more or less by one-to-one correspondence			
Can put objects in one-to-one correspondence for up to 10 objects			
Can count up to 5			

Can count different objects up to ten in different situations, can count toffees, apples, books			
Starts onward count from a given number			
B. Measurement and Spatial Sense			
Carries out actions based on spatial vocabulary such as inside/outside			
Recognize and name typical shapes— square, circle triangle			
Identifies a pattern and extends it and or creates new patterns			
Can seriate 4-5 objects based on a particular attribute like size, weight, colour and uses related vocabulary heavy heavier, heaviest, most heavy, least heavy			
C. Concepts, Scientific Reasoning and Problem Solving			
Can sort objects into two/three groups on the basis of two/three criteria and gives reason for categorization			
Arranges 4-5 picture cards in a particular sequence			
Develops concepts and values related to physical, biological and social			
Expresses a sense of wonder and curiosity about the environment			
Uses the five senses to make observation, experiment with the immediate physical, biological and social environment and seeks explanation			
CREATIVITY AND AESTHETIC APPRECIATION			
Appreciates nature and surrounding and verbalizes concern			
Appreciates work of other			
Tries out different ways of solving problems			
Uses a material in different ways in a different situation			
Expresses self through a variety of ways—art, music, language, dramatic play			

As you read the rating scale, you will notice that with respect to the three developmental domains – motor and physical development; language and literacy, cognition: mathematical development, indicators on the rating scale are arranged in the order from ‘simple to complex’, according to the order of emergence of concepts and abilities with age. We expect that in each of these domains, a child will be able to demonstrate the skills written later for that domain in the rating scale only after the child has acquired the skills written earlier. So, if you divide your academic calendar into three terms – 1st quarter, 2nd quarter and 3rd quarter, you will find that in the first quarter most children show the skills mentioned earlier in the rating scale for that

developmental domain. As children participate in the learning activities at the centre, they will begin to show many of the complex abilities written later in the rating scale for that domain. For example, with respect to the domain of ‘Language and Literacy’, a child in the 1st quarter demonstrates that she can ‘draw to represent experiences and thoughts’. By the time she is in the 3rd quarter, she ‘writes own name correctly’, and ‘forms many letters correctly and uses sound-symbol correspondence to write invented spellings’.

On the other hand, indicators for another three developmental domains – social development, emotional development, aesthetic appreciation and creativity – do not have a progression from simple to complex and may be shown by a child at any time during the academic calendar. For example, a child can demonstrate that she ‘appreciates work of others’ in 1st quarter as well as in the 3rd quarter, or a child can demonstrate that she ‘uses a material in a variety of ways’ before she demonstrates that she ‘tries out different ways of solving problems’.

You may be given a rating scale to use by your centre like the one we have provided. You can also formulate your own checklists and rating scale if you want to know more details about children’s abilities. Let us consider an example of how to formulate checklists.

For example, you may want to check whether the pre-primary children are achieving the given goal: ‘*engage in and maintain positive interactions and relationships with other children, respecting their feelings and rights*’. What behaviours will show that the preschoolers are achieving this goal? Some of these behaviours are:

- suggests something to do together
- joins an existing activity
- shares a toy
- takes turns
- develops friendships with one or two children.

Another goal under the domain ‘Social and Emotional Development’ that you would wish to check upon is whether “*Child recognizes and interprets emotions in others and expresses care and concern towards other people.*” The behaviours that will indicate that the child is learning to do this are:

- uses words to describe the feelings of people
- makes empathetic statements and offers support to adults and other children who are in distress by hugging, kissing, comforting, sharing a toy
- is aware of the effects of one’s behavior on others
- labels emotions in books or photographs
- displays tolerance of differences in physical appearance and abilities.

It would be helpful for you to formulate checklists and rating scales for the various aspects of development and compare them with those formulated by other learners when you meet them in the study centre. To give yourself

practice in using these checklists, you could observe preschoolers in your neighbourhood on the checklist.

31.10.2 Planning for Observing Children

When using a checklist or a rating scale for assessment, you can select either of the following two strategies:

- a) You may focus on 3-4 children at a time and observe them with respect to the indicators mentioned in the checklist/ rating scale regarding all domains of development. Then you select the next child/group of 3-4 children, observe them and record assessment on the checklist/ rating scale and continue in this way until all the children in the class have been assessed. As you have read in Section 31.6, you will make 2-3 such assessments for each child in a year.
- b) Alternatively, you may select one domain or even one skill on the checklist and record your assessment of all the children one by one with respect to that domain or skill; then you move to the next domain or skill and so on till all the children have been assessed on each of the domains/skills. This way, you will make multiple observations of each child, to cover all domains for one term, and repeat these after every 3-4 months for the next terms.
- c) Remember to observe a child more than once with respect to any indicator mentioned in the checklist before you make your final assessment of the child and record it.

To use the checklist or a rating scale effectively, teachers would need to have a clear understanding of which concepts and abilities are likely to be demonstrated during which activity. For instance, if a teacher wants to assess children's ability to take initiative, observing children during free indoor and outdoor play would be more fruitful than observations during structured activities.

31.11 CHILDREN'S WORK SAMPLES

Another good way to know about children's learning and development is to collect samples of the work they do during the day and keep a record. Children's work provides teachers with real and direct evidence of what they know and can do. When you collect these work samples over a period of time, it shows children's progress.

Let us understand this through an example.

Drawing is a very common activity that a child engages in across preschools. Samples of children's artwork can help to assess development in the following domains:

- a) **Motor Development:** Promotes specifically, fine motor development and eye-hand coordination. A child who has developed control over hand muscles will show neater strokes, clear boundaries while colouring and will be able to colour within narrow spaces.

- b) Creativity and Aesthetic Appreciation: Children’s creativity, imagination and ability to express their thoughts and emotions is revealed in the way they depict the situation or the event or the scene, how they use colours and combine various materials in their artwork. Children’s enjoyment in creating a new creation is a reflection of their creativity.
- c) Social and Emotional Development: Children’s drawings often reveal the inner emotional life of children. How they depict themselves and other people can throw light on their relationships and feelings associated with these. Traits like decision-making (for example, selecting which material to use) persistence, following directions can also be observed through a child’s drawing.
- d) Cognition and Mathematical Development: Children’s drawings show how they understand shapes, space, patterns, sizes, colours, textures; how the child depicts a theme shows her understanding of it; the details in the drawing show how minutely the child has observed something.
- e) Language Development: This is evident through the child’s ability to express herself and describe what she has drawn when asked about her work.
- f) Early Literacy: Drawing is the first stage of writing. A well-developed and detailed drawing shows the child’s ability to give a concrete form to the thoughts in her mind. Children who are regularly exposed to print (such as when adults narrate stories from books and give children opportunities to handle books themselves) tend to include word-like and letter-like shape formations in their drawings. The drawing can be used to understand the ideas the child is forming about written language.

Let us understand this through an example.

A child made a drawing on the topic ‘My Family’. On being asked to describe what he has drawn, the child said, pointing to each line: “This line (pointing to the biggest) is Papa, this line (pointing to the one smaller than the first) is Mummy, this (the next smaller one) is my brother and this is me (pointing to the smallest).

The drawing reveals that the child: a) has a clear idea about her/his family composition; b) has understood the concept of relative size and that he can depict this by making variations in the lines representing his family members.

However, a mere collection of samples is not enough. Appropriate samples need to be collected and further, these must be interpreted concerning what they tell us about the child’s development and learning. Sometimes, teachers feel satisfied just having collected the samples and do not do anything further with them. However, you must have a sound reason for collecting the work sample. Further, write comments on the work sample, stating what the child did, what it means for the child, and what it reflects from the point of view of the child’s development because you need this information for assessment and you may not recall such details about work samples later.

The inspiring work of Reggio Emilia has encouraged teachers the world over to document children’s artwork and the artistic process to make learning visible. Do you remember reading in Unit 10 that a teacher in a Reggio

Emilia centre encourages children to express their understanding of events, experiences and activities through various art forms such as drawing, painting and clay work? The teacher collects these samples as these are representations of children's thinking and a good way of assessing children's growth in thinking over a period of time. Then she uses these samples to plan children's future learning experiences.

Apart from enabling the teacher in assessing children, work samples serve three other purposes:

- a) They can be used and interpreted by individuals other than the teacher who collected the work, giving them an insight into the curriculum and the activities carried out at the centre.
- b) Work samples are a permanent record. If the teacher's assessment of any child reflected a bias, this can be corrected when another educator assesses the child's work.
- c) Samples of children's work are an effective means of communicating with parents about the kind of learning experiences provided in the class and the progress their child is making. You may recall reading that in the Reggio Emilia approach, work samples of children are displayed all around the centre to enable the parents to know what their children are doing in the preschool, what they are learning and how.

31.11.1 Deciding Which Work Samples to Collect

- a) Each work of the child is not suitable for assessing the progress of the child. Samples that provide meaningful information about the child's abilities help in the assessment and show how a child is progressing. Samples that demonstrate a change in the child's development, knowledge, skills and abilities should be collected. For example, if you want to record a child's progress towards literacy and early writing as you provide a variety of experiences, you may like to collect samples of her drawing over a period of time which reflect how she moved from making random marks on paper to including shapes and symbols in her drawing to a more organized drawing reflecting a theme, then the appearance of letter-like forms in her drawings and then the inclusion of invented spellings.
- b) Remember to collect work samples that represent a variety of abilities of the child. Do not collect samples of only one type of work. For example, do not only collect drawings made by the child because they are perhaps the easiest to collect. Collect samples of work related to all domains of development.

Actual products from class activities that may be collected include:

- drawings
- craft work, such as paper folding or pasting
- a teacher's written record of a story narrated by a child
- actual clay models or their photographs
- activity sheets such as sheet pertaining to 'find the odd picture in the set'

- photographs of structures made during block play
 - emergent writing samples
 - photographs or a video of a child engaged in a specific activity such as fitting a jigsaw puzzle or performing rhythmic movements or completing a maze or doing role play.
- c) Work samples must be collected regularly, over the entire academic year. The collection should not be limited to only a few months or some important events.
- d) Remember to always put the date when the children did that work.
- e) Usually, a teacher selects which sample to collect. However, you must sometimes ask children which sample they would prefer to collect as this may give you a perspective that you may have missed. For example, after a week of drawing activity, you may ask a child which drawing she would like to show to her parents and keep that as your record.
- f) Further, you can ask the child to self-evaluate the sample she has selected. For example, ask the child for her thoughts on what she has drawn and record them. Children can be given two samples of their drawings done a few months apart and they can be asked to say if they see some difference between their drawings.

Involving children in choosing the samples ensures the child's participation in the assessment process. It helps children develop a sense of pride in their work and promotes ownership of their learning, motivates and encourages children. When children are encouraged to self-assess, it builds their confidence as independent learners who can reflect on what they have learnt and also creates an environment where there is no fear of analysis by others and of being a failure in the eyes of others.

31.12 CONVERSATIONS WITH CHILDREN AND ASKING QUESTIONS

Conversations complement the above-mentioned assessment methods. Follow-on conversations after observations and collecting children's work samples can give the adult a better understanding of what children can do or understand.

Listening to what children have to say, and their answers to questions you ask them can reveal a lot about how they understand things, what they are thinking and what their rationale is for a particular action. You may find that the thinking capacities of children are far more developed than what you may interpret from observing them. Therefore, asking questions to children is very important before you form your opinion based on any observation. As you may recall reading in an earlier Unit, Piaget used this method of asking children questions extensively during his work with children to understand the nature of their thinking.

Teachers can ask children questions when children are engaged in play/activity or after they have completed their play/ activity. The kind of questions the teacher asks is critical. Ask open-ended questions that give the children an opportunity to talk and describe, instead of asking questions that are likely to get a yes/no response. Only then will you come to know what children are thinking.

Some questions that you may ask are:

- Can you tell me what you are doing?
- Can you tell me more about your work?
- Could you do this another way?
- How did you do that? What did you use?
- What happened then? Why do you think it happened?
- I wonder what would have happened if?
- What would you like to do next? How will you do that?
- What was easy about this work?
- What was difficult about the work?
- Are you happy with this?
- What did you learn from that?
- What would you do differently if you were doing it again?

Initially, you may find that children may not respond to your questions, or that their replies are very limited. However, with a teacher's assistance, children can raise their thinking to a higher level and develop insights to reflect on what they did; what they made; what they learnt; what they enjoy doing; what they are good at; the efforts they put in a task, the quality of their end products and how they would like to do things differently.

A point to be kept in while asking questions is that young children are impulsive and often respond with the first answer that comes to their mind, without reflecting on all possible answers. Therefore, you need to assess/ask relevant questions in multiple situations, using multiple ways to be sure that the answers reflect what children are actually capable of thinking and doing.

Teachers in an ECCE centre may use one or a combination of the above-mentioned methods to assess a child.

Check Your Progress Exercise 2

- 1) By now you have understood that are a few important points to be kept in mind while assessing children. Can you identify the dos and don'ts from the following statements?
 - a) Label children after assessing them. ()
 - b) Use assessment data to compare children. ()
 - c) Maintain confidentiality. ()
 - d) Focus on the individual progress of each child. ()
 - e) Base judgement of a child's abilities on one aspect. ()

- 2) Do you ‘agree’ or ‘disagree’ with the following statement about the usage of written and oral tests for assessing young children giving a reason in brief.
 - a) Written and oral tests are appropriate methods of assessing young children. ()
 - b) Written and oral tests create a sense of fear and anxiety in children. ()
 - c) Written and oral tests give detailed information regarding the process of children’s learning and the challenges faced by them while learning. ()
- 3) List developmentally appropriate methods for collecting data to assess the concepts and abilities that children have acquired?
.....
.....

31.13 MAINTAINING CHILDREN’S PORTFOLIOS

A portfolio is a way of organizing and storing information about children and their work. It provides a comprehensive picture of the child’s abilities in many different areas of the curriculum. While selecting the contents of a portfolio, teachers should think: a) what will it tell about the child; and b) how this information will help in making decisions about the curriculum. The various records that you have collected for purposes of assessment of a particular child — anecdotal records, observations on the checklist or rating scale, work samples, and transcripts of conversations with the child — can be organized date-wise into a portfolio and stored systematically. These collections provide evidence that your assessment of the child is authentic.

Besides the above assessment record, the portfolio of a child may contain:

- a) Photographs to show block play structures/clay models/solving puzzles and mazes/ performing some dance/drama, and so on.
- b) Interesting anecdotes, interesting answers to your questions that reflect progression in a child’s thinking.
- c) Self-reflections by children on their work noted down by the teacher. For example, a child may make some specific comment on her work which the teacher may note.
- d) Qualitative records about the child, noting the strengths of the child, and challenges, if any.
- e) Audio/video recordings of a child’s participation in day-to-day learning experiences at the centre, such as action rhymes, story narration, outdoor play.
- f) Any other significant item which the teacher considers important/unique about a child.
- g) Valuable information provided by the parents regarding the child such as the status of the child’s health, any special needs, likes and dislikes, any areas of concern, preferred activities, and brief family background.
- h) These items should reflect the typical performance of the child and must not be limited to showcasing only her/his best performance.

At any ECCE centre children would engage in several activities each day. Since it is not possible to keep all the activity sheets/models/craft work in the portfolio, you can let children carry some of the activity sheets and craft work to their homes.

A portfolio may take various forms:

- a) You could use boxes to store three-dimensional work samples like clay models.
- b) Files, folders and three-ring binders to hold two-dimensional work samples of children.
- c) Photo albums to store photographs of children's work and their participation in various activities.

31.14 PREPARING PROGRESS CARDS

As you may be aware that many centres provide a report to the parents regarding the child's learning and development in the form of a Progress Card. This progress card is provided to the parents 2-3 times a year, depending upon how the centre divides the academic calendar – two terms of six months each or three terms of four months each. To develop the report card of the child's progress during the term, use the information that you have collected using each of the three assessment methods. You may use data available to you from: a) your observation records in the form of checklists, rating scales and anecdotal records; b) samples of children's work; and c) conversations you had with children. Reflect upon this information and identify what concepts, skills and values the child shows in each area of development. Based on your analysis, prepare a narrative report, summarizing the 'whole picture of the child' and describing the developmental progress during the period of assessment.

Ensure that the samples in the portfolio that you have maintained for each child support your description of the child on the progress card.

In Table 31b is a sample of the Progress Card which summarizes the assessment of a child in Term II. The data obtained from the three methods of assessment was used to develop the Progress Card.

Table 31b: Progress Card of a Child in Second Year of Preschool (Prschool 2)

<p>Name: Aathya Arora Age: 4 years, 8 months; Term: II; Class: Preschool 2 Aathya has made good progress. She is an enthusiastic learner and actively participates in most of the class activities.</p>	
<p>Physical and Motor Development</p>	
<p>Accomplishment</p>	<p>Aathya's drawing and colouring skills are excellent and she pays attention to details. She is not keen to participate in outdoor play activities.</p>
<p>What to do next</p>	<p>Pair her with Anuj whom she can help in improving her skills of colouring. Plan some activities indoors which involve large motor movements such as jumping and hopping. Interact with her outdoors to see what interests her and use her area of interest for planning future outdoor activities.</p>

Language Development and Literacy	
Accomplishment	Aathya's vocabulary has expanded tremendously in this term. New words can be heard in her conversation almost daily. She enjoys singing rhymes and listening to stories. She takes initiative in answering questions based on the story. She is aware of the sounds of many letters, she shows knowledge of writing conventions and many of her drawings include pretend writing
What to do next	Encourage Aathya to develop her own story books by drawing and writing. Display her story books in the class.
Cognition Mathematical Concepts and Scientific Reasoning	
Accomplishment	Aathya readily grasps new concepts and attempts to solve problems independently. She demonstrates a good understanding of patterns and shapes. Aathya can count up to 5 without making errors.
What to do next	Introduce counting and numbers from 6 -10.
Social and Emotional Development	
Accomplishment	Over the months, Aathya has grown in confidence and expresses her views while playing with another child. She can share her feelings and concerns. She is affectionate and likes to play with others. But needs to be supervised at times while she is playing with them because sometimes she can become very assertive. She will need to be able to share things with others and cooperate in group settings.
What to do next	Plan small group play activities of interest to Aathya. Create situations that encourage the group to share the play materials. Narrate a story where the characters do not share and generate a discussion in class.
Creativity and Aesthetic Appreciation	
Accomplishment	She takes a keen interest in music and dance activities. It is a delight to watch Aathya's rhythmic movements.
What to do next	Provide opportunities to Aathya to lead the music and movement activities in the class.

Check Your Progress Exercise 3

1) Match the items in Column A with those in Column B.

Column A

- a) Anecdotal Records
- b) Rating Scale
- c) Checklist

Column B

- i) list of skills/abilities or behaviours
- ii) brief, narrative descriptions of interesting and significant behaviours
- iii) describes the degree to which that behaviour or trait is present

2) Given below is a sample of a checklist to assess the gross motor skills of infants. Referring to it, develop a similar check list to assess the gross motor skills of the toddlers.

Checklist for Gross Motor Skills of Infants
A check (✓) is placed against each ability when the infant shows it.
List of Skills
1) can hold head steady
2) can turn over on the side
3) can sit with support for a few minutes
4) can sit without support for some time

- 5) can crawl
- 6) can stand when supported for a few minutes
- 7) can raise herself from a sitting position holding on to a support
- 8) can stand independently
- 9) can stand and walk a few steps holding on to a support
- 10) can walk independently

31.15 SUMMING UP

Assessment is a systematic process of gathering information about children using a variety of methods, recording this information, reflecting upon it, and using it to better understand and support children's learning and development. There are two broad approaches to assessment — 'assessment of learning' (summative assessment) and 'assessment for learning' (formative assessment). The purpose of the assessment is to:

- Track Children's Learning and Development over a Period of Time
- Provide Feedback to Children
- Plan Appropriate Curricular Experiences to Promote Children's Learning and Development
- Evaluate the Curriculum
- Report to Parents and Understanding the Child's Context
- Helps to Raise the Morale of Teachers.

Certain methods are more suitable to use with young children for purpose of assessment, such as observation of children in different situations and contexts; review of samples of children's actual work; and engaging in conversations with children to probe their thinking.

Observations during a variety of settings and activities help to get a complete picture of the present developmental status of each child, which can be used as a basis for making curricular decisions. For assessment, the observations may be recorded as anecdotal records, and by using checklists and rating scales.

Children's work provides teachers with real and direct evidence of what they know and can do. Work samples collected over a period of time, show children's progress in different domains such as motor development, creativity and aesthetics, social and emotional development, cognition and mathematical development, language development and early literacy.

Follow-on conversations with probing questions after observations and collecting children's work samples can give the adult a better understanding of what children can do or understand.

A portfolio is a way of organizing and storing information about children and their work. It provides a comprehensive picture of the child's abilities in many different areas of the curriculum.

A progress card is a narrative report, summarizing or holistically describing the developmental progress of a child during the period of assessment

focusing on the development of conceptual skills and values which are reflected in their work sample, observation records in the form of checklists, rating scales, anecdotal records and conversation with the teacher.

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31.16 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check Your Progress Exercise 1

- 1) Summative Assessment: Assessment of Learning, summing up record, outcome
Formative Assessment: Assessment for learning, ongoing process, used for improving curriculum and pedagogy
- 2) a) Assessment **should be integrated** into the activities planned for the children in the daily schedule.
b) Assessment should focus on what children **can do**, instead of focusing on what children **can't do**.
c) Assessment **doesn't have** to be conducted in one specific (standard) language.
d) One **should** a variety of methods to gather information from children while assessing them.
- 3) Ask children to draw their family members and ask them to share the given (orally or written):
 - a) What is the name of various family members?
 - b) What does the child call each of the family members?

- c) What role/responsibility does each of the family members play in the family?
- d) Who is the child closest/intimate with? Why?

Check Your Progress Exercise 2

- 1)
 - a) Don't
 - b) Don't
 - c) Do
 - d) Do
 - e) Don't
- 2)
 - a) Disagree: They have a very narrow focus and mostly test some information that the child has memorized. Most tests focus on recalling memorized information.
 - b) Agree: Fear of being marked and being ranked amongst their class group may instill fear and in case of low grades may affect their self-esteem and further affect their learning process.
 - c) Disagree: These do not give any information regarding the process of children's learning and what challenges they are facing in the learning process.
- 3)
 - a) Observation of children in different situations and contexts;
 - b) Review of samples of children's actual work; and
 - c) Engaging in conversations with children to probe their thinking

Check Your Progress Exercise 3

- 1)
 - a) -i)
 - b) -iii)
 - c) -ii)
- 2)

Checklist for Gross Motor Skills of Toddlers

A check (✓) is placed against each ability when the toddler shows it.

List of Skills

- 1) can run for a short distance : the movements are jerky and not controlled
- 2) can climb over a small obstacle-about 6 inches high
- 3) can crawl up the stairs
- 4) can jump from a low platform
- 5) movements while running are smooth
- 6) can climb stairs holding on to the support
- 7) can control starts and stops while running
- 8) can climb down the stairs with support
- 9) can climb up and come down the stairs without support

Table 1a

DOMAIN: MOTOR AND PHYSICAL DEVELOPMENT	
Sub-domain: Gross Motor Development	
Goals for Birth to 3 years	Goals for 3 yrs -5+ yrs
Goal 1: The child develops control, strength and coordination of large muscles.	Goal 1: The child demonstrates increasing control, strength and coordination of large muscles.
<p>By 3+</p> <p>Concept: Understanding of space</p> <p>Skills</p> <ul style="list-style-type: none"> • Walks with ease adjusting speed and direction depending on the situation • Walks backward though not in a well-coordinated way • Walks on a wide beam slowly with hands outstretched for support • Runs for a short distance though movements may be jerky (stops, starts and changes of directions not very controlled) • Jumps (stiffly) from short heights of approx. 1 -2 feet without bending legs • Climbs stairs, by alternating feet while holding on to something • Climbs down with the support of the railing • Throws or kicks a ball in general given direction (most of the time) • Catches ball by extending arms stiffly and trapping the ball against the body, without moving the body 	<p>By 5+</p> <p>Concept: Detailed understanding of space</p> <p>Skills</p> <ul style="list-style-type: none"> • Walks forward and backward with coordination and ease • Walks on a straight or a curved circular line • Walks up an inclined plank with confidence and speed • Balances on one leg • Runs smoothly with well-controlled and coordinated movements (changing directions with little difficulty) and also runs with variations in movement like galloping, skipping, etc. • Jumps over hurdles small with ease and confidence, crouching and using their arms to thrust themselves up while jumping (while bending their knees) • Climbs (walks and runs) up and down the stairs without holding on to the railing • Creeps, crawls and rolls through narrow places while playing • Performs more complex actions that require large muscle movement coordination. e.g. swinging on a swing, hopping, climbing a ladder • Moves body in relation to objects to effectively perform tasks, such as moving her body in position to catch a ball in her hands while keeping her eyes on the approaching ball.

Table 1b

DOMAIN: MOTOR AND PHYSICAL DEVELOPMENT	
Sub-domain: Fine motor Development	
Goals for Birth to 3 years	Goals for 3 yrs -5+ yrs
Goal 2: The child develops control, strength and coordination of small muscles.	Goal 2: The child develops increasing control, strength and coordination of small muscles.
<p>By 3+</p> <p>Skills</p> <ul style="list-style-type: none"> • Adjusts grasp with ease to hold different materials. E.g. uses pincer grasp to hold large beads, and uses the whole hand to hold the glass, crayons • Uses eye-hand coordination to manipulate objects E.g. threading beads, linking the attachable pieces of a toy, turning pages of a book • Crumbles and tears paper and pastes the pieces in a large outline, though not very neatly • Scribbles with enjoyment, draws lines, copies circles and loops • Colours within a large outline, though not very neatly 	<p>By 5+</p> <p>Skills</p> <ul style="list-style-type: none"> • Uses pincer grip to hold and manipulate tools for writing, drawing, and painting. • Uses eye-hand coordination to complete complex tasks, such as cutting along a line, pouring, buttoning, threading beads with small holes and thin wires, working on puzzles and folding a sheet of paper, vertically, horizontally and diagonally • Tears and cuts paper into finer pieces and different shapes and pastes them neatly, according to the design, in smaller areas • Draws many recognizable figures like trees, people, animals; and various shapes • Colours within given narrow outlines

Table 1c

DOMAIN: MOTOR AND PHYSICAL DEVELOPMENT	
Sub-domain: Health, Safety and Nutrition	
Goals for Birth to 3 years	Goals for 3 yrs – 5 + yrs
Goal 3: The child participates in everyday routines and self-care skills with the support of familiar adults.	Goal 3: The child demonstrates personal hygiene, nutritious food choices and self-care skills.
<p>By 3+</p> <p>Concepts: Hunger, thirst and fullness</p> <p>Skill</p> <ul style="list-style-type: none"> Participates in self-care routines <p>Value</p> <p>Looking after self</p>	<p>By 5+</p> <p>Concepts: Cleanliness; Healthy foods and healthy eating habits</p> <p>Skill</p> <ul style="list-style-type: none"> Shows increasing independence in self-care <p>Value</p> <p>Looking after self</p>
Goal 4: The child recognizes the importance of simple safety rules with support from adults.	Goal 4: The child displays the ability to follow safety rules, make choices and avoid danger.
<p>By 3+</p> <p>Concept: Some understanding of safety and danger</p> <p>Skills</p> <ul style="list-style-type: none"> Shows safe behaviour, e.g. holds a hand to cross the street Refrains from unsafe acts – does not touch a hot stove <p>Value: Self-protection</p>	<p>By 5+</p> <p>Concept: Increased understanding of safety rules</p> <p>Skills</p> <ul style="list-style-type: none"> Shows increasingly safe behaviour Identifies and avoids danger Alerts others to dangers – such as keeping a safe distance from swings. <p>Value: Self-protection</p>

Table 1d

DOMAIN: MOTOR AND PHYSICAL DEVELOPMENT	
Sub-domain: Physical Development	
Goals for Birth to 3 years	Goals for 3 yrs - 5+ yrs
Goal 5: The Child's weight and height are appropriate to her/his age.	Goal 5: The child's weight and height are appropriate to her/his age.
Goal 6: The Child is active and has the physical strength to participate in the routine activities of the day.	Goal 6: The child is active and has the physical strength to participate in the routine activities of the day.

Table 2a

DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT	
Sub-domain: Relationship with Adults	
Goals for Birth to 3 years	Goals for 3 yrs - 5+ yrs
Goal 1: The child develops secure attachment and relationships with familiar adults.	Goal 1: The child engages in and maintains positive relationships and interactions with adults.
By 3+ Concepts: Differentiation of self and others; recognition of familiar and unfamiliar Skill Turns to familiar adults for protection, comfort and getting needs met	By 5+ Concepts: Pro-social and cooperative behaviour Skill Interacts readily with trusted adults and seeks them out for affection, interaction, guidance and help
Goal 2: The child learns to use adults as a resource to meet needs.	Goal 2: The child engages in pro-social / cooperative behaviour with adults.
By 3+ Skills Seeks help from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf	By 5+ Concepts: Pro-social and cooperative behavior Skills <ul style="list-style-type: none"> • Uses respectful language or greetings • Attends to an adult when asked Follows adult guidelines for appropriate behavior
Values for both age groups in the sub-domain: Love, bonding, pro-social actions	

Table 2b

DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT	
Sub-domain: Relationship with Other Children	
Goals for Birth to 3 years	Goals for 3 yrs- 5+ yrs
Goal 3: The child shows interest in and interacts with other children and imitates them.	Goal 3: The child engages in and maintains positive interactions and relationships with other children, respecting their feelings and rights.
By 3+ Concepts: Differentiation of self and others Skill <ul style="list-style-type: none"> • Imitates and responds to interact with other children 	By 5+ Concepts: Friendship, rights, emotions group membership (Common across Goal 3, 4 and 5) Skills <ul style="list-style-type: none"> • Uses a variety of skills for interactions- suggesting something to do together, joining an existing activity, sharing a toy, taking turns, • Develops friendships with one or two children
Goal 4: The child engages in parallel/ onlooker play with other children.	Goal 4: The child engages in cooperative and associative play with other children and functions as a member of the group.
By 3+ Skill Responds to interact with other children	By 5+ Skills <ul style="list-style-type: none"> • Engages in joint play • Includes other’s ideas in play • Shows enjoyment by smiling and laughing • Converses about past play experiences
	Goal 5: The child uses basic problem-solving skills to resolve conflicts with other children.
	Skills <ul style="list-style-type: none"> • Expresses feelings in conflict situations • Uses strategies of dealing with the conflict, such as sharing and compromising and seeking adult help
Values for both age groups in the sub-domain: Peace, conflict resolution, cooperation, sharing	

Table 2c

DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT	
Sub-domain: Emotional Functioning	
Goals for Birth to 3 years	Goals for 3 yrs- 5+ yrs
Goal 5: The child learns to express a range of emotions and manages them with the support of familiar adults.	Goal 6: The child expresses a broad range of emotions and manages emotions with increasing independence, expressing them in socially approved ways.
<p>By 3+</p> <p>Concept: Awareness of basic emotions</p> <p>Skills</p> <ul style="list-style-type: none"> • Expresses emotions mainly by the body and facial expressions, gestures and sounds • Calms down when comforted during distress • Seeks to be close, makes contact when sad, e.g. asks to be picked up 	<p>By 5+</p> <p>Concepts: Awareness of more complex emotions and socially appropriate behaviour</p> <p>Skills</p> <ul style="list-style-type: none"> • Expresses emotions through facial and bodily expressions • Talks about what he/she is feeling
Goal 6: The child begins to show some awareness of emotions in others, expresses care and concern towards others in simple ways with the support of familiar adults.	Goal 7: The child recognizes and interprets these emotions in others and expresses care and concern towards other people.
<p>By 3+</p> <p>Skills</p> <ul style="list-style-type: none"> • Describes the feelings of a character in a book with support from an adult • Tries to comfort a playmate in distress by sharing her toy when the adult asks her to • Looks visibly uncomfortable when another child is in distress 	<p>By 5+</p> <p>Concepts: Difference and diversity; seeing other's perspective</p> <p>Skills</p> <ul style="list-style-type: none"> • Labels emotions in books or photographs and uses words to describe the feelings of people • Makes empathetic statements and offers support to adults and other children who are in distress by hugging, kissing, comforting, sharing a toy • Displays tolerance of differences in physical appearance and abilities • Becomes aware of the effects of one's behaviour on others.
Values for both age groups in the sub-domain: Empathy, tolerance, care and concern for others	

Table 2d

DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT	
Sub-domain: Sense of Identity and Belonging	
Goals for Birth to 3 years	Goals for 3 yrs- 5+ yrs
<p>Goal 7: The child is aware of the self and understands some characteristics of self.</p> <p>Goal 8: The child begins to show confidence in her own abilities.</p>	<p>Goal 8: The child recognizes self as a unique individual having her own abilities, characteristics, emotions and interests.</p> <p>Goal 9: Child expresses confidence in own skills and develops positive feelings about self.</p>
<p>By 3+</p> <p>Concept: Awareness of self through physical characteristics</p> <p>Skills</p> <ul style="list-style-type: none"> • Identifies some physical characteristics of self and knows his/her name • Recognizes some similarities and differences between self and others • Shows others what they can do 	<p>By 5+</p> <p>Concepts: The expanded notion of self, physical characteristics, emotions, abilities and understanding</p> <p>Skills</p> <ul style="list-style-type: none"> • Describes self by using several different physical characteristics, talents and interests like ‘I can run fast’, ‘I like ice cream’ • Expresses own ideas or beliefs in interactions with others, likes to take responsibility by participating in simple tasks at home or school
<p>Goal 9: The child develops a sense of belonging with the family.</p>	<p>Goal 10: The child has a sense of belonging to family, community and other groups.</p>
<p>Concepts: Family and its members</p> <p>Skill</p> <p>Identifies self as a member of a family by identifying parents and close members in real life/photos</p>	<p>By 5+</p> <p>Concepts: Neighbourhood, local community</p> <p>Skills</p> <p>Talks about self as a part of different groups such as family, playgroup in the neighbourhood and preschool group, by using words like ‘my friends’, ‘my school’</p>
<p>Values common across the above goals</p> <p>Bonding, attachment, belongingness, concern for others</p>	<p>Values common across the above goals:</p> <p>Bonding, love, friendship, respect for others, cooperation, collaboration, sharing, place, behaviour in accordance with social norms. maintain group harmony, empathy, tolerance</p>

Table 3a

DOMAIN: LANGUAGE AND COMMUNICATION	
Sub-domain: Attending and Understanding (Listening and Comprehension; Receptive language)	
Goals for Birth to 3 years	Goals for 3 yrs -5+ yrs
Goal 1: The child attends to, understands, and responds to communication and language from others.	Goal 1: The child attends to, understands, and responds to increasingly complex communication and language from others.
<p>By 3+</p> <p>Skills</p> <ul style="list-style-type: none"> • Follows one or two-step directions • Responds to simple questions • Participates in simple language activities/games such as listening to a very short story, singing a short rhyme 	<p>By 5+</p> <p>Skills</p> <ul style="list-style-type: none"> • Recalls (in order) more than 2 step directions • Demonstrates understanding of question types such as “Who/What/When/Where?” or “How/Why?” • Shows understanding of, narrated stories, the content of books read aloud or explanations given on a topic by nodding, gestures and talks • Shows an understanding of talk related to the past or future

Table 3b

DOMAIN: LANGUAGE AND LITERACY	
Sub-domain: Communicating and Speaking	
Goals for Birth to 3 years	Goals for 3 yrs- 5+ yrs
Goal 2: The child uses non-verbal communication as well as language to engage in interactions and conversations with others and to gain information.	Goal 2: The child provides sufficient detail non-verbally and/ or by using language in order to get needs met.
By 3+ Skills <ul style="list-style-type: none"> • Initiates simple conversations with others and responds to them • Asks and repeats questions to get a response • Uses words, simple sentences, signs to communicate needs and wants 	By 5+ Skills <ul style="list-style-type: none"> • Explains a point of difficulty in a task • Clarifies what she means by using language (spoken or sign) when she is misunderstood
Goal 3: The child uses increasingly complex language in conversation with others.	Goal 3: The child expresses self in increasingly long, detailed, and sophisticated ways and carries out increasingly complex interactions and conversations with others for a variety of purposes.
By 3+ Skills <ul style="list-style-type: none"> • Uses sentences of three to five words in conversation with others. • Asks and answers simple questions in conversations with others • Refers to immediate past or immediate future events in conversation with others 	By 5+ Skills <ul style="list-style-type: none"> • Uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence (e.g., “I will eat and then play”) and causal relations (“the glass fell down and broke”) • Maintains multi-turn conversations with adults • Speaks multiple sentences on a topic, such as giving directions or telling a story • Provides information about the past or present or things not physically present • Asks and answers a variety of question types
	Goal 4: Child understands, follows and uses appropriate social and conversational rules.
	By 5+ Skills <ul style="list-style-type: none"> • Matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret or speaking gently to an old lady • Carries out sustained complex conversations in the home language • Understands and speaks some words and sentences of the second language if exposed to it

Table 3c

DOMAIN: LANGUAGE AND LITERACY	
Sub-domain: Vocabulary	
Goals for Birth to 3 years	Goals for 3 yrs -5+ yrs
<p>Goal 4: The child understands and uses an increasing number of words in conversation with others.</p>	<p>Goal 5: The child understands and uses a wide variety of words for a variety of purposes.</p>
<p>By 3+ Concepts: Salient Body parts, family members, some common objects and features of the environment Skills</p> <ul style="list-style-type: none"> • Identifies and names <ul style="list-style-type: none"> ➤ salient body parts ➤ immediate family members ➤ salient parts of the house ➤ commonly used household objects ➤ common animals, birds, fruits (biological environment) ➤ some features of the physical environment; E.g. sun, moon • Uses most positional words, such as on, under, up, or down • Asks questions about the meaning of new words 	<p>By 5+ Concepts: More details of body parts, family members, common objects, plants animals and features of the environment Skills</p> <ul style="list-style-type: none"> • Identifies and names <ul style="list-style-type: none"> ➤ less salient body parts (elbow, eyelashes, eyebrows) ➤ family relationships (for example – grandmother, uncle) ➤ more detailed parts of the house (walls, roof, floor) ➤ specific and less salient household objects or furniture items (stool) • Names more of common things in the biological environment, for example, plants, animals around them, nests, trees • Develops vocabulary related to the social environment such as modes of transport, festivals, community helpers (doctor, postman, grocer) • Talks about details of the physical environment. E.g. sun gives light and heat • With support, forms guesses about the meaning of new words from context clues <p style="background-color: #fff9c4;">Goal 6: The child shows an understanding of word categories and relationships among words.</p> <p>At 5+ Concepts: Classification, common relations Skills</p> <ul style="list-style-type: none"> • Categorizes words or objects into groups based on common properties such as categorizes the words – gloves, cap, sweater as ‘winter clothes’ • Identifies shared characteristics among people, places, things, or actions, such as identifying that both ‘orange’ and ‘apple’ are round • Identifies key common antonyms, such as black/white or up/down • Gives more words associated with a stimulus word that is familiar to them; for example, for the word ‘ball’, more words could be ‘bat, cricket’

The remaining goals for the domain ‘Language and Literacy’ have been stated separately for the birth to three years age group and three to 5+ years age group. This is because the sub-domains in the two age groups are different.

Table 3d

DOMAIN: LANGUAGE AND LITERACY
Sub-domain: Emergent Literacy
Goals for Birth to 3 years
<p>Goal 5: The child attends to and repeats some phrases, or sentences from stories, songs or rhymes.</p> <p>By 3+ Concepts: different forms of language – stories, rhymes, questions, dialogues Skills</p> <ul style="list-style-type: none"> • Recites phrases of simple familiar rhymes or answers simple questions of a story that she has heard often • Creates short dialogues with appropriate action when engaged in role-play or repeats dialogues provided by the teacher/parent while dramatizing a story <p>Values: Enjoyment of books and reading</p>
<p>Goal 6: The child handles books and relates them to the stories or information.</p> <p>By 3+ Concepts: Books and how to use the concepts of print Skills</p> <ul style="list-style-type: none"> • Asks for favorite books to be read over and over • Holds book, turns pages, and pretends to read
<p>Goal 7: The child recognizes pictures and some symbols, signs, or words</p> <p>By 3+ Concepts: Symbols (picture/ words for actual objects) Skills</p> <ul style="list-style-type: none"> • Points at or says the name of animals, people, or objects in photos, pictures, or drawings. • Shows increasing interest in written forms of language, such as print in books or signs on buildings. • Recognizes familiar signs on a building or street such as advertisement hoarding in the shop
<p>Goal 8: The child comprehends meaning from pictures and stories.</p> <p>By 3+ Concepts: Symbols (picture/ words for actual objects) Skills</p> <ul style="list-style-type: none"> • Uses pictures as a guide to talk/narrate a story that has been read or narrated • Asks or answers questions about what is happening in a story or what is the character feeling
<p>Goal 9: The child makes marks and uses them to represent objects or actions</p> <p>At 3+ Skills</p> <ul style="list-style-type: none"> • Draws (using marks and scribbles) and talks with others about what she has made. • Draws straight lines or curved lines <p>Value: Self-expression</p>

Table 3e

DOMAIN: LANGUAGE AND LITERACY
Sub-domain: Phonological Awareness
Goals for 3 -5+ yrs
Goal 10: The child demonstrates awareness that spoken language is composed of smaller segments of sound
<p>By 3+ Concepts: Sentence, word, letter, letter-sound relationship, writing Skills</p> <ul style="list-style-type: none"> • Identifies the beginning sound in a spoken word, such as “Dog begins with /d/.” and makes other words with the sound • Identifies end sounds of words and gives rhyming words

Table 3f

DOMAIN: LANGUAGE AND LITERACY
Sub-domain: Print and alphabet knowledge
Goals for 3 -5+ yrs
Goal 11: The child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)
<p>By 5+ Concepts: Sentences, words, letters, different types of texts Skills</p> <ul style="list-style-type: none"> • Recognizes that print is organized differently for different purposes, such as a note, list, or storybook • Recognizes that sentences are made up of individual words and written words are made up of a group of individual letters • Begins to point to familiar words in simple texts • Identifies book parts and features, such as the front, back, title, and author
Goal 12: The child identifies letters of the alphabet and produces correct sounds associated with letters
<p>By 5+ Skills</p> <ul style="list-style-type: none"> • Names many upper- and lower-case letters • Knows the sounds associated with several letters

Table 3g

DOMAIN: LANGUAGE AND LITERACY
Sub-domain: Comprehension of Text Structure
Goals for 3 -5+ yrs
Goal 13: The child demonstrates an understanding of narrative structure through storytelling/re-telling
<p>By 5+ Skills:</p> <ul style="list-style-type: none"> • Re-tells or acts out a narrated story in fair detail putting events in the appropriate sequence and capturing the main idea of the story • Tells fictional or personal stories using a sequence of at least 2–3 connected events in a picture reading card, can indicate the theme of the picture, make descriptive statements and use their imagination to create a story or make an inference not obvious in the picture • Creates or completes a story by extending expressed ideas in the form of sentences • Provides much of the dialogue on her own when dramatizing a story or engaging in role-play
Goal 14: The child asks and answers questions about a book that was read aloud.
<p>At 3+ Skills</p> <ul style="list-style-type: none"> • Answers questions about details of a story • Answers increasingly complex inferential questions; makes predictions about what may happen; infers characters’ feelings or intentions; • Provides a summary of a story, highlighting a number of the key ideas in the story

Table 3h

DOMAIN: LANGUAGE AND LITERACY
Sub-domain: Early Reading
Goals for 3 -5+ yrs
Goal 15: The child begins to read meaningfully
<p>By 5+ Skills</p> <ul style="list-style-type: none"> • Matches (associate) a word with its picture • Reads some sight words and understands their meaning • Meaningfully reads simple sentences in age-appropriate simple storybooks

Table 3i

DOMAIN: LANGUAGE AND LITERACY
Sub-domain: Writing
Goals for 3 -5+ yrs
Goal 16: The child writes for a variety of purposes using increasingly sophisticated marks
<p>At 3+</p> <p>Skills</p> <ul style="list-style-type: none"> • Draws to represent her experiences and thoughts • Creates a variety of written products that may or may not phonetically relate to intended messages • Shows an interest in copying simple words displayed in the environment • Attempts to independently write some words using invented spelling, such as BS for BUS • Writes the first name correctly or close to correctly, such as KRN for his name KARAN • Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as writing from left to right or right to left, as per language rules
Values across goals in this domain: Enjoyment of reading and books, expression of ideas through drawing and writing.

The goals for the domain ‘Cognition’ have been stated separately for birth to three years and 3 to 5+ years age group since the sub-domains are different for both age groups.

Table 4a

DOMAIN: COGNITION
Sub-domain: Exploration and Discovery
Goals for Birth to 3 years
Goal 1: The child coordinates information gained through senses and uses motor abilities for exploration to understand self, people, experiences and objects
<p>By 3+</p> <p>Concepts: self and others, family, familiar and unfamiliar people, common objects, common events</p> <p>Skills</p> <ul style="list-style-type: none"> • Distinguishes one object from another and identifies them • Identifies self as different from others • Identifies familiar people in the environment • Partly carries out some self-care activities such as eating • Adjusts balance and movement of the body in day-to-day activities and play. E.g. walking carefully on a wet surface • Handles or explores objects or materials in different ways • Explores everyday objects or materials to know the ‘why’ and ‘how’ of things

Goal 2: The child understands cause-effect (causal) relationships through interaction with people and by acting on objects

By 3+

Concepts: Objects, actions, inter-relationship between objects, actions and events

Skills

- Anticipates (makes simple predictions) about what may have happened or what will happen next in everyday routines. E.g. if the mother is filling the bucket, it is time for bathing
- Understands the causes of events and anticipates effect of some of her own actions (the ball will move forward when kicked)

Table 4b

DOMAIN: COGNITION
Sub-domain: Memory
Goals for Birth to 3 years
Goal 3: The child recognizes differences between familiar and unfamiliar people, objects, actions, or events
By 3+ Concept: known-unknown Skills <ul style="list-style-type: none"> • Asks for the favourite old toy when given the new one • Becomes anxious in a new environment such as the first day in the preschool
Goal 4: The child recognizes the stability of people and objects in the environment
By 3+ Concept: Permanence of people and objects Skills <ul style="list-style-type: none"> • Takes time to adjust to a new caregiver in the crèche/ teacher in the playschool • Looks in several different places for a toy that she played with a few days before
Goal 5: The child uses memories as a foundation for more complex actions and thoughts
By 3+ Concept: Continuity in actions and events Skills <ul style="list-style-type: none"> • Connects narrated events of the story with her own experiences E.g. After hearing a story about a child and his grandparents, the child talks about his grandparents. • Prepares for next activity based on past experiences, such as – knows it is time for outdoor play after morning snack in the daycare center. • Repeats simple rules about expected behaviour, such as “We wash our hands before we eat.”

Table 4c

DOMAIN: COGNITION
Sub-domain: Reasoning and Problem-Solving
Goals for Birth to 3 years
Goal 6: The child learns to use a variety of strategies for solving problems
<p>By 3+ Skills</p> <ul style="list-style-type: none"> • Uses trial and error • Seeks help- gives the toy to the adult if she cannot operate it on her own • Uses reasoning and planning to solve problems based on prior knowledge and experience, such as getting a stool to reach a toy that is on a shelf after trying to reach it on tiptoes or deciding to take turns to play with a toy that both children want

Table 4d

DOMAIN: COGNITION
Sub-domain: Emergent Mathematical Thinking
Goals for Birth to 3 years
Goal 7: The child matches pictures or objects or people by similar or related characteristics.
<p>By 3+ Concepts: Same/different, shapes/ size, colour, matching Skills</p> <ul style="list-style-type: none"> • Matches similar objects or their pictures e.g., when shown a toy picks up its picture from a collection of toys/pictures • Matches cards based on colour, shape or texture. E.g. when shown a green card, picks up the green card from a collection of three different coloured cards • Matches objects based on size (such as one big plate with another big plate and a small plate with another small plate) or shape (such as puts circular blocks together and square blocks together) • Identifies similar characteristics of people, such as – Rahul is wearing a red T-shirt like me • Uses words like ‘same’ and ‘different’.
Goal 8: The child uses spatial awareness to understand the movement of objects and one's own movement in space
<p>By 3+ Concepts: on, in far, near, here, there, through, under, mental map of a familiar place Skills</p> <ul style="list-style-type: none"> • Anticipates that the ball will come out on the other side when thrown under the table • Can locate and travel to different areas of the home.
Goal 9: The child develops a sense of number and quantity.

By 3+

Concept: More or less, quantity up to 3

Skills

- Identifies “more” or “less” with a small number of items without needing to count them.
- Uses words ‘more’ or ‘less ’in everyday situations to refer to change in the number of objects or quantity like more milk/fewer biscuits

Can count up to 2–3 objects, may sometimes count the same object twice or use numbers out of order

Table 4e

DOMAIN: COGNITION
Sub-domain: Symbolic Representation and Play
Goals for Birth to 3 years
Goal 10: The child observes and imitates sounds, words, gestures, actions, and behaviors
By 3+ Skill <ul style="list-style-type: none">• Imitates the specific situation. E.g. the father leaving for work by picking up a lunch box, wearing shoes, and saying, ‘bye, bye, I am going to the office’
Goal 11: The child engages in pretend play and uses objects or symbols to represent something else.
By 3+ Concept: Symbols Skills <ul style="list-style-type: none">• Uses objects to represent something else during pretend play. E.g. a wooden block becomes a car.• Understands the meaning of some symbols such as a sign or a drawing. E.g. identifies the packet of chips that she wants to buy• Uses pretend play to understand culture, environment and experiences. E.g. during pretend play of doctor-patient, the child understands the role expectation of the doctor and patient• Uses pretend play to resolve stressful situations and tries out solutions to everyday problems. E.g. scolds the doll using the same language as used by her mother for her

Table 4f

DOMAIN: COGNITION: MATHEMATICAL DEVELOPMENT
Sub-domain: Counting and Cardinality
Goals for 3 yrs -5+ yrs
Goal 1: The child compares and categorizes (classifies/ sorts) in increasingly complex ways on basis of attributes such as colour, size, shape, sound, texture, odor, weight, function.
<p>By 5+ Concepts: More extensive understanding of colour, size, shape, sound, texture, odour, weight, function; classification, Skills</p> <ul style="list-style-type: none"> • Sorts (classifies, categorizes) objects into groups based on one observable attribute such as colour or shape or size or texture • Sorts objects into groups by considering two attributes together such as colour and shape or size and colour together. E.g. from a collection of red and green squares and triangles, makes four groups such as red triangles, red squares, green triangles, green squares • Sorts objects into groups considering three attributes together such as colour, shape and size. Thus 8 groups can be created if we have red and green (colour) circles and squares (shapes), both big and small (size) • Sorts objects into groups based on more complex attributes such as sound or odor or weight or function. E.g. sorts clothes in terms of their function- ‘clothes that keep you warm’, ‘clothes that keep you cool’. • Names colours, shapes, and uses comparative terms to indicate size like (big/ small; tall/ short; wide/narrow; thick/thin); weight (heavy/ light); texture (rough/smooth, hard/soft).
Goal 2: a) The child knows number names and the count sequence up to 20. b) She develops number sense up to 10; longer than/ shorter than.
<p>By 5+ Concepts: More or less, one-to-one correspondence, quantity up to 10, cardinality Skills</p> <ul style="list-style-type: none"> • Compares and orders (seriate) up to 5 objects based on their size. E.g. puts five sticks in order of increasing size • Puts objects into one-to-one correspondence for up to 10 objects • Understands that each successive number name refers to a quantity that is one larger and can compare numbers up to 10. E.g. 4 is less than 6 • Counts and tell ‘how many’ in a set of objects • Counts and gives the required quantity, up to 10 objects • Uses the last number counted to represent the number of objects in a set (cardinality) • Identifies by counting whether the number of objects in one group is more than, less than, or the same as objects in another group for up to 10 objects • Starts onward count from a given number • Can count different objects in different contexts up to 10. E.g. she can count toffees in a packet, apples in a basket, children in a row
Goal 3: The child identifies and writes numbers up to 10 and can associate a quantity with written numbers
<p>By 5+ Concepts: Relationship between number, name, quantity signified and script Skills</p> <p>Associates the correct number of objects with a written numeral. E.g. draws five balls for the numeral ‘5’ or writes the numeral ‘5’ after counting five balls.</p>

Table 4g

DOMAIN: COGNITION: MATHEMATICAL DEVELOPMENT
Sub-domain: Measurement
Goals for 3 yrs -5+ yrs
Goal 4: The child is able to compare and orders (seriates) up to 5 objects based on measurable attributes like size or weight or colour.
<p>By 5+ Concept: Size, weight, colour Skills</p> <ul style="list-style-type: none"> • Can arrange five colour shades of red from lightest to darkest • Compares children’s height and queue up to 5 children in a row from shortest to tallest • Uses comparative language such as heavy, heavier, heaviest; long, longer, longest

Table 4h

DOMAIN: COGNITION: MATHEMATICAL DEVELOPMENT
Sub-domain: Geometry and Spatial Sense
Goals for 3 yrs -5+ yrs
Goal 5: The child understands simple patterns
<p>By 5+ Concept: Patterns Skills</p> <ul style="list-style-type: none"> • Can copy (duplicate) a given simple pattern made with objects and later copies (duplicates) pictorial patterns • Identifies the unit of repeat and is able to extend a unit pattern • Can extend a given simple pattern made with objects and later extends a pictorial pattern also.
Goal 6: Child identifies, describes, compares, and composes shapes.
<p>By 5+ Concept: Shapes, matching, classification, designs Skills</p> <ul style="list-style-type: none"> • Recognizes and names typical circles, squares, and triangles. • Identifies the shape of objects even when the size is different. E.g. she identifies both small squares and big squares as ‘square’. • Manipulates geometrical shape cut-outs to create a design or a form • Makes 3-dimensional figures using clay/ cubes/ blocks.
Goal 7: The child uses spatial awareness to understand the movement of objects and their own movement in space.
<p>At 5+ Concepts: forward/backward space, (up/down, front/behind (back), under/ over; far/near). Skills</p> <ul style="list-style-type: none"> • Carries out actions based on spatial vocabulary related to direction and position of objects • Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”

Table 4i

DOMAIN: COGNITION: SCIENTIFIC REASONING	
Sub-domain: Scientific Inquiry, Reasoning and Problem Solving	
Goals for 3 yrs -5+ yrs	
Goal 8: The child observes and describes observable phenomena (objects, materials, organisms, and events)	
By 5+	Skills
	<ul style="list-style-type: none"> • Uses the five senses (smell, touch, sight, sound, taste) to make observations • Describes observed phenomena using adjectives and labels, such as hot, cold, sour, sweet • Represents observed phenomena through pictures, diagrams, and models
Goal 9: The child compares and categorizes observed phenomena	
By 5+	Skills
	<ul style="list-style-type: none"> • Sorts objects into groups based on simple attributes, such as color, size, shape and texture • Sorts objects into groups based on more complex attributes, such as sound, odour, weight, function
Goal 10: The child asks a question, gathers information, and makes predictions.	
By 5+	Skills
	<ul style="list-style-type: none"> • Asks questions that can be answered through an investigation, such as “What do plants need to grow?” • Gathers information about a question by looking at books or discussing prior knowledge and observations. • Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.”
Goal 11: The child engages in sequential thinking about an event/phenomenon.	
By 5+	Skills
	<ul style="list-style-type: none"> • Can verbalize (say) up to 4-5 steps in correct sequence E.g. sequence of events when one is getting ready for school • Can arrange 4-5 picture cards related to an event/phenomenon in a correct sequence. E.g. seed, a small plant(sapling), a big plant; infant, child, adult • Uses vocabulary related to concept of time: before/after; earlier/now/ later; yesterday/today/ tomorrow
Goal 12: The child develops concepts and values related to the environment.	
By 5+	Concepts:
	<ul style="list-style-type: none"> • Biological world – E.g. Fruits, vegetables, plants, animals, birds, people • Physical world – E.g. Seasons, sky, water, air, sun, moon, time, space, temperature (hot/ cold), colour, shape, size, weight, texture • Social world – self, family, relationships, neighbourhood, school, festivals

Table 5a

DOMAIN: CREATIVITY AND AESTHETIC APPRECIATION	
Sub-domain: Creativity	
Goals for Birth to 3 years	Goals for 3 yrs -5+ yrs
Goal 1: The child expresses creativity in thinking and communication	Goal 1: The child expresses creativity in thinking and communication
<p>By 3+ Concepts across goals: Beauty, form, rhythm, design Skills</p> <ul style="list-style-type: none"> • Shows willingness to try out things not done before • Pays attention to objects and events that are new or unusual for the child • Shows delight in creating something new by combining objects or materials 	<p>By 5+ Skills</p> <ul style="list-style-type: none"> • Shows willingness to try out things not done before • Tries out different ways of solving a problem. E.g. tries to look for an alternate object to paint with when a paintbrush is not available • Thinks of different ways of resolving hypothetical problem situations. E.g. what will you do if you forgot your lunch box at home? • Asks questions about events/ phenomenon, which shows that child is thinking in diverse ways • Shows delight in creating something new by combining objects or materials in new and unexpected ways
Goal 2: Child shows imagination in play and interaction with others	Goal 2: The child shows imagination in play and interaction with others
<p>By 3+ Skills</p> <ul style="list-style-type: none"> • Makes simple structures with blocks/ objects • Engages in simple pretend play • Enjoys listening to a story and sometimes adds an event to a story sequence verbally or through actions • Uses language in creative ways, sometimes making up words • Uses scribbles, marks and drawing to represents objects, events, ideas <p>Enjoys music and moves the body in response and participates in short melodious rhymes</p>	<p>By 5+ Skills</p> <ul style="list-style-type: none"> • Uses play material in different ways e.g. in a drawing of a peacock uses leaves as feathers and at another time, makes a 'necklace' by stringing leaves • Uses objects or materials to represent something else during play, such as using a paper plate as a steering wheel. • Communicates creative ideas to other children and adults • Engages in elaborate pretend play by own self and with others • Uses sounds, gestures, signs, words and material to create stories • Uses imagination with words and materials to create stories • Uses language in creative ways, sometimes making up words, rhymes or stories • Uses various types of art – drawing, painting, clay modeling, printing- to express ideas, emotions and expressions • Expresses self through a variety of movements in response to music

Table 5b

DOMAIN: CREATIVITY AND AESTHETIC APPRECIATION	
Sub-domain: Aesthetic Appreciation	
Goals for 3 yrs -5+ yrs	
	Goal 3: The child values the physical environment and finds beauty in it
	At 5+ Skill <ul style="list-style-type: none"> • Appreciates nature and surroundings and verbalizes care and concern for the same
	Goal 4: Child values and appreciates others' work
	At 5+ Skill <ul style="list-style-type: none"> • Appreciates others' drawings/ craft/ clay work • Points out something appealing in other child's possessions
Value across goals in both age groups: Appreciating nature, preserving nature, respecting others' work, enjoyment in self-expression	