

NISHTHA FLN

National Initiative for School Heads' and
Teachers' Holistic Advancement
(Foundational Literacy and Numeracy)

Course: 08

Learning Assessment



Preface

Ensuring strong foundations in literacy and numeracy is vital for every child in school and throughout life. These foundation skills are the most reliable predictor of longer-term educational outcomes and personal and economic wellbeing. Thus, Targets 4.1 and 4.2 of Sustainable development goals state: “By 2030, ensure that all girls and boys must have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education and also complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

The National Policy on Education (NEP, 2020) highlights that a large proportion of students currently in elementary school - estimated to be over 50 million in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction. NEP further recommends that attaining foundational literacy and numeracy (FLN) for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3).

As per the recommendation of NEP, a National Mission on Foundational Literacy and Numeracy has been set up by the Ministry of Education, known as the National Mission on Foundational Literacy and Numeracy (NIPUN Bharat) for ensuring that every child in the country necessarily attains foundational literacy and numeracy by 2026-27. A comprehensive guideline has been issued for the implementation of the NIPUN Bharat mission by the Ministry of Education. The National Mission lays down priorities and actionable agendas for States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by the end of Grade 3.

Teachers are at the center of all the teaching -learning process therefore it becomes imperative that they are trained in creating learner centred, educationally stimulating, classroom environment using story based, toy based, art and sports based pedagogies which provides more experiential learning to children and makes teaching learning more participative. They also need to use research based pedagogies for teaching numeracy and literacy across curriculum and address multilingual classroom environment. Teachers also need to shift to competency based teaching learning and assessment methods. The Principals / Headmasters as leaders must also be trained to support the teachers. The NISHTHA (Foundational Literacy and Numeracy) focuses on all these important aspects through 12 Courses.

Introduction to FLN Mission - This course provides an introduction to the FLN Mission, NIPUN Bharat and the role of different stake holders.

Shifting towards Competency Based Education (CBE) - This course highlights the need for shifting towards CBE. It discusses the three developmental goals of FLN, the competencies of the three developmental goals and codification of learning outcomes as given in the NIPUN Bharat guidelines.

How Children Learn: Understanding Learner? - This course describes ways children learn, their learning needs, and the strategies to address them as children vary in cognitive abilities and styles that make them think and behave differently, analyse differently and make decisions accordingly.

Involvement of Parents and Communities for FLN - Community engagement is critical for achieving the FLN mission goals. This course describes how the partnerships of schools with parents, families and community can support learning by children. It suggests how to create and nurture these partnerships.

Understanding Vidya Pravesh and Balvatika - This course is describes the transaction process of '*Vidya Pravesh*' (school preparation course for initial three months Grade-I) and '*Balvatika*' programme (one year programme before Grade-I) which are meant to prepare children with cognitive and linguistic competencies that are pre-requisite for learning to read, write and develop number sense through a play-based approach.

Language and Literacy - The course apprise teachers about how children learn to read and write and develop their language skills in social and academic contexts and how the classroom assessment should be done.

Multilingual Education in Primary Grades - This course elaborates on the importance of including children's home languages in early years of learning, and what are some strategies that can be useful to facilitate that. We hope that this course helps you develop a positive attitude towards the use of children's home languages in teaching learning processes.

Learning Assessment - This course aims to help teachers to develop and enhance their knowledge in 'Assessment for Learning' and improve foundational literacy and numeracy skills of children through different methods of assessment.

Foundational Numeracy - This course helps teachers develop an understanding of the content knowledge, pedagogical processes and assessment in the area of foundational numeracy and mathematical thinking to form a strong foundations of numeracy among children.

School Leadership for Foundational Literacy and Numeracy - This course has been conceptualized for primary school heads and teachers with the prime objective of developing them as school leaders and teacher leaders who can lead their school for achieving foundational literacy and numeracy targets for children in the age-group of 3-9 years.

Integration of ICT in Teaching, Learning and Assessment - The course enables a teacher to understand the purpose of using technology, parameters to be considered for effective integration, and also to explore various possibilities of technology integration.

Toy Based Pedagogy for Foundational Stage - This course provides an overview of Toy Based Pedagogy across the Foundational Stage. This course focuses on helping the learner to explore their immediate environment and the world of toys, and games and practice the use of toys and games in classroom processes.

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COURSE 08
Learning Assessment

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COURSE OVERVIEW

Description of the Course

This course provides an overview of learning assessment in the context of Foundational Literacy and Numeracy (FLN).

Keywords

NISHTHAFLN, ASSESSMENT, ACTIVITY AREAS, DEVELOPMENTAL GOALS, FOUNDATIONAL LITERACY AND NUMERACY, OBSERVATION, PEDAGOGICAL PRACTICES

Objectives

On completion of this course, the learners will be able to:

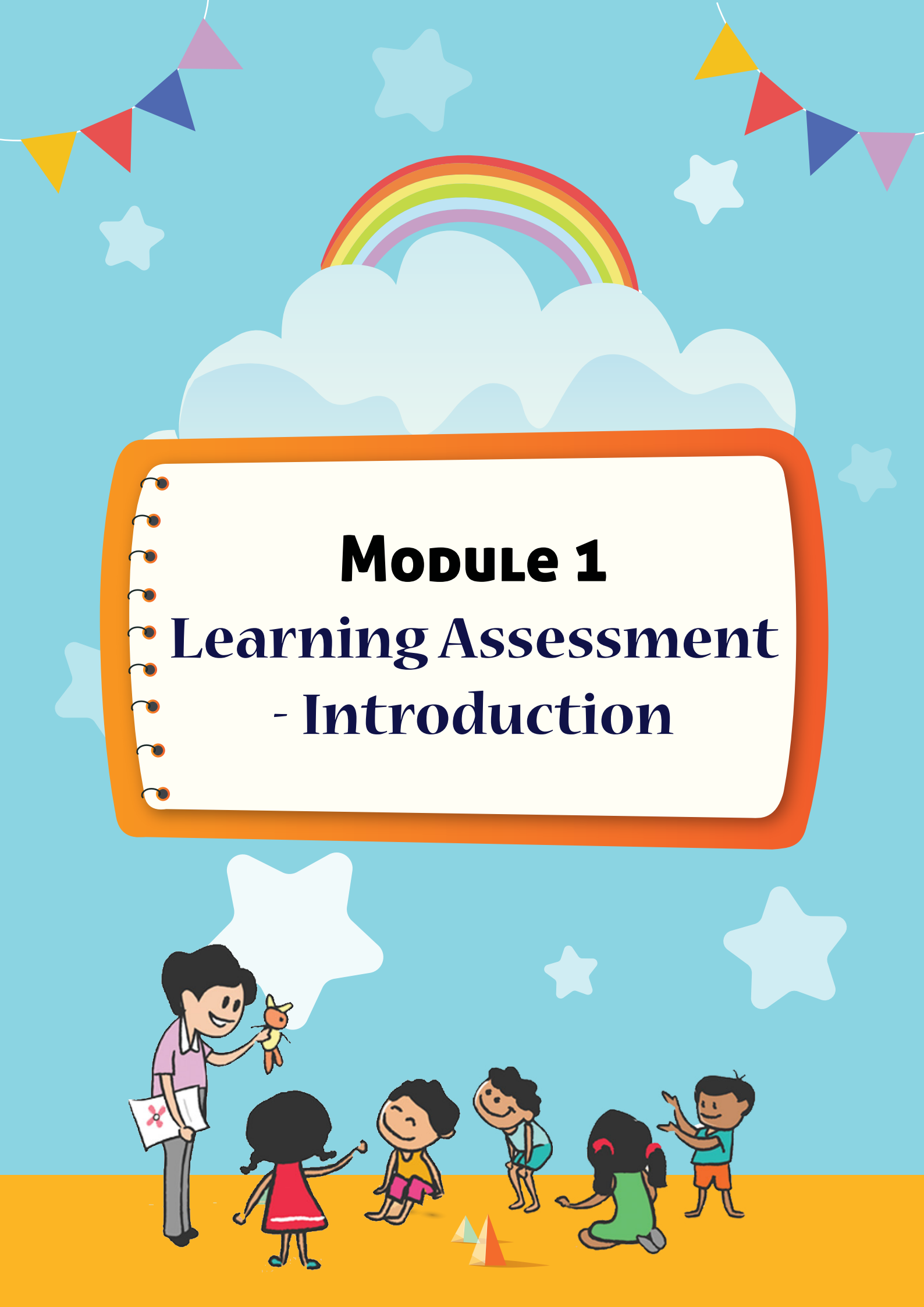
- Define assessment
- Describe the need and importance of assessment for FLN
- Understand the usefulness of observation for assessment and methods of observation
- Demonstrate an understanding of effective assessment to improve FLN
- Outline the role of parents and families in promoting foundational literacy and numeracy



Course Outline

- Need and Importance of Assessment
- What is Assessment for FLN?
- Assessment for Learning: Planning for Pedagogy and Observation
- Learning Environment for Assessment
- Activity Areas: Reading, Writing and Math
- Observing and Assessing Children's Learning in Various Activities
- Approaches for Developmentally Appropriate Assessment
- The Power of Observation and Types of Observation
- A Sample Checklist for 'Print Concept' and 'Print Awareness'
- Alignment of Learning Outcomes with Pedagogical Practices
- Toy/Game based Pedagogy and Integrating FLN
- Plan for in-built Assessment Techniques along with Pedagogical Processes (Observations across the Developmental Goals)
- Reporting through Holistic Report Card/360 Degree
- Involving Parents and Families in Continuous Assessment in FLN





MODULE 1
Learning Assessment
- Introduction



Module 1:

Learning Assessment - Introduction

1.1 Need and Importance of Assessment in FLN

Watch the Video



Scan the QR code to watch the video



Or

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https://diksha.gov.in/play/content/do_3134262685874503681842

Transcript

Dear learners, welcome. We are going to learn about assessment and how to do it. Every child is unique, having their own strengths, abilities and areas of growth. Developmentally Appropriate Assessment helps to know each individual child better. Assessment is planned, systematic, and structured and is an integral part of the curriculum or the content. Assessment is to support the children's holistic learning, and here in the context of FLN, the first and most important purpose is to use assessments to provide teachers working at the foundational stage with concrete feedback about the children's learning levels in literacy and numeracy. This particular feedback would become the basis for planning and modifying classroom processes. Children come from various diverse backgrounds and various types of observation provide a genuine detailed data on which the teacher can reflect and develop appropriate plans to bring improvement in a child's literacy and numeracy proficiency level. This focused observation of children's literacy and numeracy levels will help you in supporting children and reduce drop out in school education. This learner-centred timely assessment would help children in preparing for school, and develop them into healthy, cognitive and emotionally competent individuals. Another very important reason for timely assessment of

children is to identify any specific needs or special needs or learning disabilities, difficulties that may require special referral services. Meaningful and relevant learning opportunities to promote foundational literacy and numeracy along with continuous assessment according to the child's needs and context are very critical to achieve the desired competencies.

What teachers need to know? Teachers need to enhance their knowledge in 'Assessment for Learning' and improve foundational literacy and numeracy skills of children through various different methods of assessment across the foundational stage. This would further contribute to the teachers professional growth and also empower the young learners to take an active part in improving their learning in foundational literacy and numeracy. The regular and continuous assessments help in significant reduction of the number of such children who actually experience difficulty in achieving literacy and early numeracy skills.

1.2 Activity 1 : Share Your Thoughts

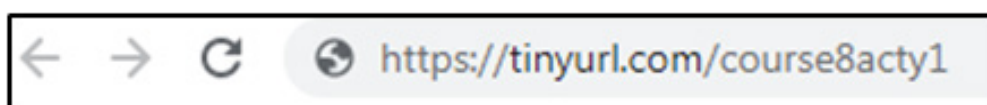
What are the various forms of assessment that you can use with children at the foundational stage? List the types of assessment – specially think of forms of assessment other than paper-pencil test. Share your thoughts in the blog post.

Steps to be followed:

Step 1: Accessing the activity page

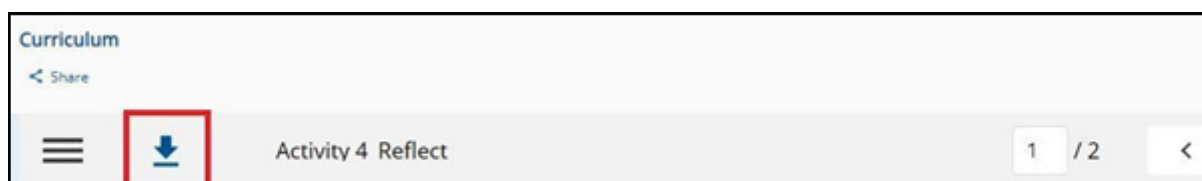
Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course8acty1>

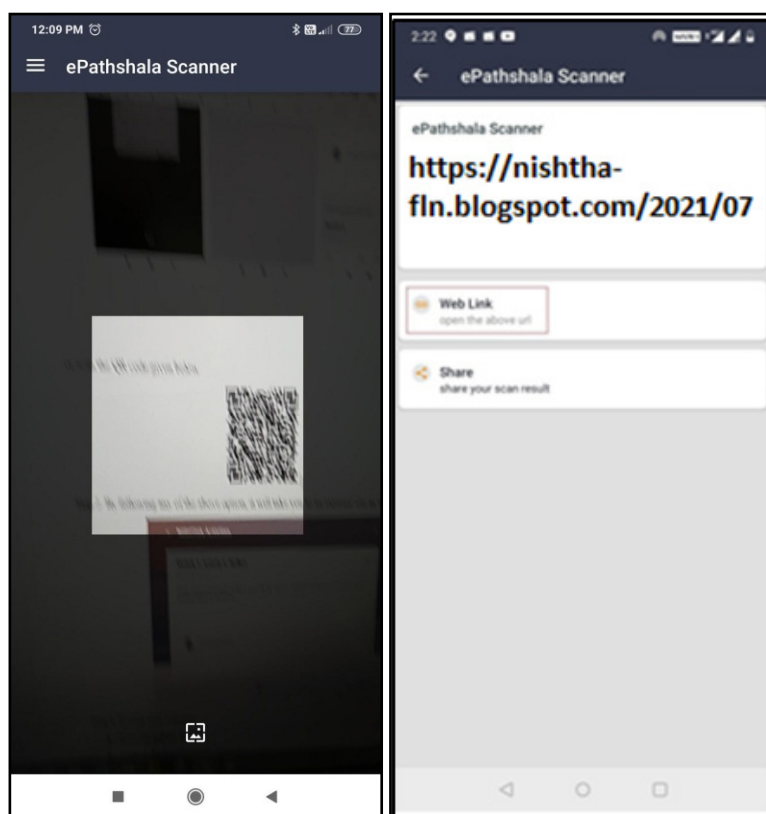


Option 2: Download this pdf from DIKSHA and copy this URL.

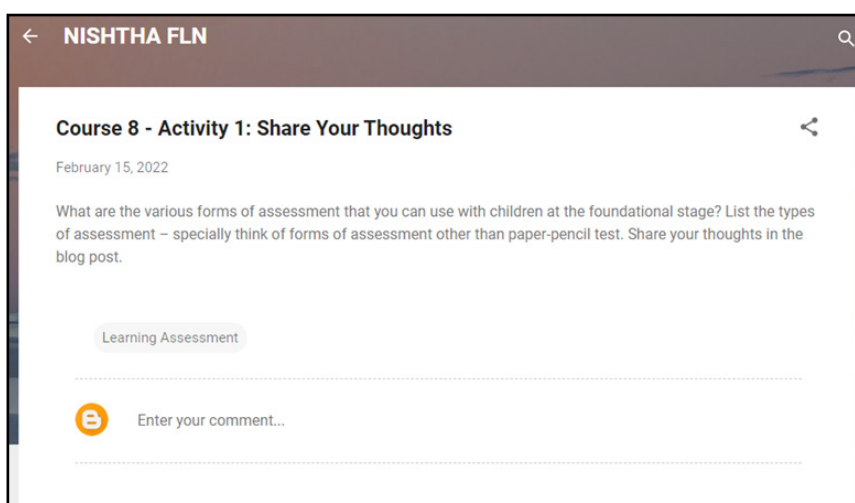
<https://nishtha-fln.blogspot.com/2022/02/course-8-activity-1-share-your-thoughts.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.

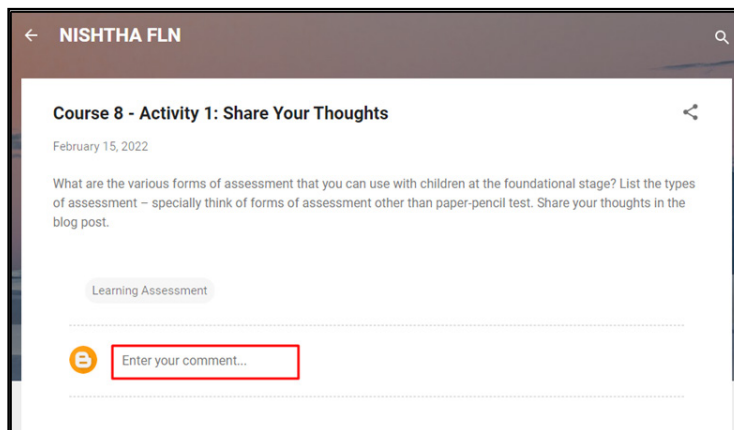


Step 2: Following any of the above option will take to an external site as shown below

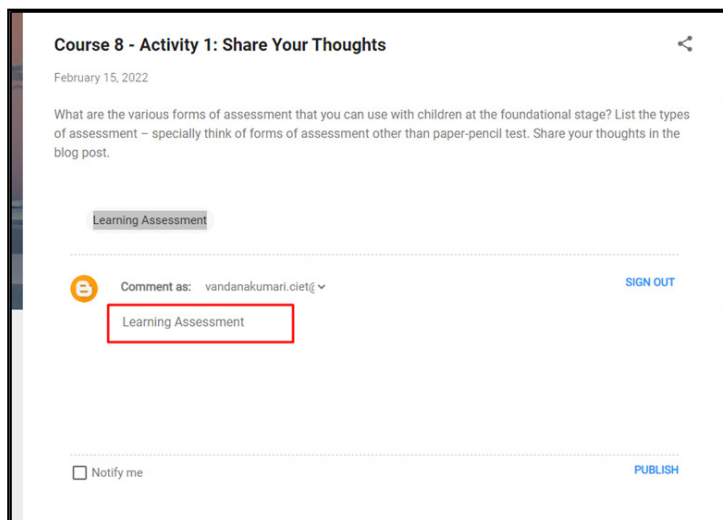


Step 3: Post your response

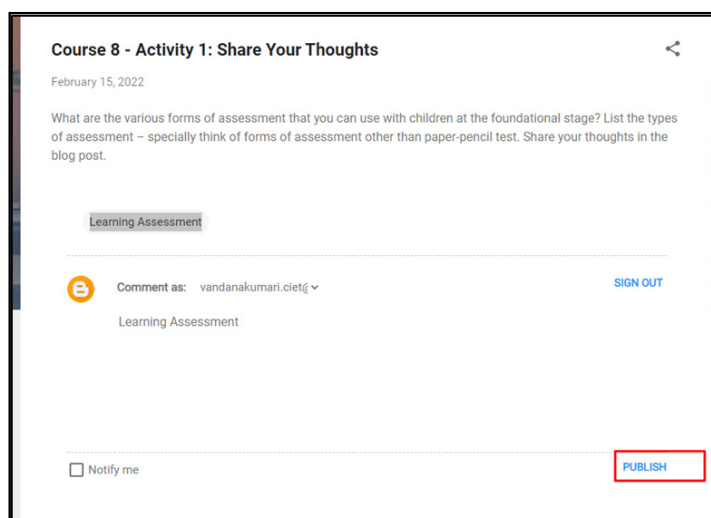
- ☛ Read the given activity
- ☛ Click on **Enter your comment**



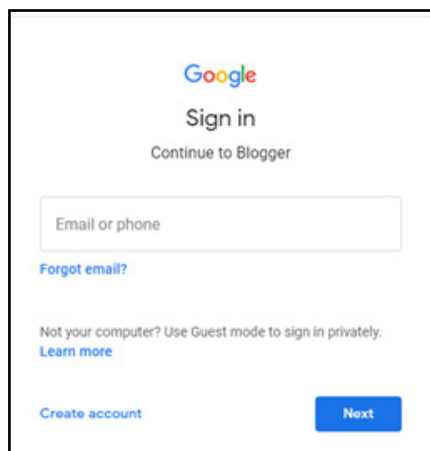
- ☛ Type your response in the comment box.



- ☛ Click **PUBLISH**



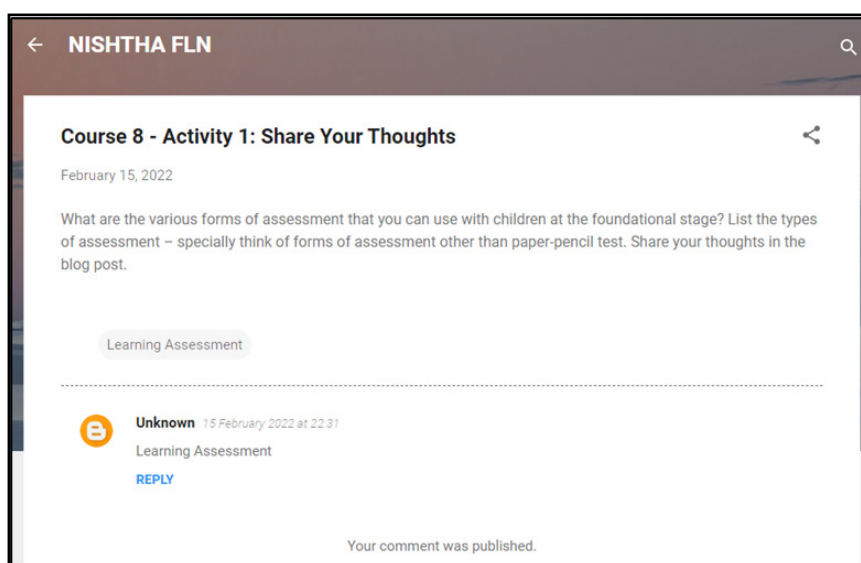
- ☛ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- ☛ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- ☛ Click on **PUBLISH**. The comment will be posted.





MODULE 2

What is Assessment in Foundational Literacy and Numeracy



Module: 2

What is Assessment in Foundational Literacy and Numeracy

2.1 What is Assessment in FLN?

We know that the beginning of literacy and numeracy development is embedded in the everyday communications, actions, thoughts and drawings of babies, toddlers and young children especially at the foundational stage. Research has also demonstrated the positive impact of attending early years settings on early vocabulary development and foundational literacy and numeracy skills (Barnett & Esposito Lamy, 2007). Therefore, the teachers and parents of children at the foundational stage need to provide developmentally appropriate FLN activities right from the start and enhance all children's foundational literacy and numeracy skills through rich, concrete and contextual learning experiences. Teachers need to use a variety of appropriate methods of assessments for observing children's achievement in Foundational Literacy and Numeracy. It also includes collection and recording of assessment information to:

- ▲ guide ongoing teaching and learning.
- ▲ record the continuous progress in FLN.
- ▲ monitor and evaluate each child's progress.
- ▲ maintain the portfolio of each child's progress in FLN.
- ▲ report achievement to parents and relevant authorities.

Informal assessments are more flexible than standardised/formal assessments because they can be adjusted according to the child being assessed or to a particular assessment context. Teachers make decisions regarding with whom informal assessments are used, how the assessments are done, and how to interpret the results. Informal literacy assessments can easily incorporate all areas of literacy such as speaking, listening, viewing, and performing rather than focusing more exclusively on reading and writing. For example, a teacher who observes and records behaviours of a group of children who look at the poster reading and discuss it, is likely to engage in informal assessment of the child's reading, writing, speaking, listening, and/or performing behaviours. Teachers engage in a multitude of informal assessments each time they interact with their children. Asking children to write down five lines about the poster they just discussed is a form of informal assessment. It facilitates in explaining what the child

has observed and how he/she feels about it. Observing children engage in small group discussions, taking notes while they plan a project, and even observing the expressions on children's faces during a group activity are all types of informal assessment. Likewise, observing children's level of engagement during literacy and numeracy activities is an informal assessment. Some of the examples are like early reading requiring children to read sight words, identify the initial letter and answer story related questions. Teachers should offer flexibility in observing how children are engaged in specific literacy activities.

Teachers need to be better equipped to select appropriate assessment methods so that all the children will benefit from assessment. Assessments in FLN are an important part of educational decision making and, therefore, it is essential that teachers have a thorough understanding of how to use assessment tools, how to interpret information obtained through observation, and actively participate in modifying the strategies and use assessments in thoughtful and meaningful ways. The assessment in FLN is a part of classroom pedagogical practices and builds upon specific literacy and numeracy activities/programmes that support all children to accomplish the desired learning outcomes and smooth transition to next class/stage.

The assessment in FLN requires plenty of resources such as games, stories, toys, literature, play materials that the teacher and children can use for the identified areas of development in reading, writing and language conventions. Similarly, plenty of resources such as toys, puzzles, number rods, manipulatives, etc. to assist teachers for the development in the areas of number and algebra, measurement and geometry, spatial sense and data handling.

2.2

Assessment for Learning: Planning for Pedagogy and Observation

The most important thing in assessment for learning is to plan for the appropriate pedagogy and resources (children's play materials/children's literature and toys to support FLN) supported by carefully planned/spontaneous observation of children's work and play. Assessment for learning supports the teachers across the foundational stage in total planning for FLN and transacting the pedagogical processes in alignment with the desired learning outcomes. The teachers can easily focus on children in her/his classroom and how they are progressing in their learning of FLN (in addition to other areas as well). It becomes a very tedious and tiresome activity if teachers have been asked to do lengthy and too much written notes as it becomes a burdensome assessment that demotivates teachers from observing and assessing children in a meaningful manner.

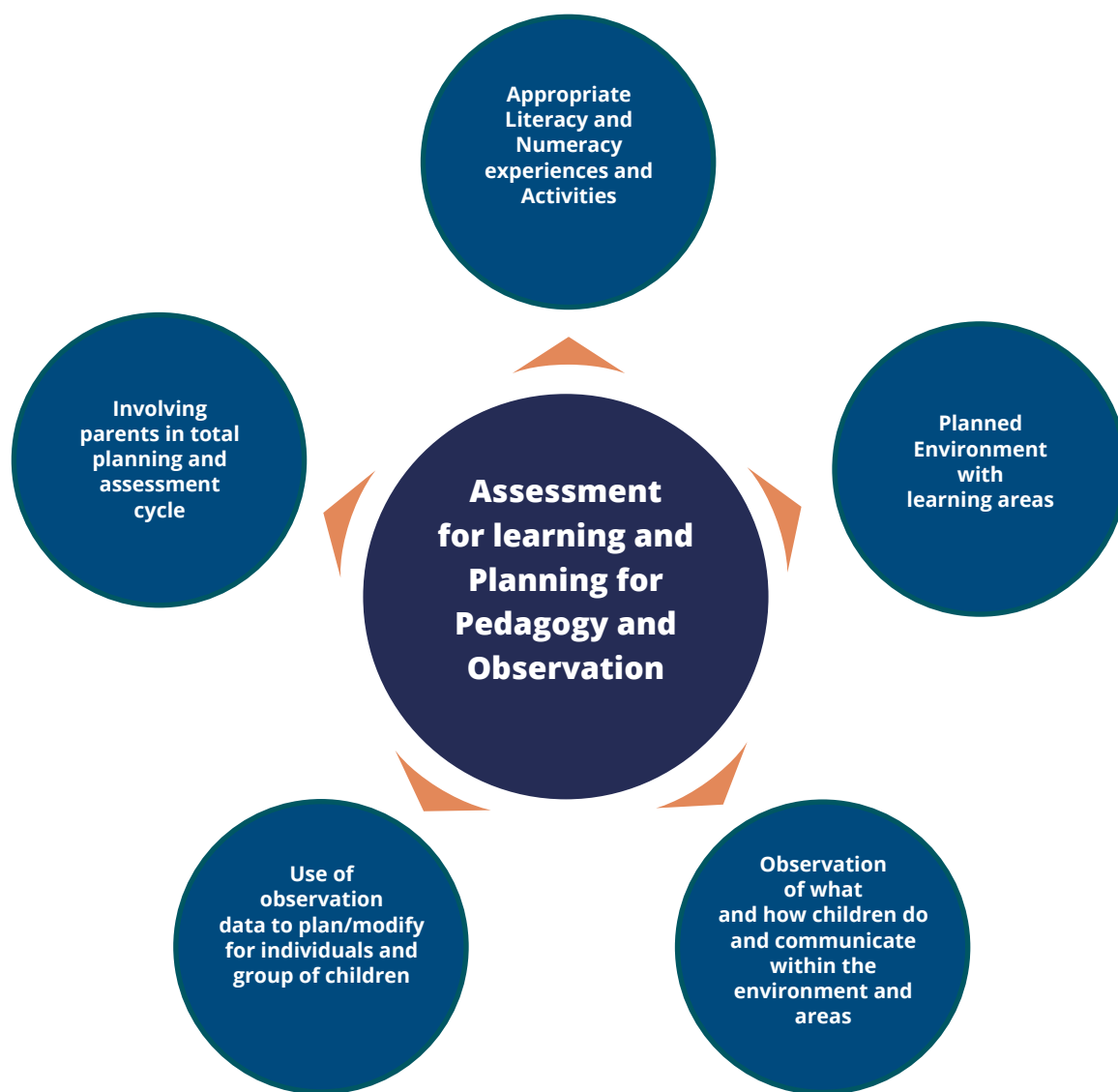


Fig. 1: Assessment for learning and Planning for Pedagogy and Observation

Linkages between Pedagogical Practices (Classroom Processes) and Assessment

Learning experiences need to be planned, and the first and most important thing is to collect information about each child as they enter/take admission in the classroom. Parents have a wealth of information about their children and to know about each child – how s/he talks, reads, writes or the number work will help the teachers and they can build upon further accordingly in the classroom setting. Prior experiences that the children accomplish either in the preschool/balvatika or at home will definitely influence the way in which a child approaches a new learning situation, especially in the context of FLN. Both parents and teachers are important sources of information about young children’s emerging literacy and numeracy development. Parents and families know the most about their children’s development and the teachers are trained professionals who when

collecting the information from parents can work/plan better for their children. Plans can be prepared accordingly for each concept/skill of foundational literacy and numeracy and during teaching-learning processes, observe how children are grasping it. This would enable you to know about the child's progress in each of the concepts/skills, and how the child is moving toward achieving each of the learning outcomes related to that particular concept/skill.

2.3 Planning the Assessment

Watch the Video



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Transcript

Dr. Romila Soni: There are some points that you need to consider when you plan an integrated pedagogy with inbuilt assessment for foundational literacy and numeracy skills. What do you think about this Moushumi?

Moushumi Bose: I absolutely agree with you but ma'am please tell us how to include ongoing assessment in our classroom processes, because sometimes we do forget to add/include certain things which are important for the children. And also we don't know how to plan for assessment or for observation. Hence, you know we need some help.

Dr. Romila Soni: Yeah...

Moushumi Bose: Right...Also it would be helpful if you know, you could give us help where the children do not understand how that they are being assessed instead we assess them.

Dr. Romila Soni: Right, right...

Moushumi Bose: Yeah, That will be something new for us to learn as well.

Dr. Romila Soni: Right, yeah...I also agree. I think, first of all Moushumi , we need to identify the concepts and skills of Foundational Literacy and Numeracy. Aaaah... So that, you know like, accordingly we can plan the pedagogical practices for each of the LOs and then we need to remember that, we need to plan the pedagogical practices so that we can reach to the competencies or the learning outcomes related to your class. Like related to each of the teacher's class and then I think we need to align the activities and pedagogical practices.

Moushumi Bose: What do you mean by aligning activities and experiences in FLN with learning outcomes? How do you do that?

Dr. Romila Soni: Okay. I think we will begin with Sandhya so that she will be in a better position to explain first. Then I will add the example.

Prof. Sandhya Sangai: I am very happy to have this question here. You see learning outcomes are generally the benchmarks or we call them as competencies and these are decided class wise and subject wise. So when you are doing anything in your classroom, you are just ensuring that the children are moving in the direction of achieving that learning outcome. For example, if you are looking at the slide which is running, so under developmental goal 1, which is children maintain good health and wellbeing there is one learning outcome which is written on the slide. So when you are observing the children or when you, let's say when you are assessing the children, you must keep in your mind the learning outcome and then you should see whether the children are progressing to achieve that learning outcome. In case you feel that they are misdirected or they are not able to follow or they are not progressing in the right direction, there you should check them rather you should guide them. So this is aligning that whatever you are doing, whatever you are assessing in the light of the learning outcomes.

Dr. Romila Soni: In addition to what Sandhya said, I just wanted to add one more example so that it will help you understand it in a much better way. I think we can create some questions and probe those questions to the children during the observation when they are performing, when they are doing the activities. Let me give you an example, when the children are doing the pretend reading, you normally see that during the pretend reading the children are moving their finger beneath the print and they are moving their finger sometimes left to right. So we need to observe how the children are understanding the print, how the children are moving their finger on the print. So, this will give you an understanding of print awareness. So this will become a print awareness assessment. Another very good example for foundational numeracy is block building, where often we see

that children place the biggest block at the bottom and the smallest block at the top and also use the mathematical vocabulary big, bigger, biggest; small, smaller, smallest. So this help the teacher for observation and assessment and it becomes very easy for the teacher to align the pedagogical practices with each of the LOs. So I hope Moushumi now it is clear to you and now, I would like Sandhya to speak on anything, how we can inform the parents regarding this?

Prof. Sandhya Sangai: Very good question Romila again an interesting thing. You know, when we are talking about foundational stage, it's very important that teachers and parents, they are working closely. And there is a strong bond between home and school. Whatever children are doing at school should be supported at home. So it's important that the teachers inform the parents and sometimes even involve the parents in whatever they are doing for enhancing FLN skills of the children in the classroom. Well, Moushumi, I hope you are doing such things.

Moushumi Bose: Yeah, Yes. We do inform the parents whatever is being done with the children in the class like for example if they are doing science experiments in the classroom. Then we inform the parents that this particular experiment has been done in the class and they should also repeat it over the weekend. And the parents do repeat it, in fact the parents don't have to repeat it the children tell the parent how to do it.

Dr. Romila Soni: Very nice! I think everybody has you know like agreed and Sandhya also rightly said that prior planning is very very important for FLN skills and we need to keep in mind the children's needs, interests, abilities and contexts in mind. So that teacher can plan accordingly the complete week plan based on and focused on FLN. So I think, Moushumi, do you have any questions left now?

Moushumi Bose: That means we have to keep specific time for special targets or goals?

Prof. Sandhya Sangai: Yeah, I will say yes. In the FLN document if you see we have certain lakshya, we call them lakshya or the targets. So there we are mentioning certain goals which would be achieved at the foundational stage by class III or by class V latest. So it is important that you plan some activities, you give some activities for home which are directed towards those targets and lakshyas.

Dr. Romila Soni: Aaa... Yes. Here I want to add that please do involve children in the total assessment process but at the same time we shouldn't make children pressurised, you know like, that they should not feel that they are being assessed. And teachers should keep on asking the questions like make it more engaging, for example certain questions which we commonly say, 'What-if' type questions,

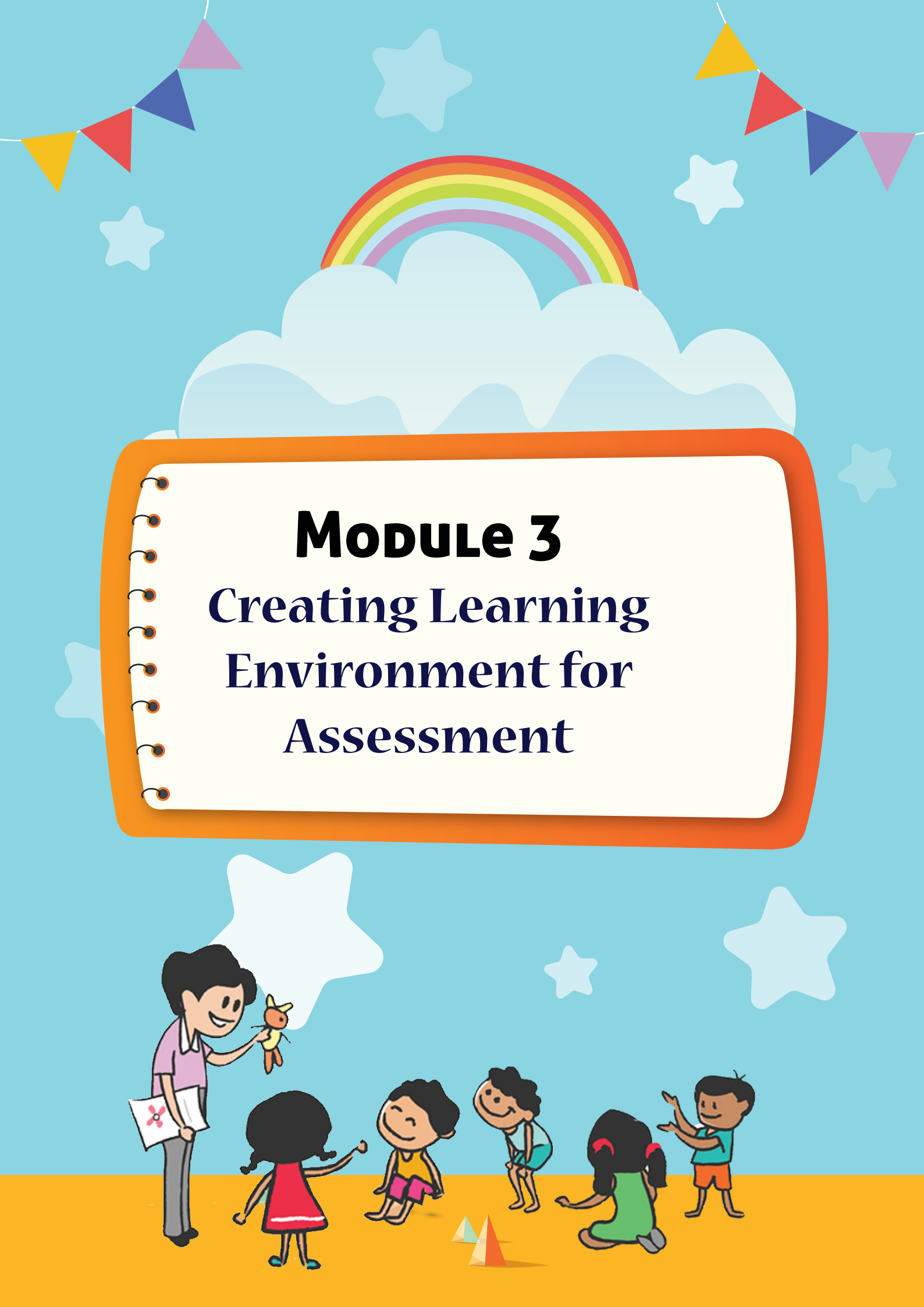
like why do you think so? For example if the children are building blocks, they can ask like, what you have made? Why do you kept the red tower at the top or the smallest block at the top? What do you think if it happens in this way? What do you think if we would fix it this way? So let them think critically and let them communicate with you, you know like... what they are thinking? So probing questions, asking questions where the children can listen to you and give their own answers are very very good. And, I think teachers need to pen down their observations, you know like whatever they are observing. It is very very important to pen down the observations and record, so that assessment become easy and reporting become easy and you know like, the teacher can assess the performance of children against each LOs. So, I think, now, Sandhya Ji should add to it.

Prof. Sandhya Sangai: Well I would say that as you have already mentioned that assessment should be threatfree. It should be informal. Yet we should not lose the purpose of assessment.

Dr. Romila Soni: Yes. So...Finally Moushami, do you want to add something?

Moushumi Bose: I would say planning is so important for FLN.

Dr. Romila Soni: So we all agree that prior planning is very very important. And, Thank you so much Moushami. Thank you so much Sandhya. I think and I hope that Moushami, you will share all these assessment strategies, the power of observation with your fellow colleagues and take it further and make it a regular practice.



MODULE 3
**Creating Learning
Environment for
Assessment**

Module: 3

Creating Learning Environment for Assessment

3.1 Observation of Children's Play and Work in FLN

Watch the Video



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Transcript

Let's understand how we observe and assess children's activities. Let's understand, first of all about print awareness assessment under Foundational literacy.

Concepts of print are generally learned by children as they are exposed to developmentally appropriate books such as story books, information books and other graded picture books both at home and at school. So these are the books you know like you can show a book and also the sentence. If I'll show you the sentence like where the children can look at the sentences and also the words and also can find out the space between the words. Children also listen to and look at story books as their parents and teachers read to them. First of all, you need to understand that concepts of print include an understanding that print carries meaning. The books contain letters, words, and sentences. Children also start looking at as I've already mentioned that there is space between words. The way you use the books and literacy materials in front of the children, they start understanding what books are used for? When you read to them in an appropriate manner and model literate behaviour they get to know that books have parts such as front cover, back cover and so many things.

Children also come to an understanding that we begin reading on the left. See how I am using begin reading on the left and move the finger beneath the words. We read to the end in the same line on the right, and then we go to the next line. Right. So the parents and teachers need to demonstrate this in front of the children. Now you need to know what it means? When you use the books in such an appropriate manner when you are showing the print to the books.

It means a child understands, that print carries a meaning, that print can be used for various purposes, there is a difference between letters and words, there is a difference between words and sentences, that books have front and back cover, that stories begin at a certain page, that stories end at a certain page, that the print is read from left to right.

Now how to assess in a developmentally appropriate manner so that the child won't even get the feeling that you are actually assessing him or her. You have some assessment questions with you for example, which can be asked orally.

Give the child a story book and you can ask : Can you show me:

Dr. Romila Soni: Himani, are you reading a story book?

Himani: Yes

Dr. Romila Soni: You like this story book?

Himani: Yes .

Dr. Romila Soni: Ok. Can you show me the cover of the story book?

Himani: This is the cover of the story book.

Dr. Romila Soni: Very good. Can you show me the back cover of the story book?

Himani: This is the back cover of the story book.

Dr. Romila Soni: Very good. Can you show me the letter 'R'?

Himani: Here is the letter 'R'.

Dr. Romila Soni: Can you show me the letter 'T'?

Himani: Here is the letter 'T'.

Dr. Romila Soni: Can you show me where should we (we should) begin reading the story?

Himani: Here

Dr. Romila Soni: Yes. Can you show me where the story ends?

Dr. Romila Soni: What is this?

Vividh: Monkey.

Dr. Romila Soni: Monkey. Can you tell me any word that begins with the sound 'Muh'?

Vividh: Monkey, mango

Dr. Romila Soni: Let me show you another activity, for example, use children's names and their name cards to point out initial and end sounds.

Dr. Romila Soni: We have some name cards with me. Ok Vividh. Ok Lavanya pick up your name card. Very good. Vividh can you identify where is your name card .

Vividh: Here is my name card.

Dr. Romila Soni: Very good. Himani, can you pick up your name card? Whose name card is this?

Lavanya: Sarah.

Dr. Romila Soni: Sarah. Yes. Ok. Vividh, what is the initial sound that comes in your name?

Vividh: 'Vah'.

Dr. Romila Soni: 'Vah'. Very good. Can you tell me any name that begins with (the) 'Vah' sound?

Vividh: Van

Dr. Romila Soni: Ok. Himani can you tell me what is the initial sound that comes in your name?

Himani: 'Huh'

Dr. Romila Soni: What is the end sound that comes in your name?

Himani: 'E'

Dr. Romila Soni: Can you tell me (any) one word that begins with 'E'?

Dr. Romila Soni: Ok. Sarah, can you tell me what is the initial sound that comes in your name?

Sarah: 'Sa'.

Dr. Romila Soni: Good. What is the end sound that comes in your name?

Sarah: 'Ha'

Dr. Romila Soni: Can you tell me any name of such animal (such an animal) that begins with the sound 'Ha'?

Sarah: Hippo.

Dr. Romila Soni: Hippo. Very good. And any name that begins with the 'Sa' sound?

Dr. Romila Soni: If your name starts with 'La' sound jump up high, jump up high. Jump twice, one, two. Very good. Whose name starts with 'Va' sound give me one story book. Very good Vividh.

Dr. Romila Soni: So, what you have observed? Can children follow instructions? Can children identify the initial and end sounds of their names?

Dr. Romila Soni: Okay, Let's see what I have...

Lavanya: Paper

Dr. Romila Soni: Ok. Paper.

All: Pencil

Dr. Romila Soni: How do you know this? Awww. My smart little children ok I have 'p' pencil.

All: And 'p' Pen.

Dr. Romila Soni: Yes, per pen.

Lavanya: Your colour is so light that I can see.

Dr. Romila Soni: Ok. Lavanya is saying that the color is so light so she can see. Yes there is a pink cap.

Vividh: Pink paper

Sarah: Paper plates.

Dr. Romila Soni: And paper plates.

Dr. Romila Soni: So, watch for what responses the children give... Other things to look for- Can children orally blend all sounds in two and three sound words? Let's see.

Dr. Romila Soni: I am calling out two or three sounds and you have to blend them orally. Ok, you have to blend them so listen carefully /h/ /a/ /t/.

All: Hat

Vividh: We wear hat on our head.

Dr. Romila Soni: Yes we wear hat on our heads. Very good. Ok let's blend other (blend the other) three sounds.

All: Ok ma'am

Dr. Romila Soni: /b/ /e/ /d/.

All: Bed

Vividh: We sleep on the bed.

These were a few examples for assessing print and phonological awareness under foundational literacy. Let's know and do some activities exclusively for assessing foundational numeracy.

Provide children with lots of materials like twigs, leaves, flowers, buttons, bottle caps, clothespin, seeds, beads and so many other things that you can find in your immediate environment and observe how children use the materials. Do children sort the materials into different categories? Can they describe the different attributes of the materials? Do they see how these materials are same and how they are different? Encourage children to create patterns with the materials. What kind of patterns do they create? Do they create only the same pattern, like ABAB or something else also? Are the children able to extend pattern on their own at any end or only in one direction? After some time, watch for what kind of complexity children are bringing to their designing or pattern making? Do they also count as they are extending the pattern? Do they also compare the patterns, for example, how the two patterns are same and how they are different?

Offer a variety of pattern activities in the class such as, encourage them to explore or do pattern hunting like they can hunt the pattern on their shirts, on their dresses.

So, it all depends on how you observe the children's play and plan the assessment processes and how you notice, recognise and respond to children's interests and strengths in foundational literacy and mathematics.

It would be very good if you design some assessment plan. Let me show you how to make an assessment plan to assess the status and progress of children in FLN. Look at these assessment plan sheet. I hope you can also make it on your own. This is one sample where you can make a table and leave space for: 'What to Assess', 'When to Assess', and 'Recording Procedure'.

You can use another kind of a form also for 'Child's reporting of participation by child'. What I am showing you is just a sample, you may create your own. See. So, this is a sample when the children go to the reading area and children themselves can tick mark if they have visited the reading area and on the left side you can see the children's name. Let me show you another assessment sheet for patterning rubric. So, As I am saying that these are all just the samples you can create on your own. Let me show you another sample assessment sheet for concepts of print. You can notice and write down and record it for yourself so that it become easy for you to observe the progress, how the children are progressing in print awareness. Can the children identify the front cover, the back cover and from where the story begins and ends. So, don't you find it's very easy?

So, you have learnt that observing children helps you to know how the children are progressing. You also understood today how the enabling environment, appropriate resources make it easy to observe and assess children's learning and development in a stress-free manner. This on-going observation with the assessment plan makes the total assessment process very easy and smooth.

3.2 Assessing Children in the Literacy, Block Building and Maths Areas - Explore

Do the activity by scanning the QR code



Or

Click on the link

http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1617

3.3 Activity 2 : Try Yourself

Explore YouTube videos related to FLN where children are engaged in FLN activities and note down all things you observe. List down the strategies that would aid and help to reach the desired competencies or try to observe a situation where two-three children are playing. Note your observations.

3.4 The Power of Observation

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_3134262747112816641903

Transcript

Observation is looking at children's work, play, performance, noting their behaviour, learning and recording their specific behaviour. Here, it must be noted that you need to observe how children are performing and progressing in their journey of learning FLN. The anecdotal records, checklist, portfolio, are certain very important tools that can be used for assessment. This can be done *through a holistic 360-degree assessment with teacher, peers, family and friends*. Assessment can support in children's learning, building their competencies and granting them the feedback they need. Therefore, the learning assessment during the foundational years cannot be limited to a paper pencil test at the end of the academic year. The assessments done should necessarily be communicated to the parents, caregivers at appropriate predetermined intervals.

Let me tell you the power of observation and what to observe while assessing the progress of children in FLN ?

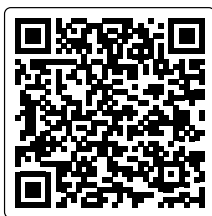
Watch for each child's mood and temperament. Is the child able to express her feelings verbally? How does a child interact with other children? Does the child initiate her or his activity or wait to be invited? Does the child show interest in books and other reading materials? How extensive is the child's vocabulary?

How has each child's language development changed or enhanced since the last time? Does the child spend time in reading, writing and math and manipulative areas?

How do children respond to daily routines, schedules of the school especially the FLN activities? How do children invent new ways to use blocks, toys, collections of items or other materials? How many pieces can the child join or fix in order to complete the puzzles? How is the child doing sorting of objects or toys?

3.5 Additional Activity : Explore

Do the activity by scanning the QR code



Or

Click on the link

http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1618

3.6 Purpose of Observation

Observations can be used by the teachers for different purposes, for example, on-

- **Individual child:** "To focus on one or more specific area(s) of development, e.g., self-expression skills, bonding with books and interest towards manipulatives and blocks, etc."
- **Groups of children:** "To focus on one or more skill(s), e.g., abilities to communicate, share and take turns, complete tasks in groups, classify on the basis of one category, create or extend simple patterns on their own, etc."
- **The whole group:** "To assess whether all children have mastered one skill, e.g., solving three-four-piece puzzles of a familiar picture, identifying the initial sounds (phonemes) in familiar spoken words, at least 4-5 graphemes (letters), etc."
- **An area of the room:** "To assess whether the area is appropriately used (display of print and numbers and creation of maths, reading and writing area) and what activities occur there, whether and how the children are using print displayed in the classroom etc."

Table 1: A Sample Checklist for 'Print Concept' and 'Print Awareness'

Suggestive Targets/Lakshya/ Competencies	Beginning	Progressing	Advanced
1. Bonding with book 1.1 Identifies the front cover 1.2 Identifies the title/title page 2. Book handling 2.1 Turns pages properly 2.2 Holds the right side up 3. Directionality 3.1 Reads from left to right 3.2 Reads from top to bottom 4. Reading 4.1 Understands that print carries a meaning 4.2 Keeps finger at each word while reading			

<p>5. Letter perception</p> <p>5.1 Identifies and points to a letter in the surroundings</p> <p>5.2 Can identify 'capital' letter and 'small letter'</p> <p>5.3 Is able to distinguish 'a', 'e', 'b', 'd', 'g', 'j' / similar sounds in local Indian language</p> <p>6. Word concept</p> <p>6.1 Speaks/pronounces simple words correctly</p> <p>6.2 Understand word closure – i.e., when the word ends, pause and go to the next word</p> <p>7. Sentence structure</p> <p>8. Punctuation</p> <p>8.1 Recognizes different punctuations</p> <p>8.2 Use different punctuations while reading – short pause, long pause, exclamation, question mark.</p>			
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Following is an example of learning outcomes that are given in progression and are in continuum. Teachers need to track the progress of learning outcomes, linking these with the previous one and the next one. Further, the fact that all children learn at their own pace and style also need to be kept in view while assessing children on each of the learning outcomes. They may show their progress at different levels.

Experiences of working with children show that they often show learning progress at the following levels, as given in the table below:

Table 2: Rubrics Table Showing Children's Learning Progress at Various Levels

Beginner	Progressing	Proficient	Advanced
Trying to achieve the learning outcome with teachers' support in the given time frame.	Achieves the learning outcome with teachers' support in the given time frame.	Achieves the learning outcomes on her/his own.	Helps and supports others to achieve the learning outcomes and also require more challenging tasks.

There may be very few children who need support, and teachers need to take this fact in cognizance and plan intervention to support these children. Also, there may be gifted children in the same class, for whom teachers need to plan more challenging tasks.

For more clarification, assessment of learning outcomes based on exemplar activities are given below in Table 3. The following is an example of Goal-3, and the coded competency is IL,1.3b.

IL, 1.3b-LO: Identifies the missing parts of familiar picture - Exemplar Activity - Observing the picture of an elephant with missing parts, name different parts in the picture and finding the missing part.

Table 3: Children Identifying Missing Parts - Exemplar Activity

Beginner	Progressing	Proficient	Advanced
<p>Child observes the picture and names some parts and points out one missing part without naming it.</p> <p><i>(Teacher will prompt the child to tell the name of the missing part by giving some clues and also encourage for finding out other missing parts.)</i></p>	<p>Child observes the picture and names some parts and points the one missing part using active vocabulary.</p> <p><i>(Teacher will appreciate and prompt the child by giving some clues for finding out other missing parts.)</i></p>	<p>Child observes the picture and names most of the parts and points out all the missing parts using active vocabulary.</p> <p><i>(Teacher will appreciate and encourage the child to support other children.)</i></p>	<p>Child observes and names all the visible parts and missing parts and helps his/her peers in finding out the missing parts giving them clues with the permission of teacher.</p> <p><i>(Teacher will appreciate and encourage the child to keep it up.)</i></p>

3.7 Activity 3 : Share Your Thoughts

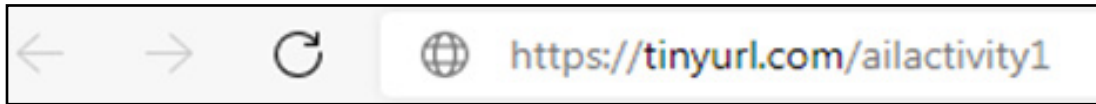
Based on your understanding of various assessment strategies for language, literacy and numeracy, list down the key practices you would like to take forward in your assessment practices with your children. Share your thoughts in the blog post.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course8activity3>

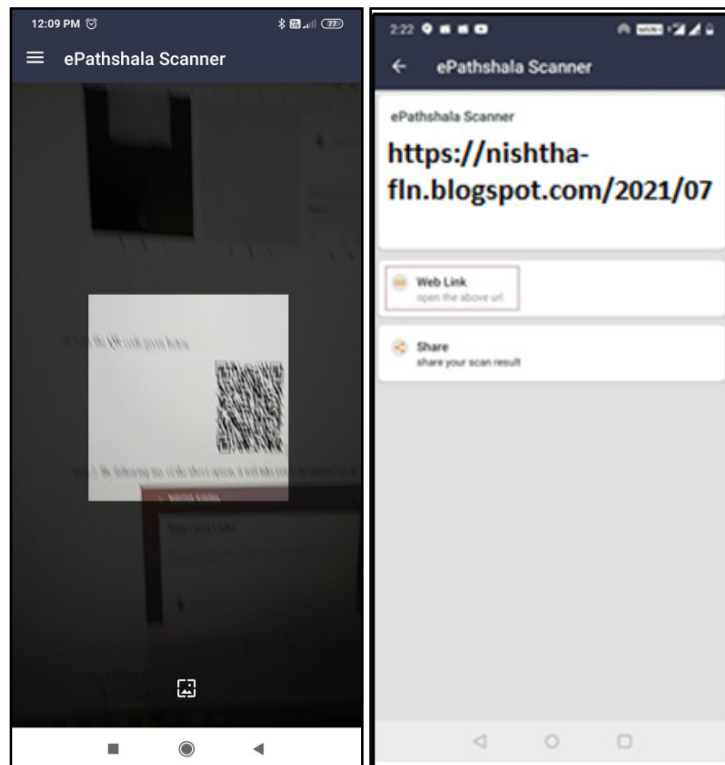


Option 2: Download this pdf from DIKSHA and copy this URL.

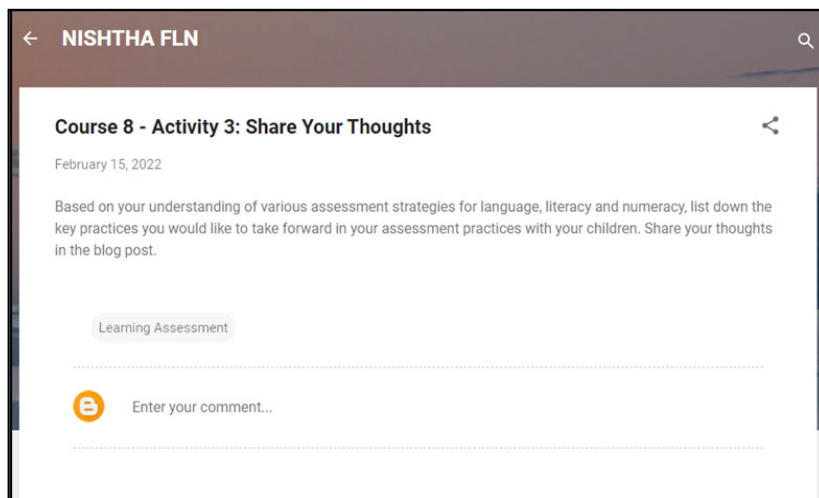
<https://nishtha-fln.blogspot.com/2022/02/course-8-activity-3-share-your-thoughts.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, **scan the QR code** given below.

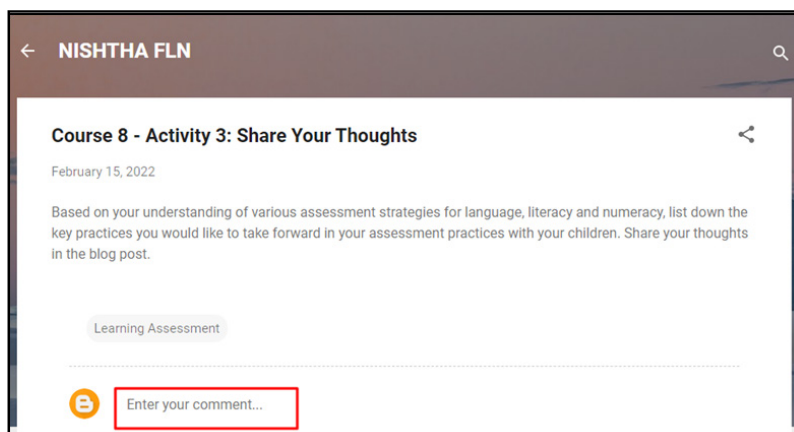


Step 2: Following any of the above option will take to an external site as shown below

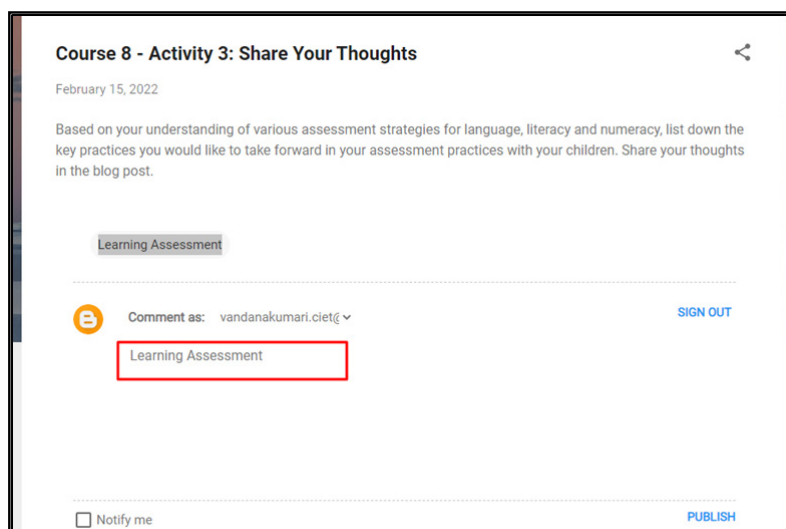


Step 3: Post your response

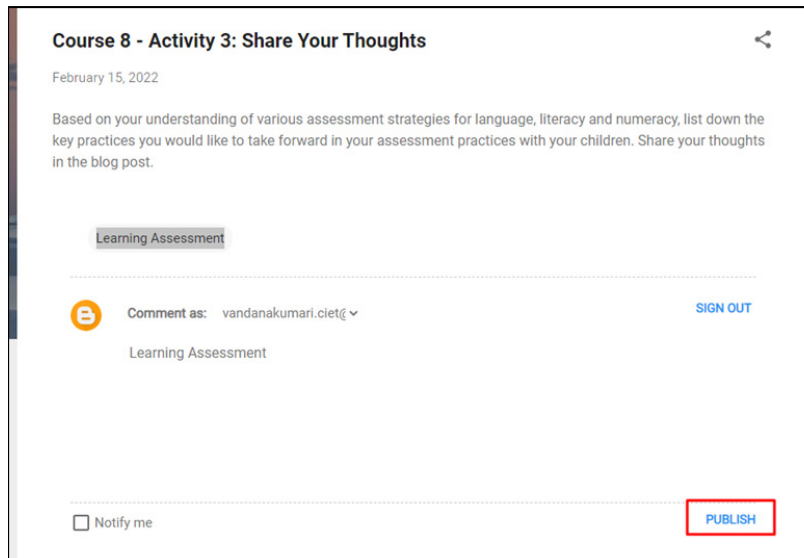
- Read the given activity
- Click on **Enter your comment**



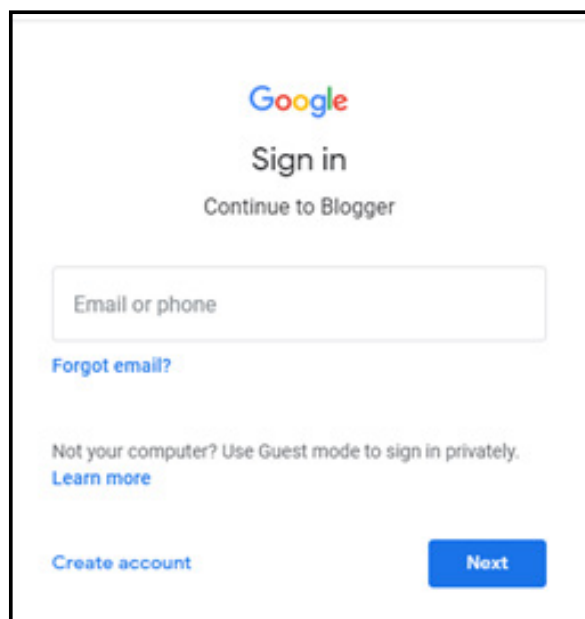
- Type your response in the comment box.



☛ Click **PUBLISH**



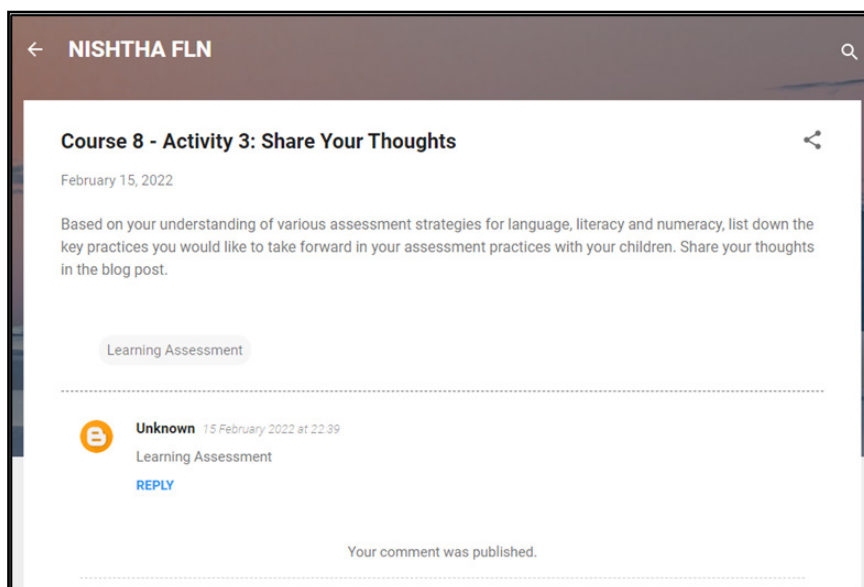
- ☛ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- ☛ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- Click on **PUBLISH**. The comment will be posted.



3.8 Guiding Children's Learning with Careful Observation

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31342627640540364811400

Transcript

Dr. Romila Soni: Concept Video 3 of course 8 “Learning Assessment”. The process of observing children should be very systematic so that the teacher can relate progress of children to all of the three developmental goals and learning outcomes. However, this does not mean that the teacher is required to do separate observations for each goal on each child. What do you think Sandhya ji?

Prof. Sandhya: I think Romila what you are saying has a point. When the teacher

is observing the children in the classroom, they are looking at the progression which covers more than one learning outcome. The teacher should also know that which are the learning outcomes which the child is finding easy to achieve and also which are the learning outcomes where the child is finding difficulty. The teacher should also get a feedback whether the teaching learning strategies and the learning outcomes are making a match and whether the alignment of teaching learning strategies according to learning outcomes has been successful. So, this will be very useful for the teachers.

Dr. Romila Soni: Rightly said, Sandhya. I think then the teacher must be familiar with learning outcomes so that she can plan the activities, experiences and opportunities for each of the learning outcomes so that the desired learning outcomes can be achieved. What do you think?

Prof. Sandhya: Definitely! We all know that there are three developmental goals and within each goal, there are learning outcomes. So, now it is for the teachers to see what are the learning outcomes for a particular class, for a particular subject. And also, whether the child is able to achieve those learning outcomes. If the child is not able to achieve, what the teacher should do, what should be involvement of the classroom, what should be the experiences or activities which should be designed to provide experiences to the children so that they are able to achieve the desired learning outcomes and ultimately, the developmental goals.

Dr. Romila Soni: Yeah, I just want to add one-two examples here, like how the teacher can guide with a careful observation. For example, when the children are doing some pattern making activity, so the teacher need to observe whether the child is able to create the pattern, how the child is extending the pattern, is he or she using any kind of a mathematical vocabulary like what comes next, what comes again. So, these kind of mathematical vocabulary. Similarly, when the child is arranging some objects in order like the child is seriating, is the child using the vocabulary- this is lengthier than this, this is heavier than this, this is bigger than this. So, accordingly the teacher can guide the children's learning and help children to move further. So, I think all such kind of information and feedback the teacher has, will help the teacher to plan the FLN content so that she can also plan appropriate pedagogical practices and help each child to reach the desired learning outcomes with such kind of careful guidance and careful observation. Sandhya, you want to add to anything to this?

Prof. Sandhya: Yes, Romila. My message will be for teachers and I would say the teachers should keep observing and while they are observing, they must keep guiding the children. So that, their learning progress is in a certain direction, which

we say, in a desired direction. Here one more thing I would like to say. There are so many ways to assess, we all know. But for young children and for children like we are talking about, FLN stage, I will say that observation is a very powerful act because while you are observing a child, you are looking at the child holistically. So, not only you are assessing the progress of learning in a specific direction but also, you are knowing personal attributes of the child, personal interests of the child, the attention span of the child. So, all these things can be done with the help of observation. So observation is a very powerful technique and teachers should do good observation and based on observation, they must guide the children and their parents.

Dr. Romila Soni: So, I think both of us agreed that the ultimate aim of the assessment is to help every child flourish.

3.9

Alignment of Learning Outcomes with the Pedagogical Practices

In Table 4, you can see how the teacher observes her children and uses the knowledge of how the child develops. Observing children carefully and on-going assessment will help the teacher to organise her teaching practices, planning and interaction with individual children and what specific pedagogy and teaching strategies she is going to use.

Do not forget to include humour or fun in your teaching-learning strategies for easy and better understanding of FLN activities and experiences. Whenever you are planning the pedagogical practices targeting the competencies for smooth transaction, it is suggested to keep in mind some practical ideas for making assessment in FLN more interesting and functional, for example, always check on the previous knowledge of your children and build on that (it boosts up the confidence among children and families). It becomes easy when you keep the communication channel open and remain interactive with children, like talking to them apart from usual routines of the classroom. You will discover more about each child. Keep recording (digital/manual) of your observations and learnings.

The following table helps you to understand how to reflect on children's learning and align or link with the developmental goals and the competencies. This would help you to specify the observable behaviours, indicators or specific learnings that would help a child reach that competency or indicate progress.

The learning outcomes are both educational targets and points of reference for the teachers to determine whether or not a child has reached the expected level.

Table 4: Teacher's Observations and Reflections of Student

Observing the children	Review and reflection by the teacher	Teacher's response and strategies
<p>Music and movement time Sarla starts jumping to the beat or to music. She even identifies the tune of the rhyme and performs actions for the movement activities as soon as it is called out by the teacher. She claps and gallops to a beat or to music and sing along.</p>	<p>Sarla seems to enjoy participating in whole group music and movement activities and follows actions/ directions as given by the teacher. She participates actively in a large group. <i>Goal 1: Children maintain good health and wellbeing.</i> <i>LO HW4-4: Follows three to four instructions/rules at a given time.</i></p>	<p>Watch for sustained enthusiastic performance of the movements; how the child controls the body when moving; sense of external space.</p> <ul style="list-style-type: none"> Plan perceptual motor activities and observe Sarla's directional awareness, ability to move based on watching and listening. Observe her spatial sense as she moves her body to perform a movement. Plan for Sarla to explore music independently.
<p>Foundational Numeracy Activity (Classification: ability to sort and group objects) A small group of children engages and works on sorting a collection of flowers (that they have collected</p>	<p>Akshay enjoys and participates in small group activities. <i>Goal 2: Children become effective communicators.</i> <i>LO HW4-4: Follows three to four instructions/ rules at a given time.</i> Akshay completes the given activities/task.</p>	<p>Observe Akshay in activity in areas. Watch for ability to sort and re-sort; with properties/criteria given by the teacher/ or on her own. Watch for how the child has ordered/arranged the objects and how he is explaining it. Ask</p>

<p>during the visit to the garden.) Akshay takes all the yellow flowers and lines them up from smallest to biggest.</p>	<p>Goal 1: Children maintain good health and wellbeing. LO HW5.7: Shows increased attention span and persistence in tasks. He sorts flowers by colour. <i>Goal 3: Children are involved learners and connect with their immediate environment.</i> LO IL 5.5: Compares and classifies objects/ pictures based on multiple factors and describes them using properties. Akshay shows and uses problem solving skills when he lines up the flowers according to size. <i>Goal 3: Children are involved learners and connect with their immediate environment.</i> LO IL 4.7: Seriates/ arranges more than five objects on the basis of particular criteria.</p>	<p>open ended questions to extend his critical thinking (such as how you have arranged the flowers like this? How you kept the biggest flower at the end and why?)</p> <ul style="list-style-type: none"> • Provide more opportunities for sorting toys, seeds, pictures, etc. • Provide opportunities for arranging objects in order.
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<p>Foundational Literacy Activity (Ability to tell, retell or complete a story)</p> <p>Storytelling Savita asks the teacher to tell the story 'The Little Red Hen'. In between the story she tells the name of another animal or person even before the teacher.</p>	<p>Savita chooses the story book from the activity area (mini library /reading area) and enjoys listening to the story and actively participates in storytelling.</p> <p><i>Goal 2: Children become effective communicators</i> <i>LO EC-L1 5.5b: Expresses their responses, likes/ dislikes and asks questions</i> <i>She predicts the next character and tries to figure out what/ who comes next.</i></p> <p><i>Goal 2: Children become effective communicators.</i> <i>LO EC-L1 5.7: Understands the events and characters in a picture story/story board</i> She tries to figure out the sounds of the character.</p> <p><i>Goal 2: Children become effective communicators.</i> <i>LO EC-L1 5.7: Talks about characters/events based on the stories/poems and other texts.</i></p> <p><i>LO EC-L1 4.2: Selects books from reading area and talks about story with the help of pictures.</i></p>	<p>Watch for list of events recalled; how the child grasping the story structure (characters, sequence, climax)</p> <ul style="list-style-type: none"> • Provide props/toys in the mini library/ reading area so that she can retell the story on her own. • Plan for more rhymes, charts and language games on phonological awareness. • Keep more age-appropriate books that involve play with sounds of language.
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<p>Foundational Literacy (L-2)</p> <p>Dinesh turns the pages of a storybook in the reading area and does pretend reading and points his finger beneath the words murmuring in the local dialect. He keeps opening other books and does the same.</p>	<p>Dinesh shows interest in the print especially in the story book with attractive pictures in it. Dinesh uses his own dialect while exploring books; he needs books and print in his own dialect to enhance his language and early literacy.</p> <p><i>Goal 2: Children become effective communicators.</i></p> <p><i>LO EC-L2 4.3: Picks the story book from the reading area and tries to read the pictures.</i></p> <p><i>LO EC-L2 5.3: Predicts the story and talks about the character bilingually.</i></p>	<p>Watch for how the child is looking at the books, turn the pages; what language the child is comfortable with; what specific words the child speaks and understands.</p> <ul style="list-style-type: none"> • Offer more children’s literature in different languages. • Create and offer story books in local languages that reflect local context. • Offer more oral expression time or opportunities.
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3.10 Activity 4 : Check Your Understanding

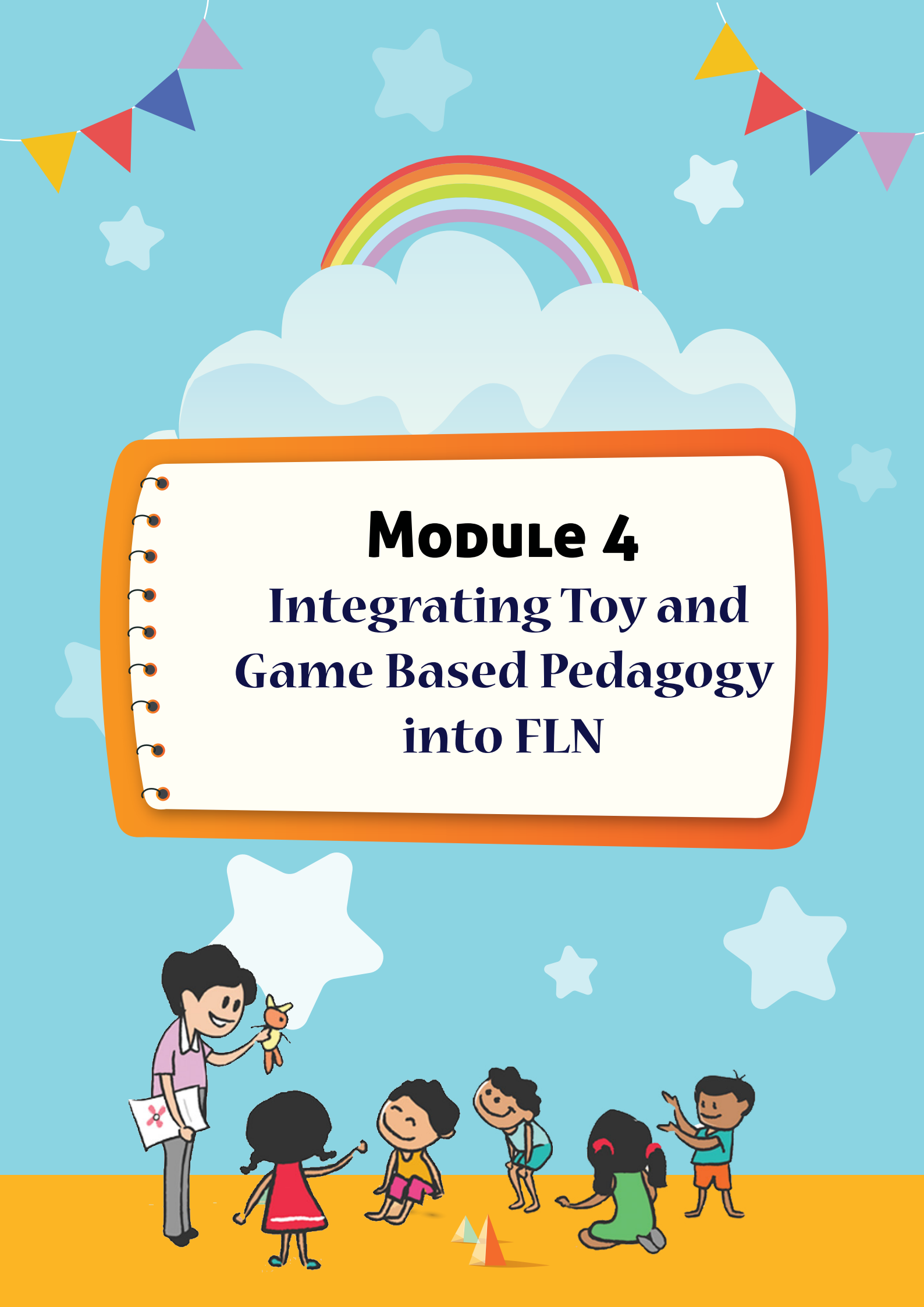
Do the activity by scanning the QR code



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MODULE 4
**Integrating Toy and
Game Based Pedagogy
into FLN**

Module: 4

Integrating Toy and Game Based Pedagogy into FLN

4.1 Integrating Toy and Game Based Pedagogy into FLN

It becomes easy for the teachers and parents to observe children's learning as they explore the toys and manipulatives. The toys encourage children to talk, very commonly you will see that children want to tell you what they have made. Toy telephones and talking books are tech-aided toys that simply boost their language and communication skills.

Toys also enhance thinking skills that encourage children to solve simple problems and analyse the situation. Children engaged in exploring open ended materials practise skills that they would use throughout their lifetime. While children are exploring the play materials and manipulating them, it is not important what they are making or what would be the end product but the whole process of dealing with the toys, manipulating them, using as props, tools, collaborating with others, experiment, communicate, making discoveries, solving and analysing, creating are some of the skills that they would continue to develop and flourish. Children love to manipulate objects because they are curious and eager to learn by nature and thus you may very commonly find that they love to take things apart—which, we as adults, generally call deconstruction. When the children are taking things or parts apart, they actually want to see how the parts work together or they want to create something new. The ultimate goal behind integrating toy-based pedagogy in teaching-learning processes of foundational literacy and numeracy is to help children think critically, creatively, communicate, enjoy the developmentally appropriate books and express freely, and solve problems. In classrooms where teachers are alert to how children are using toys and what and how they are learning would help enrich mathematical explorations and support teachers in their observation and assessment.

In play, with carefully selected materials by teachers, it becomes easy to target and achieve the learning outcomes and align the learning outcomes to the next stage. This would help and allow children to practise and engage in oral language and transfer it to literacy and numeracy learning. The informal activities with toys give children a head start when they start learning language and math in school. When children play and communicate through play, they are learning how language

works and gaining an understanding of how to interact with other people and children connect the meaning of spoken language to written language, which is the key to success in school. It is crucial to understand how children develop literacy and numeracy through play with toys and materials. It is becoming obvious that by allowing children to play, literacy and numeracy skills develop naturally. Traditional building toys such as building blocks, jigsaw puzzles and play with geometrical shapes make the brain more adept at understanding mathematics. Toys aid the overall development of young children. Finally, toys and educational play materials must be developmentally appropriate, culturally relevant, linked to all children's interests and aligned with the learning outcomes.

Do Yourself

Develop at least two creative weekly lessons emphasising on FLN imbibing lots of contextual activities and appropriate Do It Yourself (D-I-Y) toys with in-built assessment techniques.

4.2 Activity 5: Do Yourself

Watch these two short videos carefully.

- ▲ Arranging the containers in order - https://youtu.be/ruh0EC9_7J0 One-to-one correspondence using bowls and buttons - <https://youtu.be/JtLOIWAhql> Write down what you have observed and how you are going to plan your future strategies for these children to enhance and promote their foundational numeracy.
- ▲ Look at these two short videos carefully. Foundational Literacy - <https://youtu.be/Xkn3wYb2YGA> Picture reading by a six-year-old child video - <https://youtu.be/qhFcemK5b0s> Write down what you have observed and how you are going to plan your future strategies for these children to enhance and promote their foundational literacy.

4.3 How to Plan for In-built Assessment for FLN ?

The activities are to be planned in such a manner that observing children's performance and progress are a part of the pedagogical practices, rather than

making assessment a separate or a formal task. The assessment has to be weaved into the teaching-learning practices/games/play with toys/asking questions in depth, etc.

The teachers need to look for the following in foundational literacy and numeracy development in children that would guide the teachers about the progress of learning in FLN:

- ▲ Use language to express their ideas.
- ▲ Describe the size, shape, colour and position.
- ▲ Control their eye-hand coordination as they stack/build blocks.
- ▲ Combine letters to make words.
- ▲ Provide new words to poems/songs.
- ▲ Follow the print from left to right.
- ▲ Follow directions during class activities.
- ▲ Listen to the story and talk about the story.
- ▲ Notice the letters, words in story books, magazines, food wrappers, etc.
- ▲ Use mathematical vocabulary.
- ▲ Touch and count.
- ▲ Create using shape cut-outs.

4.4

Holistic Progress Card (HPC): Using a 360-degree Holistic Assessment to Support Learning to Learn

According to the New Education Policy - 2020 the progress card of all children for school-based assessment, which will be communicated by schools to parents, will be holistic in nature. By definition, the 360-report is holistic and multidimensional. Looking at it holistically, just like the number 360, the HPC will give an all-round description of an individual's performance over a certain period of time, in addition to identifying the strengths, opportunities, barriers and skills or qualities that may be developed over a period of time. To provide children and the concerned adults with well-planned pedagogical practices, and the desired learning outcomes a holistic 360-degree child-centred report card could yield good trustworthiness. Weaving together toy-based pedagogy and activity-based learning with in-built assessment practices, would be helpful for achieving a 360-degree assessment model. This HPC that reflects in great detail the progress as well as the uniqueness of each child in the cognitive, affective, and psychomotor domains. This 360-degree report card will consist of self-assessment, peer assessment and progress of the child in project-based, inquiry-based learning, and how the child is performing in quizzes, role plays, group work, specific FLN activities, etc., along with teacher assessment. The card will form an

important link between home and school and will be accompanied by regular parent-teacher meetings (PTMs) in order to actively involve parents/families in their children's holistic education and development.

Each child's HPC would also provide teachers and parents with valuable information on how to support each child in and out of the classroom. In the 360-degree report card, all aspects of the personality of a child would be captured and helps to identify not only the gaps but would also be of assistance in solving multi-dimensional issues in any school ranging from child-teacher engagement, progress in learning, drop-out rate (and causes), and barriers to learning. The indicators of a HPC may include the 21 century skills such as Critical Thinking, Problem Solving, Creativity, Communication, Collaboration, etc.

360-degree or Holistic Assessment involves exploring and assessing different aspects of children's learning and development in different contexts, environments, and relationships.

Active engagement of children in activities is key to achieve 360-degree. It helps teachers gain a clear and comprehensive picture of children's learning and development so that they can plan appropriately across all the three goals and help children achieve all the Learning Outcomes. 360-degree assessment and holistic report card needs to be descriptive and analytical rather than merely using numerical. Also, it should not be excessively lengthy which may go unutilised. 360-degree assessment has the following three components:

Self Assessment: Learning is most effective when children are active agents or participants in and contributors to their learning and the assessment of their learning.

Peer Assessment: Children benefit from getting feedback from other children about their learning and development.

Teacher Assessment on Children's Learning and Development: Teachers need to do this by creating sustained interactions and conversations with all their children. They should ask children open-ended questions, encourage them to ask questions, provide explanations at their level whenever required and make meaningful appropriate comments.

Reflect

What are the benefits and challenges of developing a 360-degree assessment model for the foundational stage?

4.5 Activity 6: Check Your Understanding

Do the activity by scanning the QR code



Or

Click on the link

https://diksha.gov.in/play/content/do_31336833051797913611244



Module 5
Involvement of Parents and Families in the FLN Progress of Children



Module: 5

Involvement of Parents and Families in the FLN Progress of Children

5.1

Continuous Observation of Children's Progress in FLN by
Parents and Families

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_3134262776645222401909

Transcript

Dr. Romila Soni: Parent's feedback is very important for the continuous assessment of the children's learning in FLN. First of all, we need to orient the parents in FLN and secondly, we need to engage them as a resource. Let us know how. We have two parents with us, Ms. Mamta Yadav and Ms. Priyanka Tomar. Let us ask them, what they are doing and how they are doing. Actually, how do they observe their children's progress and learning in FLN. I mean, how do they observe whether their children are learning or not. Let's begin with Ms. Yadav.

Ms. Mamta Yadav: Yes Ma'am, we also provide storybooks, puzzles and some math games like ludo. But, I also want to know some more games so that their reading skills and math skills become better. Actually, I want to know some specific activities for FLN. And please explain, what do you mean by observing the children's learning.

Dr. Romila Soni: Right, surely. First of all, I think my question goes to Ms. Tomar. The same question, yeah, what do you think?

Ms. Priyanka Tomar: Yeah Ma'am, I also try but don't know how to guide my child, he loves to play, he never used to go for counting. So Ma'am, please let me know, how to do what kind of activities I can do at home.

Dr. Romila Soni: Yeah, Sure. I think both of you raised very good questions. I think, first of all, I would just want to convey that do not pressurise your children. You know like, by giving lot of activities. Make and provide such activities that the children enjoy and do not bore them. For example, try to involve your children in making DIY toys. I hope you are aware of DIY toys. DIY toys is do it yourself toys. So, when you create such toys using waste materials or low cost materials that you can easily get at your home. Like for example, cutting the pictures from the magazines and making them as puzzles. Similarly, collect the bottle caps and use them as counters even when you are playing the ludo and encourage your children to count the bottle caps. You can write letters on the bottle caps and let them match the letters. They can look at the calendars. So, try to create home-made toys. First of all, they feel very very happy that they have created the toys and try to link those toys with FLN. So, I hope I have given you lot of hints.

Ms. Priyanka Tomar: Yes Ma'am, my son is counting their cars, their toys. Either, they have puzzles, some toy cars, they used to count them. But, the think is that he only wants to listen a story everyday.

Dr. Romila Soni: I think, listening to story is a wonderful idea. I feel that if your child is interested in reading, it means that he is moving towards reading. This is taking him towards the path of reading. So, storytelling is the best part and the first part or the first path towards reading. Like, storytelling will help your child to learn so many things, for example, he can learn new vocabulary and he must be asking you new words like Mumma, what is the meaning of this word, so it means he is interested towards reading. Secondly, he is also learning the sounds of different words. He is getting aware that these are the words and these are the sentences. And, I think similarly, you should make your children interested in foundation numeracy as well. So, you can do this activity of how many. How many is a beautiful activity for foundation numeracy, like you encourage the children to count and say how many. How many will also lead them to addition, for mastery in counting. Similarly, one to one correspondence, like both of you have asked like how to observe, how do you know whether the children are progressing in literacy and numeracy or not. So, if you take the example of one to one correspondence when the children are counting. So, when they are putting their finger on each object, just observe, whether they are touching each object and counting each object or they are skipping the object. Sometimes, you find that the children are skipping the object and saying the number. So, it means that

they have not become proficient in counting. They have to touch. So, these are the simple strategies for observing children's progress. You know like whether we say, it is a foundational literacy, whether it is a foundational numeracy. Similarly, you can do for print. Like, when they are moving their finger beneath the print. You just see whether they are moving it from left to right, can they identify which is the word. Like you can ask, show me a word 'rat', show me a word 'cat'. Can they identify those words? Right? So, they can understand, that what are letters, what are words and what are sentences. Do you still have any questions?

Ms. Mamta Yadav: Yes Ma'am. I also sometimes tell my daughter bedtime stories and I observe that she gets attracted towards reading. And, I have seen she learned new vocabulary, new words. Sometimes, I also get surprised.

Dr. Romila Soni: Yeah, I think both of you are doing wonderful activities and you should continue doing such activities because bedtime stories, I think, this is a must activity which all the parents should do at home because bedtime stories make the children calm and soothe and you already said, that they are learning new vocabularies, they learn the sounds of the words, they learn the sounds of the letters and they get exposed to print. So, all the best to both of you and I think parents should continue to do all such foundation literacy and numeracy activities at home and also, keep a good watch how their children are progressing in foundation literacy and numeracy.

5.2

Ideas to Involve Parents/Families and Make Them a Part of FLN Activities

The following are certain ideas to involve parents and families in the FLN activities:

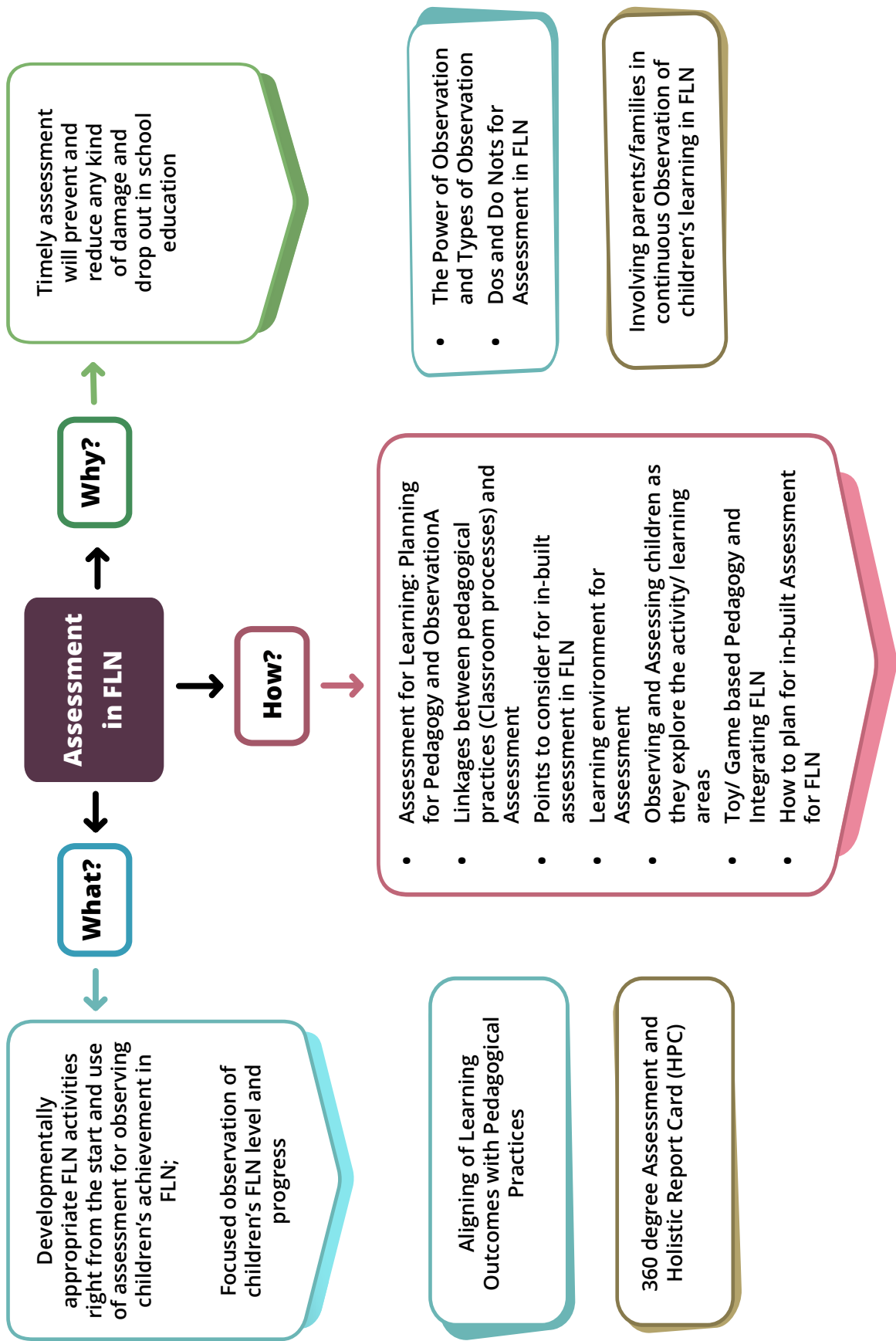
- a. Orientation of parents/families in FLN.
- b. Creating a programme resource centre for the parents of the school.
- c. Organising interactive and practical workshops on FLN for parents (of short duration).
- d. Having a weekly roster where one of the parents can visit a functional classroom and learn about FLN teaching-learning strategies by observing the teachers.
- e. Pick some of children's work to show to parents – worksheets, drawings, clay work – discuss how learning is progressing and not consider it an end product. Specific strengths of their children can be discussed.
- f. Creating a small FLN area for a child at home.

- g. Organising a fun evening where teachers can play FLN games with families.
- h. Involving grandparents to share the traditional stories and other games.
- i. Involving families and children to create D-I-Y toys that promote FLN.

Try Yourself

Design and share at least one activity in progression for balvatika (5 to 7 years old children) and moving gradually to Class III (for 7-7, 7-8 and 8-9 years old children) for literacy or numeracy development and write specifically about what and how do you observe children's learning and align them with the desired Learning Outcomes.

Summary



Portfolio Activity

Assignment

Try developing a balanced day's schedule focusing on children's holistic development as well as foundational literacy and numeracy. Identify literacy and numeracy activities/ideas and also think of certain ways of using inbuilt assessment techniques and then write the following details:

- ▲ Concept/Topic:
- ▲ Subtopic, if any:
- ▲ Grade:
- ▲ Objectives:
- ▲ Toy/Game used /created (DIY):
- ▲ Prerequisite knowledge/skills:
- ▲ Learning material and preparations:
- ▲ Key ideas/Content coverage:
- ▲ Prior knowledge:
- ▲ Early Learning Outcome:
- ▲ Processes involved in assessment:

Additional Resources

References

- ▲ Ministry of Education (MOE). 2021. Foundational Literacy and Numeracy - National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT). Guidelines for Implementation. New Delhi.
- ▲ NCERT. 2019. The Preschool Curriculum, New Delhi.
- ▲ NCERT. 2005. Little Steps – Readiness Activities for Reading, Writing and Number Readiness, New Delhi.
- ▲ NCERT. 2017. Smooth and Successful Transitions, New Delhi.
- ▲ NCERT. 2015. Every Child Matters - A Handbook on Quality Early Childhood Education, New Delhi.

Weblinks

- ▲ Picture Reading Pre-School - <https://youtu.be/3gav7BXih4M>
- ▲ Problem Solving Skill for Foundational Numeracy - <https://www.youtube.com/watch?v=aZJ4kiVhO3U>
- ▲ Pattern Making for Foundational Numeracy - <https://www.youtube.com/watch?v=L4TMfjq7Dk>
- ▲ Size and Seriation for Foundational Numeracy - <https://youtu.be/mORwL-ZPJ7g>
- ▲ One to One Correspondence - <https://youtu.be/JtLOIWAhql>



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