

**GOVERNMENT OF MECHALAYA**

**DIRECTORATE OF EDUCATIONAL RESEARCH AND TRAINING**

# **ASSESSMENT FRAMEWORK FOR FOUNDATIONAL STAGE**

**(PRE-SCHOOL 1 - CLASS 2)**

**DIRECTORATE OF EDUCATIONAL RESEARCH AND TRAINING  
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# Foreword

*Dear Educators, Stakeholders, and Partners in Education,*

It is with great pleasure that I present the Assessment Framework for the Foundational Stage, a pivotal document aligned with the transformative vision of the National Education Policy (NEP) 2020. This Framework embodies our collective commitment to nurturing the holistic development of young learners aged 3–8 years, ensuring they thrive in a supportive, inclusive, and stimulating environment.

The Foundational Stage is a critical period where children lay the groundwork for lifelong learning, creativity, and well-being. This Framework shifts the paradigm from rote memorization to competency-based, formative assessment, emphasizing observation, play, and child-centric practices. It equips teachers with practical tools—such as anecdotal records, portfolios, and rubrics—to celebrate each child’s unique journey while addressing their individual needs.

I extend my deepest gratitude to the Foundational Stage Cell, DERT, and all experts whose dedication has shaped this document. As we implement this Framework, let us remember our shared responsibility: to foster curiosity, resilience, and joy in learning. Together, we can build a strong foundation for every child in Meghalaya, empowering them to reach their fullest potential.

Let this Framework guide us as we create classrooms where every child feels seen, valued, and inspired.

*Warm regards,*

**[Vijay Kumar Mantri, IAS]**

Commissioner & Secretary to Govt of Meghalaya  
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# Preface

This Assessment Framework for the Foundational Stage represents a significant step forward in our collective efforts to ensure quality and equity in early childhood education across the state.

The Foundational Stage, encompassing the ages of 3 to 8 years, is a critical period in a child's development. It is during these formative years that the foundations for lifelong learning, behaviour, and health are laid. Aligned with the vision of the National Education Policy (NEP) 2020, National Curriculum Framework – Foundational Stage (NCF-FS) these framework are designed to support educators, school leaders, and stakeholders in creating nurturing, inclusive, and stimulating learning environments for our young learners.

The purpose of this framework is not to impose rigid testing or formal evaluations but to offer a child-centric, developmentally appropriate approach to assessment. It emphasizes observation-based tools, analyzing artifacts and holistic development—ensuring that children are not only prepared academically but are also emotionally, socially, and physically equipped to thrive.

This document has been developed through a consultative process, drawing from national guidelines and expert insights. I extend my heartfelt gratitude to the Foundational Stage team, Directorate of Educational Research and Training (DERT) who contributed to this effort.

I believe that this framework will serve as a guiding light for our educators and institutions, helping them to recognize each child's unique journey, celebrate their progress, and support their growth with care and compassion.

Let us continue to work together to build a strong foundation for every child in Meghalaya.



**Smt. R. S. Manners, MCS**

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# Executive Summary

The National Education Policy (NEP, 2020 p 4.34) stated that the aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based and promotes learning and development for our students. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.

Furthermore, NEP, 2020 (p 4.35) opines that the progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. The holistic progress card will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development.

In alignment with NEP, 2020 on Assessment for the Foundational Stage (3 to 8 years age) the DERT (Foundational Stage Cell) has come up with this Assessment Framework that provides the foundation for assessment, acts as a guide enabling teachers to evaluate a child's progress and design assessment techniques keeping in mind the child's needs and the goals enshrined in NEP, 2020 and NCF- FS (2022). A collaborative effort of all stakeholders in the transformation of the evaluation process as advocated in the new policy. This framework advocates for a comprehensive and balanced assessment system that is designed for transparent, fair, and meaningful assessment, providing valuable insights into learners' growth and development.

This Assessment Framework has been developed and covers Key Areas of Assessment of all the developmental domains of development

for children of 3 to 8 years old. Assessment at this stage is aligned to measure achievement of competencies and learning outcomes leading to attainment of curricular goals from Pre School I, II, III and Grade I & II. The Method of Assessment for this stage is Observation and Analyzing artifacts which are the processes of gathering information about a child's learning, development, and progress. Hence it involves collecting data and evidence to understand a child's strengths, weaknesses, and needs, and to inform teaching and learning decisions which has been described in detail in the framework. Different types of Tools of assessment and also the samples on how to use the tools has been suggested that suits the developmental aspects of this stage. Various Techniques of assessment in line with the Pedagogical aspects of this stage has been detailed to help teachers achieve the learning outcomes and objectives meant for each level.

The Holistic Progress Card (HPC) has been developed where it has listed out the various criteria that are necessary for the overall assessment of each child. This HPC is made to be child friendly and includes all areas of development. The Framework provides a guideline on the Roles of Stakeholders which are mainly the Principal/ Heads of Schools and the Teachers which are the main implementing authority at the institutional level.

The Assessment Framework is an overview for a continuous indirect assessment method for students at the Foundational Stage that assess a child holistically throughout the learning process which relieves the child from overburden of examination stress.

It is expected that Teachers, Principal and all stakeholders who are involved with this stage of learning embrace this Framework that supports and provide guidelines for them sincerely and enthusiastically.

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# 1. INTRODUCTION

Education plays an important role in shaping the minds of young learners and in preparing them for the future. The National Education Policy, (NEP) 2020 focuses on the holistic development and progress of the child. As emphasized in this new policy, the Foundational Stage is crucial for laying a strong foundation for future learning and holistic development in children aged 3-8. An integrated approach to learning is envisioned at this stage. This phase of education is expected to be transformative in nature and to qualitatively improve the content and outcome of education thereby impacting the lives of our children towards a better future.

At the Foundational Stage, it is important to ensure a solid foundation for our learners. The domains of development, encompassing physical, cognitive, language, socio-emotional and creative skills need to be nurtured. This is what the National Education Policy and National Curriculum Framework- Foundational Stage (NCF-FS) also advocates. While nurturing learners, it is important to note that assessment and teaching -learning are complimentary to each other and cannot be treated as isolated processes. Previous policies did not stress on assessment in early childhood education; however, the National Education Policy 2020 has brought to light the need to assess learners of the early years for their holistic progress and development.

National Education Policy 2020 states: *The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency- based, promotes learning and development for our students and tests higher-order skills, such as analysis, critical thinking and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling systems, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education. [National Education Policy 2020, 4.34]*

Assessment is the process of gathering information about a child's learning, development, and progress. It involves collecting data and evidence to understand a child's strengths, weaknesses, and needs, and to inform teaching and learning decisions. Assessment can be formal or informal, and it can be used to evaluate a child's progress, identify areas for improvement, and inform instruction.

Assessment should be stage appropriate and should measure achievement of competen-

cies and learning outcomes leading to attainment of curricular goals. Each child is unique and have different ways and different paces of learning. Assessment should be designed to accommodate such diversity. Hence, to ensure that this takes place, it is crucial to have an assessment framework in place.

Based on the guiding principles of National Education Policy 2020, NCF-FS and draft State Curriculum Framework - Foundational Stage (SCF-FS), an Assessment Framework has been developed by the Directorate of Educational Research and Training (DERT). The focus is on transforming assessment by shifting from summative to a more continuous formative assessment approach that emphasizes on foundational skill, nurturing the child's curiosity and in promoting critical thinking, enhancing creativity and cultivating social and emotional wellbeing.

This assessment framework advocates for a comprehensive and balanced assessment system that goes beyond examinations, incorporating various assessment methods such as **observation and analyzing samples of children's work**. Assessment strategies are designed to be transparent, fair, and meaningful, providing valuable insights into learners' growth and identifying areas for further improvement.

NCF-FS 2022 states that **explicit test and examinations are completely inappropriate assessment tools for this stage** (pg. 172). Rather assessment should be embedded in the teaching learning process.

This framework provides the foundation for assessment, acts as a guide enabling teachers to evaluate a child's progress and to design assessment techniques keeping in mind the child's needs and the goals enshrined in National Education Policy 2020.

A collaborative effort of all stakeholders is required for the successful implementation of the Assessment Framework and to bring about the desired changes in the evaluation process as advocated in the new policy.

## 2. Guiding principles for Assessment

- Provide a stress free, emotionally secure and stimulating learning environment.
- Treat assessment as a part of teaching-learning process and not as a separate activity to be done at the end of a session. Focus on formative assessment.
- Create ample opportunities to explore, experiment, experience to learn and make decisions
- Ensure constructive alignment of early learning outcomes, pedagogy and assessment.
- Apply variety of assessment methods to suit the diverse needs of children and their different learning styles.
- Record and document through systematic collection of evidence.
- Provide qualitative feedback on child's strengths and weaknesses as much as possible.

### 2.1 Formative Assessment

Formative assessment in foundational years consists of observation of the child and analyzing of children's work samples. This section will primarily focus on the two forms of assessment namely observation and analyzing children's sample work. A few characteristics of formative assessment:

- It is assessment for learning and as learning carried out during the learning process.
- The objective of formative assessment is to find out the learning capacities of children, gaps of learning, changes or progress made as per the learning outcomes and feedback and follow up measures are given to each child.
- Such assessments assess all learners inclusively during teaching-learning process.
- Teachers practicing formative assessment monitors progress of each learner and provides quality feedback to learner's performance.
- Any modifications in the pedagogical process if required is decided based on the data gathered from formative assessment.
- It is understood as an aggregation, summarization and analysis of all assessment during a term without any paper-pencil test.
- Formative assessment aims to shift the paradigm from assessment of learning to assessment for learning.

## 3. Key Areas of Assessment

The development of a child is classified under five main areas of development. They are Physical and motor, socio-emotional and ethical, cognitive, language and literacy, aesthetic and cultural and positive leading habits. These domains overlap and are connected indicators of a child's ability to succeed in a school setting. They serve as a way for preschool programs to guide their curriculum towards school readiness and age appropriate development which focuses on development of life skills. Therefore, the key assessment areas at the Foundational Stage include:-

### 3.1 Physical development

- Fine motor skills: handwriting, drawing, cutting and colouring.
- Gross motor skills: running, hopping, jumping, balancing, climbing, crawling.
- Use of the different senses: sight, hearing, touch, taste and smell.

- Understanding of healthy habits: knowledge of hygiene, nutrition and safety.
- Participation in physical activities: engaging in games and exercises.

Domains	Curricular Goals	Competencies
<b>Physical Development</b>	<b>CG-1</b> Children develop habits that keep them healthy and safe	C-1.1 Shows a liking for and understanding of nutritious food and does not waste food. C-1.2 Practices basic self-care and hygiene. C-1.3 Keeps school/classroom hygienic and organized. C-1.4 Practices safe use of material and simple tools. C-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately. C-1.6 Understands unsafe situations and asks for help.
	<b>CG-2</b> Children develop sharpness in sensorial perceptions	C-2.1 Differentiates between shapes, colours, and their shades. C-2.2 Develops visual memory for symbols and representations C-2.3 Differentiates sounds and sound patterns by their pitch, volume, and tempo. C-2.4 Differentiates multiple smells and tastes. C-2.5 Develops discrimination in the sense of touch. C-2.6 Begins integrating sensorial perceptions to get a holistic awareness of their experiences.
	<b>CG-3</b> Children develop a fit and flexible body	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities. C-3.2 Shows balance, coordination, and flexibility in various physical activities. C-3.3 Shows precision and control in working with their hands and fingers. C-3.4 Shows strength and endurance in carrying, walking, and running.

## 3.2 Social - Emotional Development

- Ability to form relationships with others.
- Ability to express and manage their own emotions as well as emotions of others.
- Demonstration of independence and confidence.
- Self-awareness: Understanding one's own feelings, strengths and weaknesses.
- Self-management: Ability to regulate emotions, manage stress and set and achieve goals.
- Social awareness: Showing empathy, understanding different perspective and respecting others.
- Relationship Skills: Building and maintaining positive relationships, cooperating with others and resolving conflicts.
- Responsible Decision making: Making ethical and constructive choices.

<b>Social-Emotional Development</b>	<b>CG-4</b> Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	C-4.1 Starts recognizing ‘self’ as an individual belonging to a family and community. C-4.2 Recognizes different emotions and makes deliberate efforts to regulate them appropriately. C-4.3 Interacts comfortably with other children and adults C-4.4 Shows cooperative behavior with other children. C-4.5 Understands and responds positively to social norms in the classroom and school. C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need. C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children.
	<b>CG-5</b> Children develop a positive attitude towards productive work and service or ‘Seva’	C-5.1 Demonstrates willingness and participation in age- appropriate physical work towards helping others.
	<b>CG-6</b> Children develop a positive regard for the natural environment around them	C-6.1 Shows care for and joy in engaging with all life forms.

### 3.3 Cognitive Development

- Ability to think, explore and figure out things.
- Problem solving and reasoning abilities.
- Basic understanding of various concepts.
- Early numeracy.
- Attention span and memory.
- Curiosity and inquiry: Asking questions and exploring their environment.
- Critical thinking: Analyzing information and forming simple judgements.
- Problem solving: Identifying and finding solutions to simple problems.
- Creativity and imagination: Expressing ideas in novel ways.
- Understanding of Basic concepts: Grasping fundamental concepts in subjects like science, social studies and environmental studies.

<b>Cognitive Development</b>	<b>CG-7</b> Children make sense of world around through observation and logical thinking	<p>C-7.1 Observes and understands different categories of objects and relationships between them.</p> <p>C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.</p> <p>C-7.3 Uses appropriate tools and technology in daily life situations and for learning</p>
<b>Cognitive Development</b>	<b>CG-8</b> Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures	<p>C-8.1 Sorts objects into groups and sub-groups based on more than one property</p> <p>C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers</p> <p>C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s</p> <p>C-8.4 Arranges numbers up to 99 in ascending and descending order C-</p> <p>C-8.5 Recognizes and uses numerals to represent quantities up to 99 with the understanding of decimal place value system</p> <p>C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition</p> <p>C-8.7 Recognizes multiplication as repeated addition and division as equal sharing</p> <p>C-8.8 Recognizes basic geometric shapes and their observable properties</p> <p>C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment</p> <p>C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months</p> <p>C-8.11 Performs simple transactions using money up to INR 100</p> <p>C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements</p> <p>C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements</p>

### 3.4 Language and Literacy Development

- Acquisition of the basic language skills.
- Ability to understand what is being communicated to them in speech and written.
- Ability to communicate back to express using words and sentences in speech and written.
- Vocabulary building.

<b>Language and Literacy Development</b>	<b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages	C-9.1 Listens to and appreciates simple songs, rhymes, and poems C-9.2 Creates simple songs and poems on their own C-9.3 Converses fluently and can hold a meaningful conversation C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say C-9.6 Narrates short stories with clear plot and characters C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary
	<b>CG-10</b> Children develop fluency in reading and writing in Language 1 (L1)	C-10.1 Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material C-10.8 Writes a paragraph to express their understanding and experiences C-10.9 Shows interest in picking up and reading a variety of children's books
	<b>CG-11</b> Children begin to read and write in Language 2 (L2)	C-11.1 Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables C-11.2 Recognizes most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences

### 3.5 Aesthetic and Cultural Development

- Engagement in art, music and imaginative play.
- Ability to express ideas creatively.

<p><b>Aesthetic and Cultural Development</b></p>	<p><b>CG-12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways</p>	<p>C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes</p> <p>C-12.2 Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.</p> <p>C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the arts</p> <p>C-12.4 Works collaboratively in the arts</p> <p>C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage</p>
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## 4. Methods of Assessment

The two broad methods of assessment that are appropriate for the Foundational Stage are **observations of the child and analyzing artifacts that the child** has produced as part of their learning experience.

**4.1 Observation:** When we watch children carefully and intentionally, we see them learning from their environment. We can see the richness of their play and interactions if we observe children with an open mind. Through observation we can determine what children know and can do and use this information to ensure that what we provide and how we interact is closely linked with their abilities and needs.

Observation is a process of keenly watching each child's learning, expression, action during play or activities naturally. What the child knows, what the child is able to do or express in term of feelings, attitude or interest and preferences can be addressed largely through observations. It involves recording the observed activity, attitude or qualities exhibited by each child. Observations help every teacher in many ways such as to find out the competencies or learning outcomes achieved by the child, to align the instructional strategy as per the needs of the child and to understand the developmental appropriateness of teaching-learning materials. **NCF-FS, 2022** has detailed out the following steps for observation to be effective and meaningful:

- **Planning:** Identify few children to observe in the classroom. Determine which curricular goals to be observed. Make a list of competencies and learning outcomes to be observed within them. Determine and prepare the tool needed to record observations.
- **Gather evidence:** Find out a time where the selected competencies or learning outcomes can be exhibited by children. For example, if it is related to gross motor development, then outdoor play would preferably be a good setting for observation. Keep recording exactly what is observed in any tool being used, may be a check list or rubrics that would serve as evidence.
- **Reflect and assess:** Read the evidence and the records to track the progress of each child over a period of time. Every concrete evidence would inform the teacher how to plan and modify her teaching for the children in future.

**4.2 Analyzing samples of children's work :** Artefacts in the context of foundational learning class refers to the object created by the child during teaching-learning process. They provide important information about the level of understanding of the child of a particular learning outcome or about the strengths and abilities of the child. The teacher may keep children's completed work or photographs of their work including drawings, worksheets in a folder/ portfolio. A compiled folder of all the writings, drawings and worksheets can give a comprehensive understanding of the child's learning, growth, and development. Some of the samples that are commonly seen in a classroom are:

- **Drawings** are second language for children. They use drawings to express their feelings, thoughts and emotions. It is crucial to decode children's drawings. However, it is true that professional analysis of children's drawings is a complex process and requires expertise. But teachers can attempt to analyse the drawings to gain an understanding of their fears, joys, dreams, hopes and nightmares.
  - a. First step is to let the child tell you what the drawing means to them. Asking questions such as what the people in the drawing are doing, why do the trees look different etc. Responses to such questions can reveal a lot of things about the child.
  - b. Second step is to assess it developmentally. Looking at all the drawings made by children of the same age group and then gaining an understanding of the child's development. To assess it developmentally the teacher needs to know the stages of children's drawings:
    - i. Children between the age group 2-4 are usually in the scribbling stage. At this stage they scribble with simple, random lines and shapes without any tangible form or structure
    - ii. Children in the age group of 4-7 are in their pre-schematic stage. At this stage they begin to draw basic shapes and lines representing objects. Children attempt to create things they see with their eyes.
  - c. Third step is to store the drawings and record the information gathered through the interaction based on the drawings made by children.
- **Worksheets** provide the opportunity for children to display their thoughts, opinion, knowledge in written form. Using worksheets one can design tasks aligned to learning outcomes. Analyzing worksheets help the teacher to understand the learning levels and learning gaps in children. Worksheets can be developed for all the domains to understand their prior knowledge as well as to assess their learning after a session. Teachers have to be careful to not make worksheets look like tests or examinations.

## 5. Tools of Assessment

The following are the Key Assessment Tools that are necessary for assessing children during the learning- teaching process.

**5.1 Anecdotal records-** This is a brief, narrative, factual description of the child's progress or significant incident, or behaviour on the basis of observation in their natural setting. It provides valuable information across different developmental areas, the strengths and learning gaps in the child. Simultaneously anecdotal record helps in detecting additional support on any areas if needed in the child. It also helps to assess the progress of the child overtime and the teacher to determine if the child is ready for the next activities. It is useful to record only a single event and the behaviour displayed during the event for better understanding of the child.

### **Steps on how to write Anecdotal Records :**

- Every anecdotal record should have some basic information such as name of the child, age, class, date, time, location and the name of the observer/teacher.
- Write exactly what was observed. Describe what was seen, felt, heard in a particular event.
- Refrain from summarizing the behavior.
- Avoid using adjectives such as shy child, aggressive child etc. and try to be as objective as possible.
- Interpret the behavior later to design a plan of action for future.
- Plan of action can be designed based on multiple interpretations of anecdotal records.

**5.2 Checklists** - Checklist is a tool for identifying and recording whether a child has accomplished the task given. It usually offers a yes/no format in relation to the child's demonstration of the task. This helps in finding out the learning of the child in a particular developmental area. It gives quick and easy information specific to learning outcomes within different domains. It helps in pointing out a trend of how and when skills have been acquired by the child as well as group of children. Teachers should use checklists for the purpose of improving and not as a 'report card' of children's achievement.

### **Steps on how to develop and use a Checklist:**

- Identify the goal for the checklist you are creating- what to expect from a particular age group.
- Decide when and where you're going to use the checklist. Doing so will guide what you choose to include and how you plan to implement it.
- Observe the child in variety of natural settings to check off the relevant skills and behaviors.
- Add a column for comments by the teacher to include remarks or any specific behaviour while observing.
- To make a more specific record on the display of behaviour, you can add the date when the child exhibited that skill or behaviour.

**5.3 Rubrics** - are a set of standards relating to learning competencies and learning outcomes stated according to different levels of performance. They are quantitative measures applied to children's work for the purpose of assessment. They give a structure to observation. They limit the subjectivity in classroom-based assessments. Matching the observations of a child's work to the descriptions in the rubric averts the rush to judgment. Instead of judging the performance, the rubric describes the performance. The resulting judgment of quality based on a rubric also can be used later for feedback and teaching. This is different from a judgment of quality based on a score or a grade arrived at without a rubric. Rubrics can be used for formative assessment of children to assess performances as well as products.

### **Steps on how to develop Rubrics:**

- Decide appropriate criteria by asking the questions- What are the criteria for good work on the task that the rubric is to assess? What should a student or teacher be looking for?
- Select criteria which are most appropriate, definable, observable and distinct from one another and which can vary along a continuum from high to low, so that one can write meaningful performance-level descriptions.

- Decide on the levels of performance. It can range from 2-5 levels.
- Performance must be described with language that depicts what one would observe in the work rather than the end product.
- Begin with the performance level you intend for most students to reach/ acquire. For example, for Proficient level, describe it, and then adjust the remaining descriptions from there, either building up (Advanced) or backing off (Progressing).
- Do not write four or five completely different descriptions for the different levels of performance. Instead describe a continuum of levels of performance quality which are distinguishable.

**5.4 Event sampling-** Event sampling is a tool for observing and recording specific behaviours or events to assess patterns and identify potential causes and consequences. It is particularly useful in early childhood settings for observing how frequently certain behaviours occur, identifying triggers, and developing strategies to manage behaviour or inform concern stakeholders. Event sampling allows for a combination of both anecdotal records and checklists. Each time a targeted event occurs, the teacher may capture in writing as many details as possible from the beginning of the event until the end.

Event or frequency sampling is especially useful when teachers want to redirect children's unacceptable behaviour or action. Recording can take the form of a simple table where the teacher checks the number of times the unacceptable behaviour or action occurs. Details of such events leading up to the behaviour, time of the day and the presence of another person and situation can also be included.

#### **Steps on How to develop Event sampling :**

- Identify a specific behavior to be observed. For example, instead of "negative behavior," define it as "hitting," "kicking," or "spitting".
- Choose a recording method and decide whether to use an ABC approach, which includes the antecedent (what happened before), the behavior itself, and the consequence (what happened after). Alternatively, one can simply count the number of times a specific behavior occurs.
- Create a consistent format for recording observations. This could be a simple checklist, a structured observation sheet, or an anecdotal record.
- Be objective and detailed.
- Focus on factual descriptions of the observed behaviors.
- Avoid interpretations or judgments.
- Periodically review your observations to identify patterns, trends, and potential triggers for specific behavior.
- Communicate your findings and share your observations with relevant stakeholders, such as parents, teachers, or therapists, to facilitate collaborative planning and support for the child.
- Teacher can make use of a 'time sampling', like recording an action in the span of 10 minutes throughout a one-hour activity, over two morning sessions e.g., if the teacher wants to observe the aggressive behaviour of a child, she can record every 10 minutes for two days on the same activity during free play time. In this way she will get a clear sense of the tantrums and conflicts of the child as well as understand their socio - emotional behaviour in a particular situation.

**5.5 Portfolios** are purposeful collections of the actual work of every child. They contain all kinds of work and not only the best works. They help to identify the true progress and growth of the child in terms of the abilities, knowledge or interests of each child, over a period of time. They provide a holistic record of how competencies emerge and develop in the process. They give useful feedback to parents regarding the specific progress of children after certain period of time, especially the abilities and interests not seen at home. Teacher may select either physical portfolio or digital portfolio to capture and document children's learning and progress.

**Types of items that can be included in the Portfolio:**

- Sample of drawing, printing, pasting, attempts of writing, practice worksheets, any artwork.
- Photographs of children engaged in their activities and play.
- Photographs of collage done by children.
- Selected worksheets

**Steps on how to create Portfolios**

- Teacher identifies and selects sample works and artifacts of each child.
- Categorize them domain-wise
- For digital portfolio, use the camera function on a mobile device to take pictures or record a video or use appropriate multi-media applications such as note taking apps and so on and place them in the digital folder for each child.
- Organize them by tagging and titling the entries by date, name, and domain.
- Show the progress of children's learning in line with the learning competencies or learning outcomes
- Share the child's progress with parents/caregivers regularly.

## **6. Techniques of Assessment**

In order to facilitate learning among children, the following techniques can be undertaken by the teacher for effective teaching- learning in the classroom.

### **6.1 Guided conversation :** Conversation that is initiated by teacher and encourages children to -

- Listen to others during circle time.
- Wait for their turn to speak.
- Express their pleasure or displeasure while listening to others.
- Predict what is going to happen next.

### **6.2 Story telling :** Teacher narrates the story with/ without the use of Learning - Teaching Resources and involve children to -

- Get involved in the story
- Describe the picture
- Ask questions about different characters of the story
- Connect personal experiences with the events of the story
- Recall familiar words from the story

- Express likes or dislikes about the story
- Narrate own short story with simple plots and characters
- Show abilities to analyze and evaluate the story
- Draw out ethical values from the story

**6.3 Read Aloud :** Teacher reads aloud the passage or story slowly and allow children to-

- Listen attentive when the teacher reads a story
- Comprehend few words/sentences in relation with a story
- Describe and illustrate/give example to a story
- Ask question to the teacher during/after narrating the story
- Respond to the question being asked by a teacher
- Identify the character/plot or sequence of a story (picture, objects or activities)
- Enjoy reading along with Teacher
- Imagine and create their own story

**6.4 Picture Reading:** With the help of a picture/ theme, teacher leads children to-

- Look at the picture keenly
- Talk about detail notices in the picture
- Link the picture to their daily life and talk about it
- Show interest in picture reading

**6.5 Rhyme and Songs :** Through Rhymes and songs, children will-

- Show interest to listen and be attentive to a wide variety of songs and rhymes
- Follow the tunes of a song and rhyme
- Hum or sing any familiar song
- Ask questions while listening to songs or rhymes
- Imitate with intonation and gestures
- Sing/ recite few words independently.
- Reproduce the right sound of animals/birds/ insects and many more.

**6.6 Music and Movement :** Through music and movement, Teacher helps children to-

- Differentiate sound and tunes
- Distinguish between high and low pitches.
- Musical progression of musical tunes in a given scale, between slow and fast tempo
- Identify change in tempo in any given musical piece
- Follow rhythm, beats of musical instrument and songs
- Sing, hum, follow beats by clapping, thumping, stamping
- Sing their own songs
- Play one's own simple instrument
- Create one's own dance
- Dance individually, in pairs or in group and follow each other's movements

**6.7 Art and Craft :** By making use of the available local materials from the surroundings, it will help children to-

- Grasp relevant art materials, tools and instruments
- Create form and imprint by mixing materials and water
- Create three-dimensional forms by rolling and patting materials
- Create 3D arrangements by combining a variety of found materials and objects
- Create collages by combining materials of varying consistencies, colours, and textures in one's own arrangement
- Create patterns by combining and arranging materials in a variety of shapes, forms, textures and colours through their imagination to represent their ideas, expressions in art form
- Collaborate with one another during the art and craft activities
- Share one's own ideas, tools, materials and methods of working with their peers

**6.8 Total Physical Response :** Teacher encourages child to-

- Listen instructions and follow actions from the teacher
- Do actions as per instructions given
- Use balance, co-ordination and flexibility in various actions
- Participate in various actions and respond to the activity
- Show comfort, energy in doing actions

**6.9 Pretend Play :** Role play initiated by teacher that allows children to-

- Imagine and perform a role of their own character
- Show readiness to take a role when asked for (shy, eager, angry, happy, sad.....)
- Act or pretend the different unseen character (dog, cat, hero.....)
- Depict any emotions while playing a character.
- Create simple improvised sound.
- Produce a variety of sounds while playing a role or character
- Show interest in developing their own character
- Identify objects that are available for use as a prop to present their character
- Dress up or wear ordinary clothes to act like emperor, teacher, wedding, parents and so on.

**6.10 Free, Guided and Structured play:** there are three types of play- free play (initiated by the students without teachers' guidance, guided and structured play (initiated and guided by the teacher) which provides opportunities for children to;

- Solve simple problems
- Use large and small muscles to engage in play material
- Express different emotions
- Respond appropriately to the emotions of others
- Express needs and feelings through short meaningful sentences
- Share responses and ideas in peer group
- Appreciate multiple responses in the group

**6.11 Using Toys :** Teacher makes use of low cost, locally available toys or those collected from the community so that children can-

- Play the toys independently
- Share the toys with others
- Make their own toys for learning
- Take care of toys and keep them in their designated place
- Show interest, joy and happiness in playing with toys

**6.12 Nature Walk and Field Trip:** Teacher organizes a short trip which can be around the school campus, garden or community that allows children to-

- Enjoy spending time in the garden/ nature
- Show curiosity and wonder during nature walk/field trip
- Show eagerness to explore the natural surrounding with or without adult support
- Take initiative in exploring nature and use resources from it responsibly (under adult guidance)
- Share their joy with other children on nature walk/ field trip through play, music and dance
- Engage with others without fear but respectfully
- Follow instructions /rules appropriately during nature work/ field trip

**6.13 Projects :** Small tasks given to children to-

- Work individually with or without adult support
- Work freely with others, with or without adult support
- Co-operate and collaborate their work with others
- Show joy, interest and comfort in doing the project
- Ask relevant questions and collect right information while doing their projects
- Co-operate and collaborate their work with others

**6.14 Worksheets:** Teacher prepares and provides work that encourage children to-

- Show readiness to work on worksheet provided by the teacher
- Compare their worksheet with others
- Understand and follow the instruction given by the teacher while working on the worksheet
- Show any unique skills while working on the worksheet.

**7. Holistic Progress Card (HPC) :** A holistic progress card is a report card that provides a comprehensive picture of a child's progress and development across various domains, including academic, social, emotional, and physical development. It goes beyond traditional report cards that focus only on academic achievement, and provides a more nuanced and multifaceted view of a child's growth and development. Holistic progress cards often include qualitative feedback, observations, and self-assessments, and are designed to promote a growth mindset and a focus on individual progress rather than comparison to peers.

NEP 2020 suggests that HPC is a 'multi- dimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains.' (Para

4.35). HPC for foundational years is an individualized and comprehensive documentation of a child's 360-degree (holistic) progress and development based on evidence gathered through classroom activities for all domains of development over a period of time either in every three terms or term as decided by the school. It captures assessment not only of teachers but also caregivers/parents, peers and children themselves. HPC contains the following aspects:

- General information about the child
- Her/his medical history
- Average attendance term wise
- Summary report of the child as per the domains
- Assessment of care givers and parents, peers, self (child) and teacher
- Domains of development, goals/competencies and levels of proficiency

The HPC tracks the progress of the child against each competency that is defined for specific curricular goals under each domain. These competencies are broken down further into early learning outcomes which act as parameters for assessment tools to assess the achievement of children accordingly. The learning outcomes can be taken from NCF-FS, 2022 or can also be developed by the teachers.

## 7.1 Child-friendly assessment at the Foundational Stage

Some types of child-friendly assessments that can be used for children at the foundational stage (Pre-school -1 to Class 2) include:

- **Observations :** Watching children during play, activities, and projects to assess their skills and development.
- **Portfolios:** Collecting samples of children's work, such as artwork, writing, and projects, to track their progress and development.
- **Self-assessments:** Encouraging children to reflect on their own learning and identify areas where they need support.
- **Peer assessments:** Encouraging children to provide feedback and support to their peers.
- **Play-based assessments:** Using play-based activities to assess children's skills and development in a natural and engaging way.
- **Conversations and discussions:** Engaging in conversations and discussions with children to assess their language and communication skills.
- **Projects and presentations:** Having children work on projects and presentations to assess their skills and knowledge in a more comprehensive way.
- **Games and activities:** Using games and activities to assess children's skills and knowledge in a fun and engaging way.

These types of assessments are designed to be child-friendly, engaging, and supportive of children's learning and development. They can help teachers and parents understand children's strengths and needs, and provide targeted support and guidance.

## 8.2 Role of Stakeholders

Stakeholders play a crucial role in implementing and administering the process of assessment.

### 8.1 Role of Principals/ Heads of Schools

The Principals/ Heads of Schools play an important role in providing leadership and supporting teachers to ensure that implementation of assessment is aligned with the curriculum and instructional goal. Their roles are :

- Display and explain policy frameworks to teachers and parents whenever required.
- Engaging and oversee the entire assessment process.
- Empower teachers with the skills and techniques of assessment including mentoring and guidance for effective assessment.
- Ensure that proper allocation of resources to teacher must be provided in term of time and material (tools & techniques) as required for implementation of assessment.
- Organize Parent Teacher Meeting so that parent can learn and participate on the progress of their child and to assist for improvement.
- Create a smooth transition for children from preschool years to Class 2.

### 8.2 Role of Teachers:

Teacher plays a crucial role in planning, designing and implementing the assessment strategies to improve the quality of learning. Their role is to :

- Allow for diversity in children and in their learning as children learn differently and express their learning in different ways.
- Provide children ample opportunities to explore, to learn and make decisions.
- Provide a stress-free assessment which is emotionally secure whereby the children in the class participate the assessment without hesitation.
- Be unbiased and open-minded towards the children when they assess.
- Have the autonomy to judiciously choose the appropriate tool for assessment.
- Teacher should have the ability to design different kinds of assessment for the same Learning Outcome and use each assessment appropriately.
- Systematically record, document children's progress and to maintained collection of evidence.
- Provide feedback on the child's learning gaps; their progress can be descriptive instead of awarding grades or marks.
- Respond supportively, affectionately and sensitively while providing feedback to the students.
- Assess activities and see that the learning process is not treated as a separate activity so as not to put any extra burden on children.
- Prepare Assessment sheets and it must be filled immediately during/after observations and discussions with students over a period of time.
- Self-reflect and record immediately.
- Assess students with an open mindset, keeping the child's age and special needs in mind.
- Create an opportunity where students can freely express their ideas and think on their own during assessment process.

- Make sure that Assessment should be well-designed and aligned to the Learning Outcomes and Competencies of the Foundational Stage.
- Accept parent feedback and communicate with them periodically.
- Conduct Assessment on a regular basis.

## 9. Way Forward

The overarching objectives of this Assessment Framework is to help in positively transforming the Assessment Practices as envisioned in NEP 2020 for Holistic Assessment of students at the Foundational Stage. This Framework is designed to help the teachers in regular assessment, planning and organizing learning experiences for children.

The following points are suggestive implementation plan that will support teachers to move ahead for effective implementation of the Framework-

- Capacity Building for teachers: Provide training and support for teachers to implement the new curriculum framework.
- Development of learning materials: Create learning materials that are contextual and relevant to the local environment
- Parent and community engagement: Engage parents and the community in the learning process and keep them informed about student progress
- Regular review and feedback: Regularly review and provide feedback to students, teachers, and parents to improve learning outcomes

## Sample of an Anecdotal Record during Story Telling Session

<b>Name:</b> Wansha <b>Age:</b> 6+ years <b>Class:</b> I	<b>Date:</b> 22 <sup>nd</sup> November 2025 <b>Time:</b> 11 am <b>Location:</b> Classroom	<b>Name of observer:</b> Teacher
<b>Incident/behavior observed</b>	<b>Interpretation</b>	<b>Plan of action</b>
Teacher reads aloud a story about the peacock and the sun. During the narration Wansha was trying to respond to all the questions the teacher was asking. After narration, Wansha asked a question to the teacher 'Why did the peacock not get burnt being with the sun?' She later tried to make a clay model of the sun and the peacock in the art corner. When her friend, Piyali came to help her, she brushed her aside and said, 'No! I will make it myself.'	<ul style="list-style-type: none"> <li>Wansha is a keen listener</li> <li>She shows inquisitive skills</li> <li>She participates during class activities</li> <li>She struggles to work in collaboration</li> </ul>	<ul style="list-style-type: none"> <li>She needs to work more in groups.</li> <li>More books and activities that lets her to critically think should be introduced to her.</li> <li>More activities to nurture her relationship skills.</li> </ul>

## Sample Checklist for a Collage-Making Activity

Name : Appera      Age: 6 years      Class: 1					
Indicators/Skills	Response	Level			Remarks
	Yes/No	Beginner	Progressing	Proficient	
Cuts out simple shapes, pictures.	YES			✓	
Tears out shapes and pictures				✓	
Pastes cut outs and pictures				✓	
Sorts colour and shapes of pictures			✓		
Creates visual patterns by collaging materials in a structured way	NO	✓			
Arranges and organizes the complete artwork/ activity.			✓		
Estimates sizes and shapes in collaging			✓		
Demonstrates joy, interest, cooperation in the activity.			✓		
Creates patterns by combining and arranging materials in a variety of shapes, forms, textures and colours.		✓			

## Framework for Rubrics

Learning Outcome	Level 1: Beginner	Level 2: Progressing	Level 3: Proficient
Age-appropriate learning outcome specific to a domain	Shows serious misconceptions or lack of understanding of the concept or an inability to perform the skill as articulated in the learning outcome	Shows partial mastery of prerequisite knowledge and a rudimentary or incomplete understanding of the concept or a rudimentary ability to perform the skill as articulated in the learning outcome	Shows a complete and correct understanding of the concept or the ability to perform the skill as articulated in the learning outcome.

## Sample Rubric to assess Reading Skills

Learning Outcome	Beginner	Progressing	Proficient
Observes with interest of illustrated books/ posters with big font	Looks at the books/ posters without touching them and diverts attention to other objects.	Touches the books/ posters, holds them, observes them closely and plays with them.	Takes the books/posters with both hands and observes the pictures and the big fonts passionately and examines the front and the back covers.
Observes with interest and talks about available children's literature in class with friends	Shares the name of the book when asked and talks about it vaguely with a lot of Distractions.	Shares a story from a book in brief with friends	Shares about the plot and the character of the book with friends
Narrates the story with the help of the pictures and predict the written text.	Examines the pictures but cannot understand the flow of the story and is unable to predict the written text.	Examines the pictures and attempts to narrate the story sequentially but is not able to predict the written text.	Examines the pictures and narrates the story with the help of pictures and is able to predict the written text on the basis of given pictures.

## Event Sampling

<b>Event Sample – Observation record</b> Context : This was a class of 6-7 year-olds. I had given group work to my children and recorded my observations. This led me to useful insights for further action.	
Names of the children: Muthu, Saldorik, Pynsakhiat, Teibor	Age: 6-7 years
Date & Time of observation: DDMMYY, HH:MM	Setting/ Area: Creative activity, outdoor
Purpose of observation: Children's group work	
Description of the incident	Interpretation
<ul style="list-style-type: none"> <li>I had given them a task to work in small groups of 3 or 4 and create a picture using twigs and leaves. They had to collect these from outside, and then come in and finish the task.</li> <li>Muthu, Saldorik, Pynsakhiat, Teibor were in one group. Teibor touched the twigs and leaves but did not contribute towards completing the task. He ran around, disrupting other children.</li> <li>Saldorik and Muthu cooperated with each other and created a tree model from the twigs and leaves they collected.</li> <li>Pynsakhiat seemed to enjoy the process but didn't contribute much.</li> </ul>	These children are at different levels: <ul style="list-style-type: none"> <li>Teibor exhibits disruptive behavior and is not able to focus on the task. I will need to work with him on this.</li> <li>Pynsakhiat, while not disruptive, will need support to demonstrate appropriate social behaviour.</li> <li>Muthu and Saldorik can work well in groups, complete tasks.</li> </ul>
I was specifically concerned about Teibor's disruptive behaviour. To understand it more, I decided to do a frequency-sample observation of Teibor, for example, observing him every 5 minutes in a period of 30 minutes for every alternate day, interpreting his behaviour and understanding the cause of his behaviour. I recorded this in a simple checklist format.	
I could then work on the solution along with his family, give him tasks based on interest and appreciate him on completion of the tasks.	

## Sample Framework for assessment at the foundational stage (Nursery to Class 2)

Areas	Teachers Role	Focus areas with examples	Methods
<b>Developmentally Appropriate Practices</b>	<ul style="list-style-type: none"> <li>➤ Ensure assessments are aligned with the developmental milestones and learning objectives for young children.</li> <li>➤ Focus on observing and documenting progress in areas like motor skills, language development, social-emotional learning, and basic numeracy and literacy.</li> </ul>	<p><b>Example:</b> In a Nursery class, teachers observe children during a block-building activity to assess their fine motor skills and problem-solving abilities. They note how children stack blocks, balance them, and create structures.</p> <p><b>Classroom Implementation:</b> Use observation checklists to track developmental milestones in areas like motor skills, language development, and social-emotional learning.</p>	<p><b>Assessment Methods:</b> Observations, developmental checklists, milestone tracking</p> <p><b>Focus Areas:</b> Motor skills, language development, social-emotional learning, basic numeracy and literacy</p> <p><b>Examples:</b> Observing children during play to assess fine motor skills</p> <p>Using of developmental checklists to track progress in language development.</p>
<b>Holistic Assessment</b>	<ul style="list-style-type: none"> <li>➤ Assess the whole child, including cognitive, social, emotional, and physical development.</li> <li>➤ Use a variety of assessment methods (observations, portfolios, projects) to capture a comprehensive picture of each child's abilities and needs.</li> </ul>	<p><b>Example:</b> A teacher creates a portfolio for each child that includes samples of their artwork, writing, and math work, as well as observations of their social interactions and physical development.</p> <p><b>Classroom Implementation:</b> Initiate to Implement a portfolio system that captures a wide range of student work and observations over time, providing a comprehensive view of each child's development.</p>	<p><b>Assessment Methods :</b> Portfolios, projects, observations</p> <p><b>Focus Areas:</b> Cognitive, social, emotional, and physical development</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Creating a portfolio that includes samples of children's work and observations</li> <li>- Using projects to assess children's problem-solving skills and creativity</li> </ul>
<b>Play-Based Learning Assessment</b>	<ul style="list-style-type: none"> <li>➤ Incorporate assessments that naturally occur during play and interactive activities, as these are critical learning modes for young children.</li> <li>➤ Observe children's problem-solving skills, creativity, and collaboration during play.</li> </ul>	<p><b>Example:</b> During a dramatic play session, a teacher observes children's ability to take turns, share materials, and use language to communicate. They note instances of creativity and problem-solving during play.</p> <p><b>Classroom Implementation:</b> Set up play-based learning centers (e.g., dramatic play, building blocks) and use observation notes or anecdotal records to assess children's skills and development during play.</p>	<p><b>Assessment Methods:</b> Observations, anecdotal records</p> <p><b>Focus Areas :</b> Problem-solving skills, creativity, collaboration during play</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Observing children during dramatic play to assess their ability to take turns and share materials</li> <li>- Using anecdotal records to note instances of creativity and problem-solving during play</li> </ul>
<b>Formative Assessment</b>	<ul style="list-style-type: none"> <li>➤ Emphasize ongoing, formative assessments that inform teaching and learning, rather than just summative assessments.</li> <li>➤ Use assessment data to adjust teaching strategies and provide targeted support.</li> </ul>	<p><b>Example:</b> A teacher uses a simple checklist during a reading activity to note whether children can recognize letters, sound out words, or understand basic story elements. This informs future reading instruction.</p> <p><b>Classroom Implementation:</b> Use formative assessment tools like checklists, exit tickets, or observational notes to regularly assess children's progress and adjust teaching strategies accordingly.</p>	<p><b>Assessment Methods:</b> Checklists, exit tickets, observational notes</p> <p><b>Focus Areas:</b> On-going assessment to inform teaching and learning</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Using checklists to track children's progress in reading and math</li> <li>- Adjusting teaching strategies based on formative assessment data</li> </ul>

<b>Child-Centered and Inclusive</b>	<ul style="list-style-type: none"> <li>➤ Ensure assessments are inclusive and accessible for all children, including those with diverse learning needs or disabilities.</li> <li>➤ Focus on individual progress and growth, rather than comparing children to peers.</li> </ul>	<p><b>Example:</b> A teacher adapts a math activity for a child with fine motor difficulties by using larger manipulatives that are easier to handle, ensuring the child can participate fully.</p> <p><b>Classroom Implementation:</b> Provide multiple means of representation and engagement in assessments, and focus on individual progress rather than comparing children to their peers.</p>	<p><b>Assessment Methods:</b> Adapted assessments, individualized support</p> <p><b>Focus Areas:</b> Ensuring assessments are inclusive and accessible for all children</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Adapting assessments for children with diverse learning needs or disabilities</li> <li>- Focusing on individual progress rather than comparing children to peers</li> </ul>
<b>Qualitative Feedback</b>	<ul style="list-style-type: none"> <li>➤ Provide descriptive, qualitative feedback that encourages children and highlights their strengths.</li> <li>➤ Use feedback to guide children's learning and development, rather than just assigning grades or scores.</li> </ul>	<p><b>Example:</b> After a child completes a drawing, the teacher provides feedback like, "I see you used a lot of colors in your picture. Can you tell me about what you drew?" This encourages the child to share their thoughts and builds on their creativity.</p> <p><b>Classroom Implementation:</b> Use descriptive feedback that focuses on effort, creativity, and specific skills, rather than just assigning grades or scores.</p>	<p><b>Assessment Methods:</b> Descriptive feedback, self-assessment</p> <p><b>Focus Areas:</b> Providing feedback that encourages children and highlights their strengths</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Providing descriptive feedback that focuses on effort and creativity</li> <li>- Using self-assessment to help children reflect on their own learning</li> </ul>
<b>Parent-Teacher Collaboration</b>	<ul style="list-style-type: none"> <li>➤ Involve parents in the assessment process through regular communication and updates on their child's progress.</li> <li>➤ Use parent observations and insights to complement school-based assessments.</li> </ul>	<p><b>Example:</b> A teacher meets with parents during a parent-teacher conference to discuss their child's progress, sharing examples from the child's portfolio and seeking input from parents about their child's interests and development at home.</p> <p><b>Classroom Implementation:</b> Can communicate with parents through conferences, newsletters, or digital updates, and involve them in the assessment process by seeking their observations and insights.</p>	<p><b>Assessment Methods:</b> Parent-teacher conferences, regular updates</p> <p><b>Focus Areas:</b> Involving parents in the assessment process and seeking their input</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Holding regular parent-teacher conferences to discuss children's progress</li> <li>- Seeking parent observations and insights to complement school-based assessments</li> </ul>
<b>Use of Technology</b>	<ul style="list-style-type: none"> <li>➤ Consider how technology can support assessment practices, such as digital portfolios or observational tools, while ensuring it remains developmentally appropriate.</li> </ul>	<p><b>Example:</b> A teacher uses a digital portfolio app to document children's work and share it with parents. The app allows for photos, videos, and notes to be added, providing a dynamic view of each child's progress.</p> <p><b>Classroom Implementation:</b> Explore digital tools that support assessment practices, such as digital portfolios or observational apps, ensuring they are developmentally appropriate and enhance the assessment process.</p>	<p><b>Assessment Methods:</b> Digital portfolios, observational apps</p> <p><b>Focus Areas:</b> Using technology to support assessment practices</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Using digital portfolios to document children's work and share with parents</li> <li>- Exploring observational apps to track children's progress and development</li> </ul>

<p><i>Cultural Sensitivity</i></p>	<ul style="list-style-type: none"> <li>➤ Ensure assessments are culturally fair and relevant to the diverse backgrounds of children.</li> <li>➤ Avoid biases that could disadvantage certain groups of children.</li> </ul>	<p><b>Example:</b> A teacher ensures that assessment materials and activities reflect the diverse backgrounds of the children in the class, including stories, images, and examples that are relevant to all students.</p> <p><b>Classroom Implementation:</b> Review assessment materials for cultural relevance and bias, and involve diverse perspectives in the assessment process to ensure fairness and inclusivity.</p>	<p><b>Assessment Methods:</b></p> <p>Culturally relevant materials, diverse perspectives</p> <p><b>Focus Areas:</b></p> <p>Ensuring assessments are culturally fair and relevant</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Reviewing assessment materials for cultural relevance and bias</li> <li>- Involving diverse perspectives in the assessment process</li> </ul>
	<ul style="list-style-type: none"> <li>➤ By focusing on these areas, the framework can support a comprehensive, child-centered approach to assessment that fosters a positive learning environment and promotes the overall development of young learners.</li> </ul>	<p>By focusing on these key areas, the assessment framework can support a comprehensive, child-centered approach that promotes the overall development of young learners.</p>	<p>These will provide a starting point for developing a comprehensive assessment framework that covers key areas and focuses on supporting the overall development of young learners.</p>

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## Acronyms

NEP	National Curriculum Framework
DERT	Directorate of Educational Research and Training
NCF-FS	National Curriculum Framework- Foundational Stage
HPC	Holistic Progress Card
SCF-FS	State Curriculum Framework - Foundational Stage
CG	Curricular Goals
C	Competencies
L1	Language 1
L2	Language 2

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