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Prerequisite of Using the Assessment Framework

This Assessment Framework (AF) provides theory and structured conceptual map of how the learning outcomes of a programme of study should be assessed at the primary school level. It contains guidelines and principles of assessment as well as several practical examples to illustrate the application in the classroom.

The framework can be considered a blueprint of an assessment programme at the primary school level. As with all assessment frameworks, its enactment in schools and classrooms will require professional judgement guided by the following prerequisites.

Teacher and Head Teacher Development – Where needed, teachers and head teachers would require short courses on a. formative assessment, b. the progressive notions of cyclic purposeful assessment and their need in Pakistani context, and, c. the importance and conduct of formative feedback, which facilitates learners’ progression from lower-order thinking skills to higher-order thinking abilities. They may also need to learn how to read the curriculum maps and tables of specification to plan for authentic and valid assessment.

School Based Assessment Planning – School based yearly assessment programmes and monthly assessment schemes must be developed taking into account the principles, guidelines and examples from the AF. The framework contains schedules of assessment and assessment weightage. These need to be considered for school level planning.

School Based Mentoring – There is a need to develop mentors who can work with teachers and head teachers in the selected schools to help them translate the AF into various schools’ realities. Pakistan has schools of varying systems – from public to private to madrasah; varying contexts - from rural to urban to semi-urban; varying socio-economic background – from schools for high-income group to low income groups to middle-income groups. Therefore, mentors will be required for at least the first year of the implementation of the AF.

CHAPTER ONE

INTRODUCTION

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Chapter One

Introduction

This chapter introduces the National Assessment Framework (NAF), developed as an integral component of the National Curriculum Framework (NCF). By drawing on essential information from different national policy documents and from the relevant international literature, the chapter discusses the philosophical positioning of the assessment framework. It presents a brief overview of the quality of education and the need for developing a uniform national assessment framework. It further outlines the basic structure and the principles of various forms of assessment for ECCE level.

Quality of Education

The basic purpose of any initiative taken at policy and practice level is improving the quality of education imparted by schools to young learners. Quality as a complex and contested notion does not have a single definition; the understanding and the provisions of inputs into quality in education vary from society to society and context to context. National Curriculum Framework (NCF) (Government of Pakistan, 2018b) refers to quality of education as a set of elements containing input, process and output of the education system. Quality also entails all the desirable characteristics of learners, processes, learning materials, content, governance and management, and learning outcomes. Elaborating on the definition, NCF (2018b, p.1) further argues, “Quality education satisfies basic learning needs and enriches the lives of learners and their overall experience of living.” Policy document on Minimum Standards for Quality of Education in Pakistan (Government of Pakistan, 2018a) refers to the definition used in Education for All (EFA) Global Monitoring Report 2005, which draws on two principles. The first principle identifies learners' cognitive development as the major explicit objective of all education systems, and the second emphasizes education's role in nurturing creative and emotional development for promoting the values and attitudes of responsible citizenship. The document on Minimum Standards for Quality of Education (2018) explains the concept of quality in terms of education that is “meaningful, relevant and responsive to the needs of individuals and the society as a whole.” (Government of Pakistan, 2018c, p.5). Similarly, the National Educational Policy (NEP), 2009 recognizes six pillars of quality, which include curriculum, textbooks, assessment, teachers, learning environment and relevance of education to practical life.

The Need for an Assessment Framework

As noted in the definition above, assessment is an integral part of the quality of education offered to the students. Assessment is an essential part of processes at input level, as well as serves as a tool to measure outputs and outcomes of processes and practices. As reflected in these definitions, assessment, as an important practice in education, is to play a central role in translating the key ideas in the quality definition into practice.

Assessment, as defined by Erwin (1991 cited in NCF (Government of Pakistan, 2018b) is:

...the process of defining, selecting, designing, collecting, analysing, interpreting, and using information to continuously increase students' learning and development. It is the systematic collection, review and use of information about educational programmes to improve student learning. Assessment focuses on what students know, what they are able to do, and what values they have when they receive their education... Assessment is concerned with the collective impact of a series of lessons on student learning. (p.69)

The above definition of assessment implies that on the one hand assessment provides evidence of students' learning of academic content (academic domain) and development in other domains (psychosocial/psycho-emotional, language and affective domains). On the other hand, it supports the collection of relevant information for various purposes such as informing teaching and learning, determining students' progress on an ongoing basis, measuring achievement, and providing information needed for monitoring individual and institutional accountability. These all lead to informed decision-making about improving students' learning outcomes and enhance the overall quality of education focusing on efforts at classroom, school and system levels.

Despite the paramount importance of the student assessment system and the promises made in the successive education policies, Pakistan has not been able to put in place the kinds of policies, structures, mechanisms, processes, practices, and tools that contribute to creating a strong and effective student assessment system in the country. In Pakistan, programmes and efforts of projects (e.g. setting up NEAS, PEAC, conducting standardized tests/exams at Grade 5 & 8) made to improve student assessment have proved to be weak. There is a need for a comprehensive and coherent national policy framework to guide and support education systems, schools and teachers in bringing about improvement in student assessment on a sustainable basis. As pointed out in the policy document on Minimum Standards for Quality Education in Pakistan (Government of Pakistan, 2018a, p.2), "the absence of clearly articulated and agreed upon minimum national standards for quality education leaves the education system without a basic framework for setting targets and for evaluating attempts at improvements in education quality."

NCF (Government of Pakistan, 2018b), considering assessment as an integral component of the teaching process, emphasises on developing different assessment mechanisms to assess students' competence as per curricula through different forms of assessments than the use of conventional methods considering them sporadic and unreliable. Therefore, it calls for a more valid and reliable system that not only addresses the deficiencies in the current assessment and penalises unfair means in large-scale public assessment, but ensures standardized execution of formative, summative, classroom based

assessment, school based assessment and large scale assessment across the board in the country.

Thus, a robust and coherent national assessment system will help in the realisation of the aims, goals and purposes of education articulated in NCF and other policy documents.

The Purpose of Developing Assessment Framework

Considering the fact that the use of older and rigid forms of assessment is a hindrance to quality teaching and learning and may impair the effectiveness of NC, a different assessment framework is developed to provide the basis for reliable, valid and useable for all types of assessment, grades and subjects. The National Assessment of Educational Progress (NAEP) also confirms that creating a nationwide assessment framework will provide all the actors with a blueprint for the content and design of different types of assessments. The framework may further provide a starting point for constructive discourse about high-quality educational standards and assessments.

The purpose of developing an assessment framework is to ensure the standardized implementation of different forms of assessment that includes formative and summative school-based classroom assessments and large-scale assessment. It encompasses a paradigm shift from the traditional ways of assessing to a competency-based assessment considering the implication for its utility, reliability and practicality in different contexts. Underpinning different purposes of assessments, the framework serves as guidance for all the stakeholders in the learning system in developing, implementing and using assessments methodically to instate stronger teaching and learning practices.

The purpose of Developing the ECCE Assessment Framework

The purpose of developing the ECCE assessment framework is to facilitate teachers in recording the progress of each child in all seven key learning areas in the National Curriculum of Pakistan: 1) Personal, social and emotional development; 2) Language and literacy; 3) Basic mathematical concepts; 4) World around us; 5) Health, hygiene and safety; 6) Creative arts; 5) Physical development. It aims to support ECCE teachers to identify their students' strengths and areas of their learning and development in which they may require further support and guidance.

The ECCE curriculum framework identifies specific areas of learning and development that a teacher needs to observe in each quarter of the academic year. It structures the process of systematically collecting information on each child's level of performance in all the learning areas outlined in the National Curriculum. Teachers can use this information to a) set goals for a child and plan activities to help the child progress, b) discuss children's progress with parents.

Defining Assessment

The above discussion signifies that the assessment needs to be purposeful. It is a broad process of collecting, synthesising and interpreting information to support student learning and to report on the amount learned. The supporting function is known as formative assessment and the reporting function is known as summative assessment (as shown below).

Authentic Assessment Type	Formative	Summative
	Looking back and preparing forward. Feeding back and feeding forward.	Bringing all the formative components together to provide a comprehensive picture of children’s progress in learning and development.
Assessment Objectives & Outcomes	Assessment <i>as and for</i> Learning	Assessment <i>of</i> Learning
	Collecting evidence about how children’s learning is progressing during the course of instruction so that necessary instruction adjustment can be made to close the gap between children’s current understanding and the desired goals.	Bringing together information on what the child knows, understands and can do. This information is analysed by the teacher to give an overview of the child’s progress so far.

Note. Adapted from Chappuis and Stiggins, 2017; Pennsylvania Office of Child Development and Early Learning, 2016; Lorina, 2020

The Cyclic Assessment

Purposeful assessment is cyclic. There are many versions of cyclic assessment. The one presented here is adapted from Margaret Heritage's model.

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Note. Adapted from Greenstein, 2016

The cyclic model illustrates how purposeful assessment systematically supports learning by tracking and enhancing student growth towards standards following the seven steps. The seven-step model will be unpacked in the subsequent sections of the framework.

CHAPTER TWO

PRE-ASSESSMENT

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Chapter Two

Pre-Assessment

Curriculum Mapping: A Pre-Assessment Strategy

An important consideration in assessment is how well students have mastered the SLOs, what knowledge, skills and attitudes they have acquired in a particular learning area during an academic year and where they are expected to be at the end of teaching and learning (Greenstein, 2016). The first stage in planning for assessment is, therefore, to develop curriculum maps illustrating the alignment between the SLOs for ECCE with the various domains of knowledge, skills and attitudes using pre-specified criteria based on Bloom's taxonomy (see Appendices A, B & C)

The detailed curriculum maps have been developed for the seven learning areas (see Appendix D). Curriculum mapping is based on Bloom's Cognitive, Affective and Psychomotor Domains. The following levels were used in each of the three domains:

The Cognitive Domain comprises six (06) cognitive dimensions, namely remember, understand, apply, analyse, evaluate and create. **The Affective Domain** comprises five (05) dimensions comprising receiving, responding, valuing, organising and characterising. **The Psychomotor Domain** comprises seven (07) dimensions namely, perception, set, guided response, mechanism, complex overt response, adaptation and origination.

The description, key words and sample assessment in each dimension are given in Appendices A, B and C. The sources from where the description and examples have been taken are also given underneath the tables in the different appendices.

Curriculum maps were used for the following four purposes:

- Develop topic wise or competency wise weightage
- Develop tables of specifications based on the weightage
- Group SLOs in terms of knowledge, skills and attitudes they are trying to develop
- Develop assessment codes

The following section presents Tables of Specifications.

Table of Specification

Tables of specifications were prepared for each grade levels to align student-learning outcomes with key competencies or instruction units and calculate the number of assessed items.

3-4 years

Total Percentage Share of the Three Domains

Domains	Share in Percentage
Cognitive	73%
Affective	11%
Psychomotor	16%

Weightage of Each Competency

No	Competency	Cognitive	Affective	Psychomotor	Weightage
1	Domain A: Personal, Social and Emotional Development	9%	7%		16%
2	Domain B: Language and Literacy	15%	2%	3%	20%
3	Domain C: Basic Mathematical Concepts	16%		1%	17%
4	Domain D: The World Around Us (Science and Social Studies)	17%	1%	2%	20%
5	Domain E: Health, Hygiene, and Safety	4%		-	4%
6	Domain F: Creative Arts	6%		4%	10%
7	Domain G: Physical Development	6%	1%	6%	13%
	Total (100%)	73%	11%	16%	100%

Table of Specification

Competency	Domain A: Personal, Social and Emotional Development 16%	Domain B: Language and Literacy 20%	Domain C: Basic Mathematical Concepts 17%	Domain D: The World Around Us (Science and Social Studies) 20%	Domain E: Health, Hygiene, and Safety 4%	Domain F: Creative Arts 10%	Domain G: Physical Development 13%	Total
Learning Domains								100%
Cognitive Domain								
Remember (11%)	2	2	2	2	1	1	1	11
Understand (20%)	4	2	4	4	1	2	3	20
Apply (30%)	7	4	6	6	2	3	3	30
Analyze (4%)	1	1	1	1				04
Evaluate (6%)	1	1	1	1		1	1	6
Create (2%)		1	-	1				
Affective Domain								
Receiving 6%	1	2		1		1	1	6
Valuing 3%		2		1				3
Organizing 2%		1		1				
Psychomotor Domain								
Perception 3%	-	1		1	-	-	1	03
Set 5%		1	1		-	2	1	5
Guided response 3%		1	1				1	03
Mechanism 3%		1	1				1	3
Adaptation 2%		1		1				2
Total (100%)	13	21	17	20	04	10	13	100

4-5 Years

Total Percentage Share of the Three Domains for ECCE

Domains	Share in Percentage
Cognitive	73%
Affective	12%
Psychomotor	15%

Weightage of Each Competency

No	Competency	Cognitive	Affective	Psychomotor	Weightage
1	Domain A: Personal, Social and Emotional Development	9%	5%	0	14%
2	Domain B: Language and Literacy	16%	2%	3	21%
3	Domain C: Basic Mathematical Concepts	13%	0%	4	17%
4	Domain D: The World Around Us (Science and Social Studies)	19%	1%	1	21%
5	Domain E: Health, Hygiene, and Safety	4%	3	1	8%
6	Domain F: Creative Arts	6%	1%	4	11%
7	Domain G: Physical Development	6%		2	8%
	Total (100%)	73%	12%	15%	100%

Table of Specification

Competency	Domain A: Personal, Social and Emotional Development 14%	Domain B: Language and Literacy 21%	Domain C: Basic Mathematical Concepts 17%	Domain D: The World Around Us (Science and Social Studies 21%)	Domain E: Health, Hygiene, and Safety 8%	Domain F: Creative Arts 11%	Domain G: Physical Development 8%	Total
Learning Domains								100%
Remember (13%)	2	3	2	3	1	1	1	13
Understand (14%)	2	3	3	2	1	2	1	14
Apply (25%)	5	4	5	4	2	2	3	25
Analyze (16%)	3	2	4	3	1	2	1	16
Evaluate (2%)	-	1	-	1	-	-	-	2
Create (3%)		1	1	1				3
Affective Domain								
Receiving 5%	1	1		1	1	1		5
Valuing 2%	-	1		1	-	-		2
Organizing 5%	1	1		1	1	1		5
Psychomotor Domain								
Perception 1%		1						1
Set 5%		1	1	1		1	1	5
Guided response 2%		1		1				2
Mechanism 7%		1	1	2	1	1	1	7
Total (100%)	12	21	17	21	8	11	8	100%

CHAPTER THREE

ASSESSMENT DURING INSTRUCTION

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Chapter Three

Assessment during Instruction

Designing Classroom Assessment

The design of classroom assessment depends on how classroom learning is approached. Assessment and instruction should not be viewed as separate elements at ECE level. Good instruction consists of strategies that assess children's learning about content or any skill proficiency. This assessment is then used to inform and improve the future performance of children. Assessment does not have to be a "test" or a tool, it can consist of an activity or set of activities that take place in a learning environment to observe, reflect and record children's behaviour and responses (Pennsylvania Office of Child Development and Early Learning, 2016).

What is assessment in the ECCE classroom?

Assessment in the ECCE classroom is important in the planning process. Assessment needs to be aligned with pedagogical strategies that assess children's learning and understanding according to expected learning outcomes in the ECCE curriculum. Assessment should be a continuous process that helps teachers identify children's competencies, and to understand children's interest, what children are able to do, what children know and what they need further support with. Assessment helps teachers to plan activities and environments based on children's interests and needs. It also helps to identify and plan for children who may need additional support. Assessing young children helps to share their progress with parents/families. It also helps children to assess their own progress.

How to effectively assess children in the ECCE classroom

"Throughout the day, ECCE teachers will have to observe children as they participate in different activities. Sometimes they can stand back to observe, but more often they will be involved in the activities with the children. This is a skill that teachers have to develop, to be actively involved, picking up cues from the children and at the same time observing each individual child. What is the teacher supposed to look for? The teacher observes and assesses the different areas of learning and development." (NC ECCE pg. 64)

Formative Assessment Strategies at ECCE Level

The ECCE assessment framework consists of the following three strategies for assessing children' knowledge, skills and dispositions with examples, and identified in the National ECCE Curriculum. This framework provides an example for the formative purposes of the assessment strategies.

1. Checklist of Children's Progress
2. Portfolio of Children's Work

3. Observations

Checklist of Children's Progress

The teacher should maintain a checklist for each child of the Expected Learning Outcomes provided in the section on key learning areas of NC-ECCE. A checklist should be written as a list of statements of the expected learning outcomes. Teachers should use a checklist and observation together to get a comprehensive understanding of a child's progress. The date and time should be written for each checklist.

Benefits of Checklist

Practitioners can use checklists to assess children's learning and development. It is helpful for teachers to check children's learning against what needs to be achieved. Checklists are also helpful for the self-assessment of children by using pictures and/or simple words and statements (Pardhan & Juma, 2011, p.101).

Types of Checklists

Checklists can be created in various ways. For example,

- A list of statements
- Points on a continuum
- Statements on a wheel

Some checklists allow for a more graduated marking for each item being assessed. For example,

- a) A child is beginning to understand a concept/skill
- b) A child is gaining confidence and has some understanding of the concept/skill
- c) A child fully understands and demonstrates knowledge of the concept or skill

Samples of Checklist

Sample Checklist: 5 Years Old Aamir's Reading Development

CATEGORY	Always	Sometimes	Still developing
Attitude about Reading			
Voluntarily looks at or reads books		X	
Asks to be read to	X		
Listens attentively while being read to		X	
Responds with questions and comments to stories being read aloud			X
Concepts About Books			
Knows that a book is for reading	X		
Able to identify the front, back, top, and bottom of a book		X	
Can turn pages properly in Urdu		X	
Knows the difference between pictures and print	X		
Knows that pictures on a page are related to what the print says			X
Knows where to begin reading on a page in Urdu		X	
Knows what a title is		X	
Knows what an author is			X
Knows what an illustrator is			X
Comprehension of Text			
Tries to read stories that he or she has heard before		X	
Retells stories		X	
Responds to questions about stories before, during and after reading			X

Sample Checklist: 5 years old Neera's knowledge about World around us

Name:		Date:	
Category	Not yet	In progress	Proficient
Talk about their family members and each one's role and importance to the well-being of the family.		X	

Know information about their family members (name, job, contact number).	X		
Talk about various community members and explore their roles.		X	
Recognise places in the community			X
Talk about food, water and clothes. Discuss where they come from	X		
Identify and explore various means of communication and transportation.		X	
Identify and differentiate between living and non-living things		X	
Recognize animals and explore their basic features.			X
Recognize plants and explore their basic parts.	X		
Talk about the significance of animals and plants for human beings		X	
Describe daily weather conditions.	X		
Record daily weather condition on a weather chart using symbols.			X
Understand the importance of water, its uses and the need to conserve it.		X	
Name at least three natural resources and three physical features of earth.			X
Understand the advantages and disadvantages of using technology	X		



Sample Checklist: 5 Years Old Laila's Development and Understanding of Numbers

Competency and Learning Outcomes	Always	Sometimes	Still developing
Numbers			
Counts forward from 1-100 in correct sequence			X
Counts up to 50 objects			X
Identifies and writes correct numerals to represent numbers from 0-50			X
Matches the correct numeral with sets up to ten	X		
Counts with understanding and recognizes "how many" in sets of objects		X	
Compares quantities of objects in different sets and identifies which sets are equal, which have more objects, and which have fewer objects than another		X	

Portfolio of Children's Work

A portfolio is a collection of children's work, e.g. art, literacy, numeracy in an individual folder for each child. Children's work in their portfolio should show their efforts and progress in relation to expected outcomes. Children can be involved in selecting what they would like to include in their portfolio. The date should be written for each portfolio. A portfolio can include the following:

- Stories they have written
- Drawings
- words/ numbers they have learned
- sketches
- Other samples of their work

Portfolio Assessment at ECCE level – Language and Literacy Example

Teachers can use a portfolio to assess children's growth and achievement in the area of language and literacy. The following are uses of portfolios to children and teachers.

Benefits of Portfolios to the Children

Portfolio tells a story of children's efforts, progress and/or achievements in relation to the learning standards to the curriculum (Pradhan & Juma, 2020, p.101).

Benefits of Portfolios to Teachers

Portfolio assessment becomes an integral part of the instructional process rather than a separate activity.

Portfolios help teachers to keep track of children's development (Pradhan & Juma, 2020, p.101). The variety of texts within a portfolio can give teachers insights into the learners' strengths and weaknesses (Murphy & Camp, 1996).

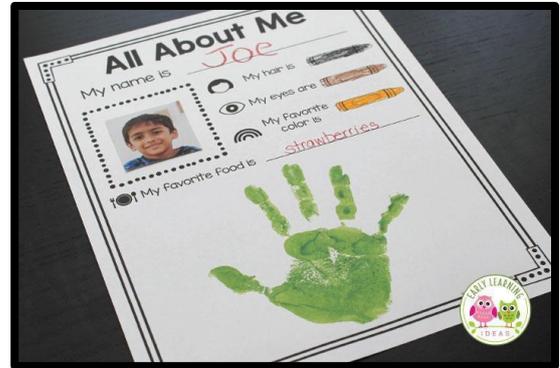
Essential Elements of a Portfolio

- Cover page
- Drafts of child's work (Stories they have written, drawings, words they have learned, sketches and other samples of their work, numbers, maps they have drawn)
- Artefacts (photos, images, concept maps, etc.)
- A teacher's reflections

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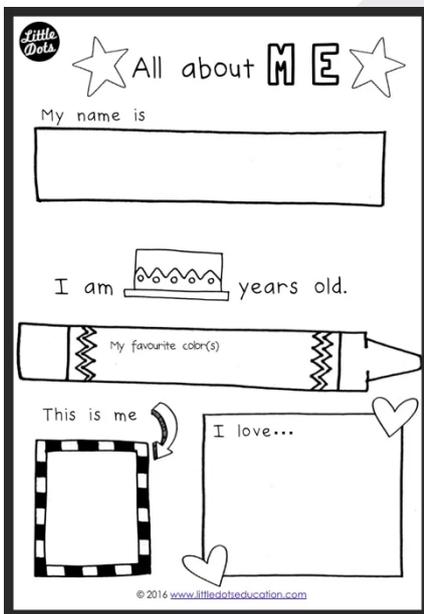
Samples of Portfolio

Sample of a Cover Page for Portfolio



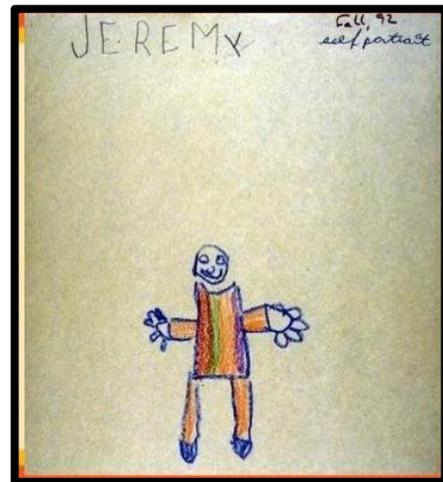
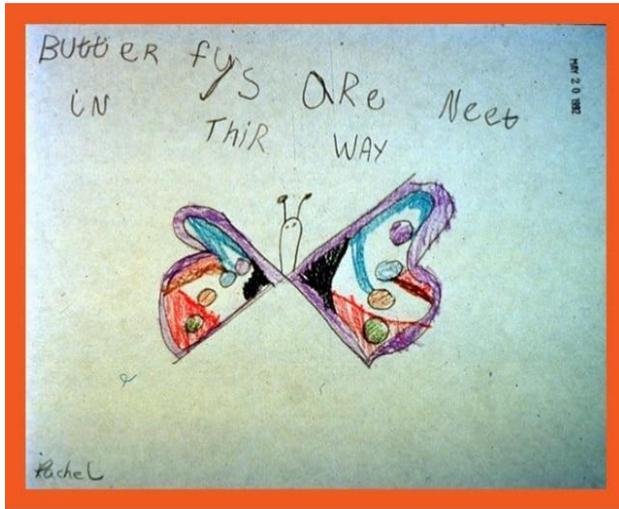
Source: <https://earlylearningideas.com/all-about-me-preschool-activity>

Sample for a Child's Introduction for Portfolio



Sources: <https://www.littledotseducation.com/post/2016/11/28/all-about-myself-theme-activities-and-printables>

Samples of Children's Work for Portfolio



Source: <https://www.slideshare.net/cramosoldan/worksampling-system-in-early-childhood-education>

Sample Activities for Portfolio



Source: <https://www.keepingmykiddobusy.com/blog/september-math-and-literacy-pack-freebies>

Observations

When teachers observe in the ECCE classroom, they look at the whole child. While observing, the teacher watches the child closely and writes down what they see and hear. Observations can be done during different times of the day and when the child is involved in different activities. The date and time should be written for each observation.

Benefits of Observations

Through observations, a teacher can gather information about children's learning; assess and modify the areas of provision; design the curriculum according to the needs of children and ensure that all children are provided equal learning opportunities (Pardhan & Juma, 2020).

Types of Observations

Children can be observed in various ways:

- Timed observations
- On the spot observations
- Observation of a specific activities

(Pardhan & Juma, 2020, p.101)

How to record Observation?

Teachers can record the observations of children through different mediums. For instance,

- Notebook
- A folder
- Small cards
- Paper cut into small 4x6 pieces and attached into a separate folder or notebook for each child.
- Separate portions in children's notebook



(Pardhan & Juma, 2020, p. 101)

Guidelines for Teachers

Below are some guidelines that teachers can follow while observing children:

1. Observe children over a period of time, at different times in a day and in different key learning areas i.e. personal and social development, language and literacy, basic mathematical concepts, physical development, world around us, health, hygiene and safety and creative arts.
2. To keep a proper track of a child's progress, note the date and time of each observation.
3. Develop a schedule of when and who will be observed to make sure that all children are observed routinely.
4. Decide a convenient and suitable way to keep a record of all the observations.

(Pardhan & Juma, 2020, p. 101)

Samples of Observations

Observation Notes: Saima in the ECCE Classroom

Observation Notes: Saima in the ECCE Classroom

Saima goes to the bookshelf in a corner of the classroom and takes an Urdu storybook from the shelf. She sits down on a pillow that is on the *dari* on the floor. She opens the book and begins to read the book from right to left. She looks up and watches the other children play. Another child comes to her and sits down beside Saima. Saima moves the book between her and the girl who has sat down beside her so that the girl can also see the book. The two girls look at the pictures together. They point to different pictures and talk about what is happening in the pictures. They smile and giggle as they talk. They turn the page over and look at the pictures on the next page. The girl gets up and says 'bye' to Saima. Saima smiles and waves to the girl. Saima stands up and puts the book back into the shelf. She goes to the art area and takes a piece of paper and crayons. She sits on a chair, puts the paper on the table in front of her and begins drawing a picture.

Reflective Questions to assess Saima's learning development

- a. How do you think Saima might have felt during this experience? What parts of the observation suggest to you how she might have felt this way?
- b. What do you think Saima seems to enjoy doing?
- c. What was Saima focusing and concentrating on?
- d. What do you think Saima's teacher can do to plan activities and experiences for her that might help extend her learning and her social and emotional development?

Observation Notes: Imran in the ECCE Classroom

Imran is an active child. He likes to run, jump, skip and hop. He finds it difficult to be inside the classroom for a full day. There is little room for Imran to move around the classroom. There are many children in the classroom. The classroom is small and over-crowded with desks. Imran enjoys being outside, running and playing. In the daily routine, children often miss out on outdoor time.

Reflective Questions to assess Imran's learning development

- a. How do you think Imran might be feeling? What parts of the observation suggest to you why he might be feeling this way?
- b. What does Imran enjoy doing?
- c. What do you think Imran's teacher can do to plan activities and experiences for Imran that help extend his learning and development?

CHAPTER FOUR

SUPPORTING RESPONSIVE TEACHING AND LEARNING THROUGH FEEDBACK

Chapter Four

Supporting Responsive Teaching and Learning through Feedback

Feedback to Students

In order to help students succeed in the 21st century world, teachers must see their teaching as a response to learning, rather than seeing learning as an outcome of teaching (Crockett & Churches, 2017). This calls for the integration of classroom assessment processes into teaching in ways that enhances students' achievement and their motivation to learn.

Hattie's (2012) findings from his meta-analysis of hundreds of education papers indicate that providing formative evaluation and feedback has some of the largest effects on student learning. For an assessment to be formative, students must be receptive to the feedback and use it to adjust their learning. "Without feedback, assessment is not a learning activity; it is a compliance task" (Crockett & Churches, 2017, p. 21).

Churches (n.d.) outlines five characteristics of high-quality feedback. These are:

Timely	The end of the task is too late. Feedback must be provided often and in detail during the process.
Appropriate and reflective	Feedback must reflect the students' ability, maturity and age. It must be understandable.
Honest and supportive	Receiving a critique that identifies weaknesses of one's work can be very disheartening. The feedback must provide encouragement to continue and guidance on how to achieve the desired goals.
Focused on learning	The feedback should provide information which allows the learner to close the gap between the current and desired performance. The clarity and descriptive nature of the feedback the teacher presents are major influences on students' achievement (Hattie, 2012).
Enabling	Receiving feedback without the opportunity to act on it is frustrating, limiting, and counterproductive. Students must be able to learn from the formative assessments and apply the feedback and corrections.

One of the best models of feedback is developed by Dr. Jodie Nyquist (Crocket & Churches, 2017). This model of effective feedback has five stages going from weakest to strongest.

The teacher who provides feedback at the KCR+e and a specific action or ideally KCR+e and an immediate activity gives the learners opportunity to maximise their learning. Based on the above model, three specific criteria for good and bad feedback can be developed.

Providing Feedback to Young Children

Young children need support and guidance from their teachers to enhance learning and achievement. One effective way of providing the support and guidance is through effective feedback. ECE teachers should provide prompt and constant feedback to children on their learning and development during the course of an activity. While providing feedback, teachers should consider each student individually. Feedback can be given verbally, non-verbally, or in pictorial/symbol/written form such as smiley faces. Feedback should be positive, reflecting on achievement in relation to the learning outcome and ways to deepen and strengthen the current learning and development.

Criteria for Good and Bad Feedback

Good Feedback	Bad Feedback
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<ul style="list-style-type: none"> • Being positive. • Even when criticizing, being constructive. • Making suggestions (not prescriptions or pronouncements). 	<ul style="list-style-type: none"> • Finding fault. • Describing what is wrong and offering no suggestions about what to do. • Punishing or denigrating students for poor work.
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Examples of Good and Bad Feedback

Feedback	Good or Bad?
Your answer is the best one in the class.	This is an example of bad feedback. It does not tell the child what is good about the answer.
You have done a good job by recycling newspapers to create the dustbin for the class. That's great. Where did you find the idea?	This is an example of good feedback. It confirms for the child that the work meets one of the targets (creating a craft project by working with a variety of low cost and no cost/ waste material) and connects the success to the child's effort (the child discussed with family to find out the idea, and the teacher noticed).
Your drawing is less colourful than others in the class. You didn't put enough in it.	This is an example of bad feedback. It implies that the child is competing with others (as opposed to aiming for a learning target) and the reason the work is poor is that the child "did something bad." The child ends up feeling judged and not motivated to improve.
You are writing very slowly. What is the matter with you?	This is an example of bad feedback. It may not inspire the child to complete his or her work and turn it in for formative assessment.
[Name], I do not have your activity worksheet. Can you tell me what happened?	This is a better example than the previous one of feedback to deliver the message that the work is late.

Feedback to Parents

The most common form of communicating grades to parents is the report card. The report card at the primary level should also provide information on satisfactory or unsatisfactory performance in other dimensions.

A report card is only one way of sharing feedback to parents about their students' performance. Written report is another way of communicating with students. The reports should be written in a positive, direct and easy to understand manner.

The most effective way of communicating with parents is through a conference, generally known as parent-teacher meeting, which allows the parent to ask questions and the teachers to provide explanation. Conferences provide avenues to teachers to learn about students' home environment and to parents to be more involved in their children's learning.

It is important that ECCE teachers should not wait for the term-end meeting to discuss the child’s performance. Teachers should communicate with parents as soon as they observe any achievement or delay in children’s learning outcome. This communication can be done through a parent-teacher conference, phone calls, written messages or email. When communicating with parents about children’s progress, ECCE teachers should consider remarks in relation to a) the child's accomplishments in classroom learning activities aligned with ECCE curriculum outcomes b) how the parents can help at home with their child's learning.

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Sample of a Report Card

ABC School
Class: _____
Progress Report for the year ____ to ____
Term: _____

Child’s Name: _____	Father’s Name: _____	Age: _____
Registration #: _____	Total Working Days: _____	Days Attended: _____

NI	Not Introduced	Concept not yet been introduced in class
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E	Emerging	Starting to show signs of expected levels of development/learning
D	Developing	Working well towards meeting expected levels of development/learning
S	Secure	Meeting expected levels of development/learning

Child's performance in various learning areas is reported using the following scale.

Learning Domain: Personal, Social and Emotional Development

Assessment Focus	Child's Performance	
	Term 1	Term 2
Identifies occasions when she/he feels happy, sad, scared, loved, angry, excited and bored		
Chooses and talks about an activity/work that she/he enjoys doing the most in class		
Expresses likes and dislikes and talks about strengths		
Demonstrates how to dress up		
Demonstrates eating habits		
Demonstrates proper posture while walking, talking and sitting		
Takes care of his/her and others' belongings		
Asks for help when needed		
Demonstrates problem solving skills while participating in different activities		
Works cooperatively, shares materials and ideas with peers, teachers, and other		
Recognizes historical and cultural place		
Plays local games		
Talks about Pakistani culture		
Respects feelings and views of others		
Associates and mingles with children of diverse abilities and backgrounds		
Knows that the religion of most of the people in Pakistan is Islam		
Recognizes and respects other religions that exist in Pakistan		
Names her/his religion		
Appreciates "peace" as a common value across religions		
Manages small tasks leading to self-reliance		
Takes care of her/his own belongings and puts materials back in the right place after use		
Uses water, food, electricity and paper responsibly		
Keeps the environment, home and classroom clean		
Takes care of peers in class, school and community		
Recognises that rules are important/required in the classroom, school, home and community		
Identifies some basic traffic rules (traffic lights, zebra crossing, etc.)		
For Muslim child: Knows that Allah is the Sole Creator and Prophet Muhammad is His last and most beloved Prophet		
For Muslim child: Knows that Islam stands for peace and harmony		
For Muslim child: Recites the first Kalma		
For Muslim child: Recites small dua'as and know why they should be recited		

Learning Domain: Language and Literacy

Listening And Speaking Skills	Child's Performance	
	Term 1	Term 2
Assessment Focus		
Listens attentively in small and large groups		
Shares views in small and large groups about everyday events and special occasions		
Responds to others in appropriate verbal and non-verbal ways for a variety of purposes		
Shares her/his experiences and feelings with peers and adults by using complete sentences		
Responds to and verbally expresses feelings, such as, joy and sorrow, wonder and anger		
Waits for her/his turn to speak and not interrupt when others are talking		
Initiates conversations with peers and adults		
Recognises letters with her/his initial sounds		
Recognises and differentiates between sounds in the environment		
Understands and follows instructions		
Uses correct pronunciation		
Draws on words from vocabulary, and making new words through blending sounds		
Names things in her/his environment		
Shares her/his plans for the day and describe the previous or upcoming events and days		
Expresses her/his ideas with clarity		
Extends her/his ideas or accounts by providing some detail about topic and daily routine		
Describes a picture by using appropriate words or simple sentences		
Retells and responds to stories, songs and rhymes by joining verbally or with actions		
Appreciates the concept of words, rhymes and syllables		
Makes up her/his own stories and rhymes		

Reading Skills	Child's Performance	
	Term 1	Term 2
Assessment Focus		
Holds, opens and turns pages of a book with care		
Enjoys skimming/scanning through age appropriate books		
Predicts the story by looking at the cover page and flipping through pages		
Predicts what comes next in stories		
Asks open ended questions about the story to support critical and logical thinking		
Repeats simple repetitive sequences in traditional and popular children's stories		
Tells a simple story by looking at pictures		
Retells a favourite story in the correct sequence		
Differentiates between the parts of a book (the cover, the title and the end)		
Knows that some books tell stories and others give information		
Knows that Urdu is read from right to left and top to bottom		
Knows that English is read from left to right and top to bottom		
Knows that regional languages (where applicable) are read from right to left and top to bottom)		

Understands that words and pictures carry meaning		
Identifies and names the characters in a story		
Recognises her/his names in print English		
Recognises her/his names in print Urdu		
Recognises letters of the English alphabet		
Recognises letters of the Urdu alphabet		
Identifies sight words that are meaningful for them		
Identifies letter sounds through words that have personal meaning for them		
Associates initial letter sounds with names of objects in her/his classroom environment		
Shares objects beginning with a single letter of the English alphabet		
Shares objects beginning with a single letter of the Urdu alphabet		

Writing Skills Assessment Focus	Child's Performance	
	Term 1	Term 2
Makes marks and scribbles to communicate meaning		
Uses English letters in her/his writing to communicate meaning		
Uses Urdu letters in her/his writing to communicate meaning		
Draws pictures to communicate meaning		
Holds writing tools properly to develop a comfortable and efficient pencil grip		
Colours a simple picture keeping within designated space		
Traces, copies, draws and colours different shapes		
Traces and draws different lines and simple patterns made up of lines and shapes		
Traces, copies and writes the letter of Urdu alphabet		
Traces, copies and writes the letters of the English alphabet		
Traces, copies and writes the letters of regional languages (where applicable)		
Know that print carries meaning and in English, it is written from left to right, begins at the top left corner of the page and moves across and down, and words are separated by space		
Know that print carries meaning and in Urdu, it is written from right to left, begins at the top right corner of the page and moves across and down, and words are separated by space		
Write her/his own names in English with appropriate use of upper and lower case letters		
Write her/his own names in Urdu		
Write her/his own names in native language (if applicable)		
Write a word or a sentence while describing a picture		

Learning Domain: Basic Mathematical Concepts

Logical, Critical, Creative and Problem Solving Skills Assessment Focus	Child's Performance	
	Term 1	Term 2
Recognises, name and differentiate between colours		
Differentiates and arrange objects and pictures based on size, weight, length, width and textures		
Matches and compares object		
Sorts and groups objects		
Observes, identifies and extends patterns with various concrete materials		
Observes, identifies and extends the given picture/symbol patterns		

Identifies and differentiates between broad and narrow		
Identifies and differentiates between Some and all		
Identifies and differentiates between more, less' and equal		
Identifies and differentiates between half and full		
Creates own patterns using concrete materials and pictures and then explains them		
Observes and identifies the “odd one out” from the given set and explains the answer		

Shapes and position of Objects	Child's Performance	
Assessment Focus	Term 1	Term 2
Recognises, names, draws and explains features of two dimensional shapes		
Recognises, names, draws and explains features of three dimensional shapes		
Identifies the shapes in her/his environment		
Draws object of her/his own choice using various shapes		
Describes the position and order of objects using position words		

Measurement	Child's Performance	
Assessment Focus	Term 1	Term 2
Describes and compares objects using measurement attributes		
Observes various objects and estimate her/his weight and length		
Verifies her/his estimations using simple tools		
Recognises informal time units and tells that clocks and calendars mark the passage of time		
Sequences events in time and anticipate events		

Quantity, Counting and Number Operations	Child's Performance	
Assessment Focus	Term 1	Term 2
Understands one-to-one correspondence		
Counts up to 50 orally		
Uses numbers to represent quantities in daily life interaction		
Compares quantities of objects		
Demonstrates an understanding of the concept of zero (meaning nothing)		
Identifies and writes correct numerals to represent numbers from 0-50		
Sequences numerals correctly from 0-50		
Identifies which numeral represents a bigger quantity or lesser quantity		
Identifies ordinal numbers up to ten		
Uses concrete objects to develops the concept of addition and subtraction		
Substitutes numerals for concrete objects during the process of addition		
Uses the concept of addition in her/his daily lives with oral examples		
Removes the given number of objects from a given set, and tells how many objects are left		
Substitutes numerals for concrete object during the process of subtraction		

Uses the concept of subtraction in daily life with oral examples		
Uses numbers to represent quantities in daily life interaction daily lives with oral examples		
Identifies the signs of addition and equals to		
Uses the addition and subtraction signs to add or subtract from 0 till 9 with a single digit answer Uses concrete objects and other ways to support the process		
Uses mathematical language to describe the process of addition and subtraction		

Learning Domain: Health Hygiene and Safety

Healthy, Safe and Hygienic Practices	Child's Performance	
	Term 1	Term 2
Assessment Focus		
Describes and compares objects using measurement attributes		
Observes various objects and estimate her/his weight and length		
Verifies her/his estimations using simple tools		
Recognises informal time units and tells that clocks and calendars mark the passage of time		
Sequences events in time and anticipate events		

Personal Safety and Security	Child's Performance	
	Term 1	Term 2
Assessment Focus		
Demonstrates an understanding on private body parts (good touch and bad touch)		
Understands that they must reports to parents and teacher immediately if someone touches them inappropriately		
Understands that they should not talks to strangers, go with strangers, take anything from strangers, go out alone		
Recognises that some human made and natural disasters are dangerous		
Expresses needs and feelings (hungry, thirsty, need to go to toilet etc.)		
Explores ways of dealing with issues through role play		
Understands how to cross a road carefully		
Aware of harmful effects of taking medicines without adults' supervision		
Seeks (trusted) adults' help whenever required		
Recognise and follows basic safety rules		

Identifies and seek adult help if feeling unwell, hurt, unhappy or uncomfortable		
Keeps herself/himself safe and knows what to do in an emergency		

Learning Domain: Physical Development

Balance, Agility and Coordination	Child's Performance	
	Term 1	Term 2
Assessment Focus		
Moves in a number of ways, such as running, jumping, skipping, sliding, and hopping		
Moves around, climbs, balances, walks on a straight, curved, zig zag lines		
Moves through spaces with consideration of other children/people and objects in the environment		
Shows respect for other children's personal space while playing		
Demonstrates the control necessary to holds objects in fixed positions for a couple of minutes		
Explores a variety of ways to represents ideas through actions and movements		
Sets the rules for using the general space in the room/play ground		
Ensures health and safety activities throughout the day, in different segments of daily routine		

Hand-Eye Coordination	Child's Performance	
	Term 1	Term 2
Assessment Focus		
Handles child-appropriate materials safely with increasing control and confidence		
Shows increasing control over her/his daily chores		
Manipulates small objects with ease, pick up small objects with fingers		

Sensory Motor Skills	Child's Performance	
	Term 1	Term 2
Assessment Focus		
Differentiates between smells bad, good, strong, light, fruity, flowery, pungent		
Differentiates between different tastes; sweet, bitter, salty, sour, and spicy		
Differentiates between textures; smooth, rough, hard, soft, silky, fluffy, bumpy, slimy		
Demonstrates observation skills by looking at the environment around them		
Differentiates between different sounds; loud, soft, shrilly		
Differentiates between different temperatures hot, cold, warm		

Learning Area: Creative Arts

Drawing and Colours	Child's Performance
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Assessment Focus	Term 1	Term 2
Holds crayon, colour, pencil, paint brush, scissors and demonstrates understanding of safe use		
Uses a variety of mediums to expresses her/his thoughts, feelings, imagination and observations		
Uses a variety of lines, colours, shapes and textures to expresses ideas and feelings in drawings, paintings, construction and craft works		
Talks about her/his own art work and those of her/his peers		
Practices art work by using technology		

Craft Project	Child's Performance	
Assessment Focus	Term 1	Term 2
Shares ideas for creates various objects from low/no cost material		
Creates objects of her/his own choice using a variety of waste and indigenous materials		
Uses art techniques, such as, drawing, colouring, collage, printing and folding to create craftwork		
Talks about the process of constructing her/his craft project, gives reasons for choice of materials		

Models/sculptures	Child's Performance	
Assessment Focus	Term 1	Term 2
Engages with clay, papier-mâché and other available modeling materials		
Creates various sculptures/models		

Sounds, Patterns and Rhymes	Child's Performance	
Assessment Focus	Term 1	Term 2
Listens to and identify sounds and rhythms in her/his surroundings		
Experiments with different sound producing objects and observe the differences in the sounds		
Produces sound patterns/rhythms by counting out beats		
Explores the sounds made by various musical instruments		
Performs poems with actions		

Dramatic Play	Child's Performance	
Assessment Focus	Term 1	Term 2
Explores and enact a variety of roles		
Imitates the movements she/he observes in nature, and of various modes of		

transport		
Performs/depicts a variety of roles and situations in front of the class with increasing confidence		
Dramatizes role plays/ stories, poems and folk tales individually, and in groups		
Enacts daily experiences and fantasy while working /playing cooperatively with other children		

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Learning Domain: World Around Us

Process Skills	Child's Performance	
Observation and Communication	Term 1	Term 2
Recognizes pictures, objects and events and relates them with daily life experiences		
Describes the focus concept/theme using relevant terms and examples		
Communicates ideas about the focus concept/theme through drawing and writing		
Records observations about the focus concept/theme in the form of pictures, words, checklist		
Classification		
Groups pictures, objects and events related to the focus concept/theme and share the reasons for grouping		
Classifies pictures, objects and events related to the focus concept/theme and share the reasons for classifying		
Compares pictures, objects and events related to the focus concept/theme		
Measurement		
Uses non-standard units to record observations about the focus concept/theme		
Uses measurement tools to record observations about the focus concept/theme		
Interference and Prediction		
Answers questions about the focus concept/ theme		
Inquires about the focus concept/ theme and ask questions		
Makes predictions about the focus concept/ theme		
Explores the answers using a variety of resources		
Handling Materials		
Handles materials carefully while exploration		
Demonstrates care while handling materials		

Class Teacher Name:	
Class Teacher Signature:	
Teacher's Remarks:	
Head Teacher/ Principal Signature: _____	Date: _____

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CHAPTER FIVE

POST ASSESSMENT: REDEFINED GOALS/CURRICULUM

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Chapter Five

Post Assessment: Redefined Goals/Curriculum

Completing the Assessment Loop

Using the information collected from ongoing observation, teachers should plan daily instructions to support each child to strengthen and deepen her or his current learning and development.

At the end of each quarter, teachers need to consolidate their observations and make a final judgement to determine a child's progress in each learning area as it best fits with the assessment framework indicators: 'not introduced', 'emerging', 'developing' and 'secure'.

No formal tests should be conducted at the end of the academic year. Children's transition to class 1 should be based on children's performance in the last quarter of their ECCE programme. ECCE teachers need to schedule planned observations of their children based on their class size and daily routine. Teachers will have to develop a schedule for planned observation in a way that allows them to observe each child at least twice in each quarter against outcomes of each learning area.

Authentic Assessment

Authentic assessment is a powerful tool to analyse the children's overall learning that took place during daily classroom activities and routines. It helps teachers to understand the uniqueness of each child's development (Anderson, 2016). It is a systematic way to bringing up all the formative components together to provide a comprehensive picture of children's progress in learning and development. This could be done with the help of a checklist, observation notes and portfolios which will help teachers to plan such activities that are responsive to children's needs and interests. It also facilitates teachers to reflect on their teaching practices.

Sample Assessment Schedule for ECCE

	be observed	Circle	work time	time	time	work Clean up review	Rhyme Time	
August	Child 1-5	Week 1 Monday		Week 3 Thursday	On daily Basis	Week 2 Thursday	Week 4 Tuesday	
	Child 6-10	Week 2 Tuesday	Week 1 Wednesda y				Week 3 Monday	
	Child 11-15		Week 4 Thursday					
	Child 16-20	Week 4 Monday		Week 3 Wednesda y				
September	Child 1-5		Week 1 Tuesday					
	Child 6-10			Week 1 Friday			Week 2 Tuesday	
	Child 11-15	Week 2 Thursda y		Week 4 Wednesda y			Week 3 Monday	Week 1 Wednesda y
	Child 16-20		Week 3 Friday				Week 4 Monday	Week 2 Monday

Note: Teachers can use Anecdotal notes when observing students in the greeting circle and Story time; Checklist can be developed to observe students in outside time and Plan work and clean-up review; Work done during group time can be included in the Portfolios.

* This includes all the SLOs contained within the Domain Code

Concluding Remarks – Exit to the Next Cycle

The framework can be considered as a blueprint of an assessment programme at the ECCE level. While the blueprint is necessary as an overarching guide, its enactment will require professional judgement. Its real purpose will be realized when teachers use it at the classroom level to modify their teaching to match learners’ learning needs, when school leaders use it to accomplish their goals more effectively by replacing some programmes or practices with better ones (Fullan, 2001) and when the public education departments use it to invest in practices that yield positive results. The education practices, redefined in this manner, are again put to the test and the process of ongoing purposeful assessment continues.

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Appendices

Bloom's Revised Taxonomy Model – Cognitive Domain

Cognitive Dimension	The Knowledge Dimension			
	Factual The basic elements a student must know to be acquainted with a discipline or solve problems in it.	Conceptual The interrelationships among the basic elements within a larger structure that enable them to function together.	Procedural How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.	Metacognitive Knowledge of cognition in general as well as awareness and knowledge of one's own cognition
Remember Recall or retrieve previous learned information from long-term memory	List primary and secondary colors.	Recognize action words.	Recall how to perform a sum based on four operations.	Identify strategies for retaining information
Key Words (Verbs)	Labels, lists, names, outlines, states	Defines, describes, identifies, knows.	Recalls, recognizes, matches.	Reproduces, selects.
Understand Construct meaning from instructional messages, including oral, written and graphic communication.	Summarize features of a new product.	Explain the main ideas of a play or piece of literature.	Explain in one's own words the steps for performing a complex task.	Predict one's response to a performance.
Key Words (Verbs)	Summarizing (abstracting, generalizing) Explaining (constructing models)	Classifying (categorizing, subsuming) Exemplifying (illustrating, instantiating)	Interpreting (clarifying, paraphrasing, representing, translating) Comparing (contrasting, mapping, matching)	Inferring (concluding, extrapolating, interpolating, predicting)
Apply	Respond to frequently	Provide advice to juniors.	Divide one	Use techniques that match

Carry out or use a procedure in a given situation.	asked questions.		whole number by another whole number, both with multiple digits.	one's strengths. Use class rules in situations in which it is appropriate.
Key Words (Verbs)	Demonstrates, discovers.	Constructs, relates.	Computes, demonstrates, manipulates, operates, prepares, produces, solves.	Changes, discovers, modifies, predicts, uses.
Analyze Break material into its constituent parts & determine how the parts relate to-one another and to an overall structure or purpose.	Select the most complete list of activities.	Distinguish between relevant and irrelevant numbers in a mathematical word problem.	Compare and contrast four ways of serving foods made with apples and examine which ones have the highest health benefits.	Determine the point of view of the author of an essay.
Key Words (Verbs)	Focusing, selecting	Differentiating (discriminating, distinguishing).	Organizing (finding, coherence, integrating, outlining, structuring).	Attributing (deconstructing)
Evaluate Make judgments based on criteria and standards.	Select the most complete list of activities.	Determine which kinds of apples are best for baking a pie, and why.	Judge which of the two methods is the best way to solve a given problem.	Reflect on one's progress.
Key Words (Verbs)	Describes, explains.	Checking (coordinating, detecting, monitoring, testing).	Interprets, justifies, relates, summarizes, supports.	Critiquing (judging).
Create Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure	Generate a log of daily activities.	Compose a story.	Design an efficient project workflow.	Inventing a product.

Key Words (Verbs)	Compiles, explains, reorganizes, summarizes,	Planning (designing).	Producing (construct).	Generating (hypothesizing).
Sample Assessment	Game; network with others.	Write a story.	Create a new model.	Create a learning portfolio.

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Bloom's Revised Taxonomy Model – Affective Domain

Affective Domain		
Dimension	Examples	Key words/Verbs
Receiving The lowest level. Awareness of feelings, emotions, ideas, material and phenomenon, etc. Passively paying attention.	Demonstrates a willingness to participate in the activity.	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, replies, uses, acknowledges, attentive, courteous, dutiful, follows, listens, understands.
Responding The student actively participates in the learning process, not only attends to a stimulus; the student also reacts in some way.	Shows interest in the objects, phenomena, or activity by seeking it out or pursuing it for pleasure.	Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, tells, practices, presents, reads, recites, reports, selects, writes.
Valuing The worth or value a person attaches to a particular object, phenomenon, or behaviour. This ranges from simple acceptance to the more complex state of commitment.	Simpler acceptance could be being part of the team; while a more complex level of commitment may include being responsible for the overall improvement of the team.	Appreciates, cherish, treasure, demonstrates, initiates, invites, joins, justifies, proposes, respect, shares. Completes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, studies, works.
Organizing Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.	The student can put together different values, information, and ideas, and can accommodate them within his/her own schema; the student is comparing, relating and elaborating on what has been learned.	Compares, relates, synthesizes, adheres, alters, arranges, combines, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares.
Characterizing Highest level. Internalizing values. Student has a value system that controls his or her behavior. The behavior is pervasive, consistent, and predictable.	Shows self-reliance when working independently; cooperates in group activities (displays teamwork); uses an objective approach in problem solving; follows rules and regulations on daily basis.	Acts, discriminates, displays, influences, modifies, performs, qualifies, questions, revises, serves, solves, verifies.

Bloom's Revised Taxonomy Model – Psychomotor Domain

Affective Domain		
Dimension	Examples	Key words/Verbs
<p>Perception (awareness) The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.</p>	<p>Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball.</p>	<p>Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.</p>
<p>Set Readiness to act. Mental, physical, and emotional dispositions that make one respond in a certain way to a situation.</p>	<p>Knows and acts upon a sequence of steps in a process. Shows desire to learn a new process Attend project exhibition. Observe demonstrations through audio, videos, visuals. Set-up lab equipment for experiments.</p>	<p>Begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.</p>
<p>Guided Response The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p>Performs a mathematical equation as demonstrated. Follows instructions to build a model.</p>	<p>Copies, traces, follows, react, reproduce, responds.</p>
<p>Mechanism (basic proficiency) This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence & proficiency.</p>	<p>Use a personal computer. Repair a toy. Drive a bicycle. Holding a pencil.</p>	<p>Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p>
<p>Complex Overt Response Performs task or objective in a confident, proficient, and habitual manne</p>	<p>Control and use correct movements when playing instruments; drawing with pencil and painting proficiently. Operate and run machines (e.g. computer) efficiently. Use equipment with confidence.</p>	<p>Assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker,</p>

		better, more accurate, etc.
Adaptation Skills are well developed and the individual can modify movement patterns to fit special requirements.	Use tools for situations outside typical discipline. Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners.	Adapts, alters, changes, rearranges, reorganizes, revises, varies.
Origination Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	Constructs a new theory/story. Develops a new teamwork approach. Creates a new project; a new programme.	Arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

Sources:

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<https://teaching.uncc.edu/services-programs/teaching-guides/course-design/blooms-educational-objectives>

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Curriculum Mapping

NATIONAL CURRICULUM OF PAKISTAN ECCE 3-4 Years

COGNITIVE DOMAIN

Low Order Taxonomies (Cognitive)						High Order Taxonomies (Cognitive)						
Remember	No of times	Understand	No of times	Apply	No of times	Analyze	No of times	Evaluate	No of times	Create	No of times	Total
Domain A: Personal, Social and Emotional Development												
Strand A1: awareness of self												
Recognize and talk about what they enjoy doing (e.g. tracing, colouring, running, jumping, hopping etc.)(C)	01	Recognize themselves and say their name and gender.(C) Recognize their emotions (happy, scared, angry and sad).(C)	01 01	Demonstrate an understanding of their emotions. (M)	01							05
		Identify and name their belongings. (M)	01									

Total Frequency	01		03		01							05
Strand 2: Awareness of Others (school, home, neighbourhood & living things)												
		Recognize and respect similarities and differences in others.(C)	01	Work cooperatively and share materials and ideas amicably in groups.(C)	01	Demonstrate an awareness of the feelings of others (empathy).(C)		Suggest solutions to everyday problems.(M)	01			06
		Recognize and be aware of the needs of the peers, elders, and neighbours who may be differently abled.(C)	01	Use courtesy words (good morning, Assalam o Alaikum, thank you, sorry) as per context and language being taught).(C)	01							
Total Frequency			02		03				01			
Strand 3: Awareness of their own heritage, culture, and religion.												

Muslim children will: Believe that Allah is the Sole Creator and Prophet Muhammad is His last and most beloved Prophet. Recognise Islam stands for peace and harmony. (C) Recite the first kalma and recite small duva's and know why they should be recited. (C) (F)	01	Talk about their culture i.e. the language they speak, the food they eat, clothes they wear and family traditions. (C)	01	Recognise and respect people around them with diverse abilities, backgrounds and languages.(M) Demonstrate tolerance for all religions. (M)	01 01			Name and identify key pillars of their own religion. (F)	01			05
Total Frequency	01		01		02				01			05
Domain B: Language and Literacy												
Strand 1: Receptive Language												
Listen to				Respond								

Strand 3a: Reading

Retell a favourite story in their own words (C)	01	Explore the physical features of a book. (F)	01	Hold, open and turn pages of a book with care.(P)	01			Skim and scan through age-appropriate books. (P)	01			08
Identify and name the characters in a story. (F)	01				Recognise some books and the stories they tell. (C)	01			Link what they read or hear read to their own real life experiences by sharing examples. (C)	01		
Total Frequency	02		01		03				02			

Strand 3b: Reading (Phonological Awareness)

		Recognize the letters and their sounds. (F)	01	Make phonetically plausible attempts when reading. (C)	01					Recognise and generate rhyming words, alliteration patterns. (C)	01	05
		Recognize sounds (phonemes) in the beginning, middle, and end of a word.(C)	01									
		Identify objects/words which have the same sound in the beginning, middle and end. (C)	01									
Total Frequency			03		01						01	
Strand 4: Writing												
				Trace lines and shapes with the first						Draw pictures/ make		

			two fingers of the right hand (sand, salt, textured paper, air etc.). (C)	01					marks to communicate meaning.(C)	01	05
			Hold writing tools properly to develop a comfortable and efficient pencil grip and begin to draw horizontal and vertical lines.(P)	01							
			Colour a picture keeping within the designated space. (C)	01							
			Trace letters of the language/s being taught.(F)	01							
Total				04						01	05

Frequency											
Domain C: Basic Mathematical Concepts											
Strand 1: Number Sense and Quantity											
Count backwards from 10-1.(F)	01	Identify nothing equates to zero in quantity. (F)	01	Count, identify and trace numbers up to 20.(F)	01	Differentiate between less and more. (C)	01	Count objects saying the number names in the standard order, pairing each object with one and only one number name. (P)	01		08
				Count and make sets of up to 10 objects.(C)	01						
				Use ordinal numbers '1 st ', '2 nd ' and '3 rd ' to indicate position in a sequence; e.g. I put the blue ball third.(P)	01						
				Order and sequence numbers to 20.	01						
Total Frequency	01		01		04		01		01		08
Strand 2: Number Relationships and Operations											

	<p>Recognise that an entire set of objects is more than its parts.(C)</p> <p>Identify the number that comes before or after a given number up to ten.(C)</p> <p>Recognise that when two sets combine the total number increases (more) and when sets are taken apart the total decreases (less). (C)</p> <p>Count at least ten objects with one-to-one correspondence.(C)</p>	<p>01</p> <p>01</p> <p>01</p> <p>01</p>	<p>Add and subtract with sets of objects smaller than 3. (C)</p> <p>Apply counting to their daily life activities.(C)</p>	<p>01</p> <p>01</p>			<p>Compare two or more sets and identify the set which has more objects. (F)</p>	<p>01</p>				<p>07</p>
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Total Frequency			04		02			01			07	
Strand 3: Measurement, Comparison and Ordering												
		Use words such as more, less to indicate differences in quantity. (C)	01	Respond appropriately to and use the comparative and descriptive language of time of their local community e.g. before, now, after, day, night, summer, winter. (C)	01	Differentiate between day and night, before and after.(C)	01	Explore measuring tools (e.g. cup, glass, ruler etc.) and use nonstandard units of measure for comparison.(C)	01			08
		Use language to compare the sizes of objects (e.g big, little, small) (C)	01									
		Recognise informal time units and know that clocks and calendars mark the passage of time.(C)	01	Recognise and use language relating to days of the week, months of the year.(C)	01			Describe and compare objects using length; weight; height; and temperature (hot & cold) as measure	01			

								ment attributes. (C)				
Total Frequency			03		02		01		02			
Strand 4: Geometry & Spatial Sense												
Identify and name 2-D or familiar shapes e.g. circle, square, triangle, oval, rectangle etc. (F)	01	Use language related to location (preposition e.g above, below, under, over etc)(C)	01	Order shapes from smallest to largest (e.g. orders various circle sizes).(P) Recognise patterns in the environment. (C)	01 01		Compare the shape and size of objects. (C)	01				05
Total Frequency	01		01		02		01					
Domain D: The World Around Us (Science and Social Studies)												
Strand 1: Me, My Family and My Community												
Identify and name the following parts of the body: head, nose, tongue, shoulders, ears, eyes,	01	Identify themselves as members of a family or classroom and participate as active members of these	01	Adopt the roles of different family members during dramatic play.(C) Demonstrate	01							13

arms, hands, fingers, legs, feet and toes.(F)		communities.(F)		awareness of group rules (e.g. waits for turn etc.). (F)	01								
Identify people by characteristics other than name.(C)	01	Identify basic similarities and differences between themselves and others.(F)	01										
Identify different means of transport.(F)	01	Recognise some community workers and increase awareness of their jobs. (C)	01										
Name the various parts of a car, bicycle and boat. (F)	01	Identify and name the											
		Describe different smells; bad and good.(C)	01										
		Describe different tastes; sweet, salty, sour.(C)	1										
		Differentiate											

		between different sounds; loud, soft, shrill.(C)	01									
		Identify and differentiate between temperatures and surfaces when touched such as hot, cold, soft, hard, rough, smooth etc.(C)	01									
Total Frequency	04		07		02							13
Strand 2: Living and non-living things												
Identify and name a few living and nonliving things.(F)	01											02
Recognise that all living things have homes.(C)	01											

Total Frequency	02											02
Strand 3: Plants in their environment												
Identify and name a few different types of local flowers.(F)	01	Recognize that plants are living things and know that plants need sunlight, water and food to live.(C)	01	Observe plants in their locality and talk about the ones they like and dislike.(C) Observe and record the growth of a plant from a seed.(C) Identify how to take care of plants for example by growing a small seedling in a disposable glass.(C)	01							05
Total Frequency	01		01		03							05
Strand 4: Animals in their environment												
Recognize		Recognize and understand										

and name pet animals, farm animals and sea creatures.(C)	01	that animals are living things.(C) Recognise the importance of taking care of animals in their environment. (C)	01 01									03
Total Frequency	01		02									
Strand 5: Weather and Environment												
Name various landforms in their locality e.g. mountains, deserts, forests, sea, etc.(F)	01	Observe and explore daily weather conditions.(C) Explore and discuss different seasons, based on observations	01 01									04

		and experiences.(C) Explore and discuss practises that are harmful to the environment. (C)	01										
Total Frequency	01		03										
Strand 6: Technology													
		Name and explore different types of technology like television, computer, mobile phone, tablet etc.(F) Identify the advantages and disadvantages of using technology.(C)	01	Use of different types of technology devices safely.(C)	01								03

take safety precautions when using these.(C) Recognise traffic lights and their meanings.(C)	01			Express needs and feelings (hungry, thirsty, need to go to the toilet etc.). (C)	01							
Total Frequency	02				02							
Domain F: Creative Arts												
Strand 1: Drawing, Colouring & Collage Work												
		Communicate favourite colours.(F) Talk about their own works of art e.g. what the artworks are about etc.(M)	01 01	Hold drawing tools (crayons, colour, pencils and paintbrush) with a safe and effective grip.(M) Use tools to cut and paste various materials.(C) Use a variety of lines, colours,	01 01							05

				shapes and textures to express ideas, thoughts, and feelings.(M)	01							
Total Frequency			02		03							
Strand 2: Art & Craft												
										Reuse discarded paper and plastic to create works of art. (P)	01	02
										Create shapes and objects using malleable and modelling materials such as play dough and clay.(P)	01	

Total Frequency											02	02
Strand 3: Music												
				Respond with movement or expressions to different poems, songs, rhymes.(P)	01					Explore different sounds made by sound producing objects (like musical instruments).(P)	01	03
				Sing a range of well-known nursery rhymes and songs.(C)	01							
Total Frequency					02						01	03
Strand 4 : Drama and Theatre												
				Imitate the actions/movements they observe around them (e.g. people, animals, various modes of transport).(M)	01							01
Total Frequency					01							01

				jump from bottom step, landing on both feet.(P)	01							
				Move around, under, over, along and through balancing and climbing equipment.(P)	01							
Total Frequency					06		01					07
Strand 2: Fine Motor Skills												
				Use a range of child-appropriate tools with increasing control. (M)	01							
				Handle flexible/malleable materials safely with increasing control.(M)	01							
				Pick up small objects with fingers and try to manipulate small objects (fit small objects into a hole etc.). (C)			01					04

						Tear, fold and paste paper of various sizes and shapes.(C)	01					
Total Frequency					02		02					04
Overall Total	19		37		54		06		11		02	131

AFFECTIVE DOMAIN

From Lower Order Taxonomies to Higher Order Taxonomies											
Receiving	No of Times	Responding	No of Times	Valuing	No of Times	Organising	No of Times	Characterizing	No of Times	Total	
Domain A: Personal, Social and Emotional Development											
Strand A1: awareness of self											

Recognize and respect similarities and differences in others.(C)	01	cooperatively and share materials and ideas amicably in groups.								
Total Frequency	02		02							04
Strand 3: Awareness of their own heritage, culture, and religion.										
Recognise Islam stands for peace and harmony. (C)	01	Demonstrate tolerance for all religions. (M)	01	Recognise and respect people around them with diverse abilities, backgrounds and languages.(M)	01					
Recite the first kalma and recite small duva's and know why they should be recited. (C)	01									04
Total Frequency	02		01		01					04
Domain B: Language and Literacy										
Strand 1: Receptive Language										
Follow instructions that involve familiar experiences and objects.(P)	01	Wait for their turn to speak and listen attentively to others.(P)	01							02

Total Frequency	01		01							
Strand 2: Expressive Language										
Talk about their experiences and feelings with peers and adults.(C)	01									
Raise and answer simple questions from stories/text read out to them.(C)	01									02
Total Frequency	02									02
Domain D: The World Around Us (Science and Social Studies)										
Strand 1: Me, My Family and My Community										
				Demonstrate awareness of group rules (e.g. waits for turn etc.). (F)	01					01
Total Frequency					01					01
Strand 3: Plants in their environment										
		Explore and discuss practises that are harmful to the environment.	01							01

		(C)												
Total Frequency				01										01
Domain G: Physical Development														
Strand 1: Gross Motor Skills														
				Give other children space while playing.(F)	01									01
Total Frequency					01									01
Overall Total	10			06		03								19

PSYCHOMOTOR DOMAIN

From Low Order Taxonomies to High Order Taxonomies														
Perception	No of Times	Set	No of times	Guided Response	No of Times	Mechanism	No of Times	Complex Overt Response	No of Times	Adaptation	No of Times	Origination	No of Times	Total
Domain B: Language and Literacy														
Strand 3a: Reading														
				Hold, open and turn pages of a	01									

				keeping within the designated space. (C)	01													
Total Frequency			01		04													
Domain C: Basic Mathematical Concepts																		
Strand 3: Measurement, Comparison and Ordering																		
Order shapes from smallest to largest (e.g. orders various circle sizes).(P)	01																	01
Total Frequency	01																	
Domain D: The World Around Us (Science and Social Studies)																		
Strand 1: Me, My Family and My Community																		
Identify and differentiate between temperatures and surfaces when touched	01																	01

such as hot, cold, soft, hard, rough, smooth etc.(C)														
Total Frequency	01													
Strand 2: Living and non-living things														
Identify how to take care of plants for example by growing a small seedling in a disposable glass.(C)														01
Total Frequency	01													
Strand 6: Technology														
				Use of different types of technology devices safely.(C)										01
Total					01									01

Frequency												
Domain E: Health, Hygiene, and Safety												
Strand 1: Health and hygiene												
		Hold hands with an adult when walking in public places. (C)	01									01
Total frequency			01									
Domain F: Creative Arts												
Strand 1: Drawing, Colouring & Collage Work												
		Hold drawing tools (crayons, colour, pencils and paintbrush) with a safe and effective grip.(M)	01									03
		Use tools to cut and paste various	01									

											modelling materials such as play dough and clay.(P)		
Total Frequency												02	02
Strand 3: Music													
						Respond with movement or expressions to different poems, songs, rhymes.(P)	01						02
						Sing a range of well-known nursery rhymes and songs.(C)	01						
Total Frequency							02						02

		climbing equipment.(P)												
Total Frequency	02		05											07
Strand 2: Fine Motor Skills														
Use a range of child-appropriate tools with increasing control. (M)	01	Pick up small objects with fingers and try to manipulate small objects (fit small objects into a hole etc.).(C) Tear, fold and paste paper of	01 01			Handle flexible/malleable materials safely with increasing control.(M)	01							04

		various sizes and shapes.(C)											
Total Frequency	01		02				01						04
Overall Total	06		09		06		06					02	29

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NATIONAL CURRICULUM OF PAKISTAN

ECCE 4- 5 Years

COGNITIVE DOMAIN

Low Order Taxonomies (Cognitive)						High Order Taxonomies (Cognitive)						
Remember	No of times	Understand	No of times	Apply	No of times	Analyze	No of times	Evaluate	No of times	Create	No of times	Total
Domain A: Personal, Social and Emotional Development												
Strand A1: awareness of self												
Name their parents and siblings and state their address.(F)	01			Identify and express themselves verbally; when they feel happy, sad, scared, angry and excited.(M)	01	Choose and talk about an activity/work that they enjoy doing the most in class.(C)	01					05
Recognize and talk about what they enjoy doing (e.g. tracing, colouring, running, jumping, hopping etc.)(C)	01			Demonstrates the ability to look after own hygiene.(M)	01							
Total Frequency	02				02		01					

Strand 2: Awareness of Others (school, home, neighbourhood & living things)

				Work in collaboration, in groups/project work to promote leadership skills.(C)C)	01	Demonstrate an awareness of the feelings of others (empathy).(M)	01					
				Use courtesy words (good morning, Assalam o Alaikum, thank you, sorry) as per context and language being taught).(C)	01	Appreciate and respect similarities and differences in others.(F)	01					07
						Cooperate with and be aware of the needs of peers, elders, and neighbours who may be	01					

					<p>differentl y abled. (C) Cooperat e with peers and engage in empatheti c, caring behaviour and respond to others positively. (C)</p> <p>Develop problem solving skills by identifyin g problems and ways to work collaborat ively to resolve conflict.(C)</p>	<p>01</p> <p>01</p>						
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Total Frequency				02		05				07	
Strand 3: Awareness of their own heritage, culture, and religion.											
Muslim children will: Believe that Allah is the Sole Creator and Prophet Muhammad is His last and most beloved Prophet , Recognise Islam stands for peace and harmony. Recite the first Kalma & Recite small dua'as and know why they should be recited.(F)	01	Develop understanding about Pakistani culture. (i.e. know about the national game, flag, flower, food, folk dresses, languages etc.).(F)	01	Demonstrate tolerance for all religions.(F)	01	Communicate appropriately and socialise with people with diverse abilities, backgrounds and languages.(C)	01				05

Name and identify key pillars of their own religion.(F)	01											
Total Frequency	02		01		01		01					05
Domain B: Language and Literacy												
Strand 1: Receptive Language												
				Listen and respond to stories, poems, and rhymes.(F)	01							
				Respond appropriately to questions, signs, stories and rhymes.(F)	01							05
				Respond to others in a variety of verbal and non-verbal	01							

			ways for different purposes for example, exchanging ideas, expressing feelings, and a variety of contexts, plan-work-clean-up-review, group work time.(F)									
			Wait for their turn to speak and listen attentively to others.(P)	01								
			Follow increasingly longer and complex instructions, including	01								

				sentences with two or more phrases or ideas.(P)								
Total Frequency					05							05
Strand 2: Expressive Language												
				Communicate ideas with clarity and talk about pictures, stories, objects, events of interest etc.(C)	01	Retell and respond to stories, songs and rhymes using extensive vocabulary.(C)	01	es.(C)				05
				Recall and use new vocabulary (at least 150 words) in the language being taught.(C)	01	Raise and answer simple questions from stories/t	01					

				Talk about their experiences and feelings with peers and adults using complete sentences.(C)	01	ext read by them or to them.(C)						
Total Frequency					03		02					05
Strand 3a: Reading												
Explore the physical features and components of a book (title, cover and back).(F)	01	Explore the physical features and components of a book (title, cover and back).(F)	01	Indicate the direction in which the language being taught is read by running their finger under the text in the correct direction i.e. for Urdu it is from right to left	01	Differentiate between books that tell stories and those that give information.(F)	01	Link what they read or hear read to their own real life experiences.(C)	01			09
Skim and scan through age-appropriate books, read/recogni	01											

se familiar words (sight words).(C)				and top to bottom.(P)								
Retell a favourite story in their own words in the correct sequence.(C)	01			Indicate the direction that English is read by running their finger under the text in the correct direction i.e. from left to right and top to bottom.(P)	01							
Identify the main events and characters in a story.(F)	01											
Total Frequency	04		01		02		01		01			09
Strand 3b: Reading (Phonological Awareness)												
		Recognise and name letters of the languages being taught (graphemes)	01	Hear and relate a phoneme (in the initial, middle and end of a word) with	01	Read consonant-vowel-consonant (CVC) words	01			Recognise and generate rhyming words, alliteration patterns.(C	01	06

		and know the most common sound that each letter represents.(C) Identify and recognize the sound of digraphs within words.(C)	01	the corresponding letter.(C) Make phonetically plausible attempts when reading. Blend sounds associated with letters when reading CVC words.(C)	01	using their knowledge of letters and sounds including onset and rime.(C))		
Total Frequency			02		02		01				01	06
Strand 4: Writing												
Write their full name in the language/s being taught.(F)	01			Trace and draw vertical, horizontal and wavy lines and simple patterns made up of	01							05

Write CVC words as per the conventions of the language being taught representing sounds with the appropriate letters. (upper and lower case in English).F)	01		lines, circles, semi circles and other simple shapes with efficient pencil grip.(C)									
			Draw and colour pictures keeping within the designated space.(C)	01								
			Trace, copy and write the letters of the language/s being taught using correct formation.(C)	01								
Total Frequency	02			03								05
Domain C: Basic Mathematical Concepts												
Strand 1: Number Sense and Quantity												

		relating to days of the week, months of the year.(C)	01	afternoon and evening.(P)	<p>describe quantities e.g. more/less /same as.(C)</p> <p>Use comparative language(e.g tall, taller, tallest and short, shorter, shortest) (P)</p> <p>Explore measuring tools (e.g. cup, glass, ruler etc.) and use nonstandard units of measure</p>	01						
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					for comparison.(C)						
					Describe and compare objects using length; weight; height; and temperature (hot & cold) as measurement attributes .(C)	01					
					Compare, describe and solve practical problems for measuring time e.g.	01					

						quicker, slower, earlier, later.(C)						
Total Frequency			02		01		05				08	
Strand 4: Geometry & Spatial Sense												
Recognise and name 2-D and 3-D shapes and objects such as sphere, cube, cuboid, cylinder and cone using features such as number of faces i.e. flat or curved.(C)	01	Use language related to location(preposition e.g. above, below, under, over etc. (C)	01	Order shapes from smallest to largest (e.g. orders various circle sizes).(P)	01	Combine and take apart shapes to make other shapes.(C)	01			Create patterns using concrete materials.(C)	01	05
Total Frequency	01		01		01		01				01	05
Domain D: The World Around Us (Science and Social Studies)												
Strand 1: Me, My Family and My Community												
Recognise others capabilities in specific areas (e.g 'that men is good at	01	Differentiate between smells; bad, good, strong, light, fruity, flowery and	01	Demonstrate an awareness of and appreciation for family and cultural	01	Observes similarities and differences in the physical	01					13

fixing cars')(C)		pungent.(C)		stories.(C)		appearan ce of family members. (F)						
Identify some types of jobs and some of the tools used to perform those jobs.(C)	01	Differentiate between different tastes; sweet, salty, sour.(C)	01	Exhibit positive citizenship behaviours i.e. sharing, taking turns, following rules and taking responsibility for classroom jobs.(P)	01	Talk about their family members and everyone role and importance to the wellbeing of the family.(C)	01					
Identify different modes of transport and the vehicles used for each mode.(F)	01	Differentiate between different sounds; loud, soft, shrill.(C)	01	Exhibit personal responsibility, choice and leadership in context of self-help skills and duties/roles that benefit the family or class. (P)	01	Demonstrate an understanding about other children having different family	01					
		Identify and differentiate between temperatures and surfaces when touched such as hot, cold, soft, hard, rough, smooth etc.F	01									

						compositions than their own.(C)						
Total Frequency	03		04		03		03					13
Strand 2: Living and non-living things												
Identify living and nonliving things in their surroundings. (F)	01					Classify living and non-living things.(P)	01					
Recognise that living things have different types of homes. Some live on land, some live in water and some live in nests.(C)	01					Differentiate between living and non-living things.(C)	01					04
Total Frequency	02						02					04
Strand 3: Plants in their environment												
Identify and name a few different	01	Recognize that plants are living things		Observe and record the growth of a	01	Describe and differenti						

types of local flowers and trees.(F)		and know that plants need sunlight, water and food to live.(C)	01	plant from a seed.(C)		ate between plants in their environment.(C)	01						05
		Talk about the significance of plants for human beings.(C)	01										
Total Frequency	01		02		01		01						05
Strand 4: Animals in their environment													
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.(F)	01					Differentiate between living and non-living things.(C)	01						03
Recognise that living things have different types of													

homes. Some live on land, some live in water and some live in nests.(C)	01											
Total Frequency	02					01						03
Strand 5: Weather and Environment												
		Describe daily weather conditions.(F)	01			Describe and differentiate between various landforms in their locality e.g. mountains, deserts, forests, seas, rivers, lakes etc.(C)	01	Examine the causes of air and land pollution and suggest preventive measures. (C)	01			
		Describe key features of different seasons, based on observations and experiences.(F)	01			Identify the uses		Explore alternate uses of waste material.(C)	01			09
		Explore and discuss how the changing seasons affect our food, clothes and	01									

		lifestyles.(C)				of water and how to conserve it.(C)	01	Identify practises that are useful and harmful to the environment and suggest alternatives to harmful practises.(C)	01			
						Identify how to prevent/r educe noise pollution.(C)	01					
Total Frequency			03				03		03			09

Strand 6: Technology

		Name and explore different types of technology like television, computer, mobile phone, tablet etc.(F)	01	Use of different types of technology devices safely.(C)	01							03
		Identify the advantages and disadvantages	01									

		of using technology.(C)										
Total Frequency			02		01							03
Domain E: Health, Hygiene, and Safety												
Strand 1: Health and hygiene												
Identify people who take care of health needs. (C)	01			Make healthy lifestyle choices independently (healthy foods and unhealthy foods, exercise, clean water etc.). (C)	01							03
				Practice healthy hygiene routines independently (brushing teeth, washing hands at necessary times, taking a bath, proper usage of the	01							

				toilet, etc.) (C)								
Total frequency	01				02							
Strand 2: Safety												
		Recognize and understand that certain parts of the body are private and only parents, doctors, can be allowed to touch them (good touch bad touch)(F) Recognise basic safety rules.(F) Understand they should not: talk to, go with or take anything from strangers, open the house front door to	01	Recognise and alert an adult in situations where they feel unsafe (they are injured, hurt, bullied, they dislike something, they are scared)(C) Say/ Shout "NO" when someone tries to touch them inappropriately. (C)	01							06
			01	Cross a road carefully with adult assistance.(C)	01							

		strangers, go out alone, do not take medicines on their own, crossing a road safely with an adult etc. (F)		Express needs and feelings (hungry, thirsty, need to go to the toilet etc.).(C)	01							
		Recognise the consequences if safety precautions are not followed especially while handling electrical, sharp and hot objects.(C)	01									
Total Frequency			03		04							07
Domain F: Creative Arts												
Strand 1: Drawing, Colouring & Collage Work												
		Express preferences to different types of art, music,	01	Use a variety of lines, colours, shapes and	01			Explore a variety of paper art technique		Use various art techniques, such as,	01	

		and drama.(M) Describe their artistic process and discuss specific elements in their work that hold personal importance.(P)	01	textures to express ideas and thoughts.(C)					s like folding paper to make patterns, collages, printing.(C)	01	drawing, colouring, collage or printing to create their craft work.(C)		05
Total Frequency			02		01					01		01	05
Strand 2: Art & Craft													
		Identify how to reduce, reuse and recycle paper and plastic.(C)	01								Create objects of their own choice using a variety of waste and indigenous materials collected from their immediate surroundings. (M)	01	03

					(C)						
Total Frequency	01				01		01				03
Strand 4 : Drama and Theatre											
									Explore and enact a variety of roles around them (in stories, cartoons, & real life). (P)	01	02
									Re-enact stories, poems and folk tales individually, and in groups.(P)	01	
Total Frequency										02	
Domain G: Physical Development											
Strand 1: Gross Motor Skills											
				Throw a ball overhand at increasing distances.(P)	01	Give other children space	01				

			landing on both feet confidently.i(P)									
			Run, jump, climb, throw and hop when participating in games.(P)	01								
Total Frequency				06		01						07
Strand 2: Fine Motor Skills												
			Use a range of child-appropriate tools with confidence.(P)	01								
			Handle flexible/malleable materials safely with confidence.(P)	01								04
			Manipulate small objects with ease (string beads, transferring of	01								

				material by using tong, spoon and fork etc.)(M)								
				Tear, fold and paste paper of various sizes and shapes.(C)	01							
Total Frequency					04						04	
Overall Total	25		25		47		32		06		07	144

AFFECTIVE DOMAIN

From Lower Order Taxonomies to Higher Order Taxonomies										
Receiving	No of Times	Responding	No of Times	Valuing	No of Times	Organising	No of Times	Characterizing	No of Times	Total
Domain A: Personal, Social and Emotional Development										
Strand A1: awareness of self										
Recognize and talk about what they enjoy doing (e.g. tracing, colouring, running, jumping, hopping etc.)(C)	01			Demonstrates the ability to look after own hygiene.(M)	01					02

Total Frequency	01				01					02
Strand 2: Awareness of Others (school, home, neighbourhood & living things)										
Demonstrate an awareness of the feelings of others (empathy).(M)	01	Appreciate and respect similarities and differences in others.(F)	01	Cooperate with peers and engage in empathetic, caring behaviour and respond to others positively.(C)	01					06
Develop problem solving skills by identifying problems and ways to work collaboratively to resolve conflict.(C)	01			Cooperate with and be aware of the needs of peers, elders, and neighbours who may be differently abled. (C)	01					
Use courtesy words (good morning, Assalam o Alaikum, thank you, sorry) as per context and language being	01									

taught).(C)									
Total Frequency	03		01		02				06
Strand 3: Awareness of their own heritage, culture, and religion.									
Demonstrate tolerance for all religions.(F)	01			Communicate appropriately and socialise with people with diverse abilities, backgrounds and languages.(C)	01				02
Total Frequency	01				01				02
Domain B: Language and Literacy									
Strand 1: Receptive Language									
Wait for their turn to speak and listen attentively to others.(P)	01								02
Follow increasingly longer and complex instructions, including sentences with two or more	01								

phrases or ideas.(P)											
Total Frequency	02										02
Strand 2: Expressive Language											
Talk about their experiences and feelings with peers and adults using complete sentences.(C)	01										01
Total Frequency	01										01
Domain D: The WorldAround Us (Science and Social Studies)											
Strand 1: Me, My Family and My Community											
				Exhibit positive citizenship behaviours i.e. sharing, taking turns, following rules and taking responsibility for classroom jobs.(P)	01						02
				Exhibit personal responsibility, choice and leadership in							

				context of self-help skills and duties/roles that benefit the family or class. (P)	01					
Total Frequency					02					02
Domain E: Health, Hygiene, and Safety										
Strand 1: Health and hygiene										
Recognize and understand that certain parts of the body are private and only parents, doctors, can be allowed to touch them (good touch bad touch)(F)	01	Recognise and alert an adult in situations where they feel unsafe (they are injured, hurt, bullied, they dislike something, they are scared)(C) Express needs and feelings (hungry, thirsty, need to go to the toilet etc.).(C)	01	Recognise basic safety rules.(F) Understand they should not: talk to, go with or take anything from strangers, open the house front door to strangers, go out alone, do not take medicines on their own, crossing a road safely with an adult etc. (F) Recognise the consequences if safety precautions are not followed especially while	01 01					06

				handling electrical, sharp and hot objects.(C)	01									
Total frequency	01		02		03									06
Strand 2: Safety														
Domain G: Physical Development														
Strand 1: Gross Motor Skills														
				Give other children space while playing.(F)	01									01
Total Frequency					01									
Overall Total	09		03		10									22

PSYCHOMOTOR DOMAIN

From Low Order Taxonomies to High Order Taxonomies														
Perception	No of Times	Set	No of times	Guided Response	No of Times	Mechanism	No of Times	Complex Overt Response	No of Times	Adaptation	No of Times	Originality	No of Times	Total

e s														
Domain A: Personal, Social and Emotional Development														
Domain B: Language and Literacy														
Strand 1: Receptive Language														
		Write their full name in the language/s being taught.(F)	01	Draw and colour pictures keeping within the designated space. (C)	01									
		Write CVC words as per the conventions of the language being taught representing sounds with the appropriate letters. (upper and lower case in English).F)	01											05
		Trace and												

		draw vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi circles and other simple shapes with efficient pencil grip.(C)	01																	
		Trace, copy and write the letters of the language/s being taught using correct formation.(C)	01																	
Total Frequency			04		01															05
Strand 3a: Reading																				
Indicate the direction																				

				to 50.(F)		Compare less and more quantities and make them equal.(C)	01							
				Count objects saying the number names in the standard order, pairing each object with one and only one number name.(P)	01	Use ordinal numbers 1st to 10th indicating position in a sequence.(P)	01							
Total Frequency					02		03							05

Total Frequency	01												01
Strand 6: Technology													
						Use of different types of technology devices safely.(C)	01						01
Total Frequency							01						01
Total Frequency													
Domain E: Health, Hygiene, and Safety													
Strand 1: Health and hygiene													
						Practice healthy hygiene routines independently (brushing teeth, washing hands at necessary	01						01

						times, taking a bath, proper usage of the toilet, etc.)(C)								
Total frequency							01							01
Domain F: Creative Arts														
Strand 1: Drawing, Colouring & Collage Work														
				Use various art techni ques, such as, drawin g, colouri ng, collage or printin g to create their craft work.(01	Explore a variety of paper art techniques like folding paper to make patterns, collages, printing.(C)	01							02

				C)									
Total Frequency					01		01						02
Strand 2: Art & Craft													
						Create objects of their own choice using a variety of waste and indigenous materials collected from their immediate surroundings.(M)	01						02
						Create various sculptures/ models using clay, Papier-mâché and other available	01						

						modelling materials.(P)							
Total Frequency							02						02
Strand 3: Music													
		Experiment with and differentiate between different sound producing objects and their sounds.(C)	01										02
		Perform songs, rhymes, poems with others using movements, expressions and actions.(P)	01										
Total Frequency			02										02
Strand 4 : Drama and Theatre													

					feet; may jump from bottom step, landing on both feet confidently .i(P)	01						
					Run, jump, climb, throw and hop when participating in games.(P)							
Total Frequency						04						04
Overall Total	02		09		05	14						30