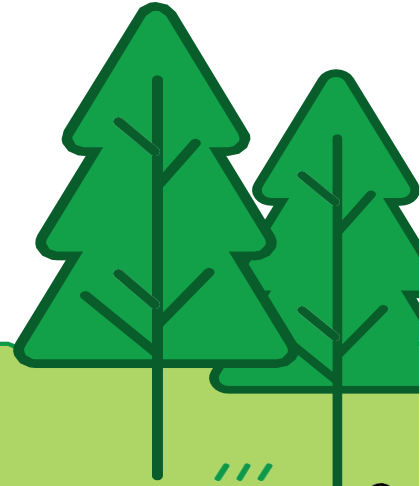
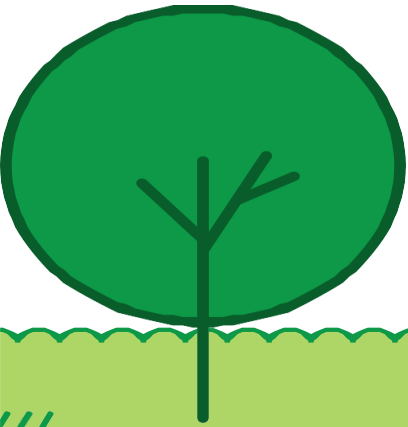


Preschool-1

(Balvatika-1)

Monthly Assessment Booklet

May - June, 2023



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

SECTOR-32 UT CHANDIGARH

We look forward to your suggestions and feedback regarding worksheets at the
Email- schoolhealthscertchd@gmail.com

Foreword

The National Education Policy, 2020 envisions to ensure quality Early Childhood Care and Education for all children between 3 to 6 years. The overall aim of ECCE in NEP is to attain optimal outcome in all domains i.e. Physical Development, Socio-Emotional and Ethical Development, Cognitive Development, Language and Literacy Development, Aesthetic and Cultural Development. For healthy brain development the children need positive learning experiences catering to all the domains of the development. The positive experiences will build a foundation for future learning of children and their health. The best way to help children in the preschool is to engage them in age appropriate activities. A child learns best when there is joy in learning.

The assessment booklet for Preschool has been developed to track the monthly progress of child in achieving Learning Outcomes. It attempts to provide competency based worksheets in a simple interesting and engaging manner. The activities and worksheets in the assessment booklet will be added every month to help the preschool teachers in assessment. The activities for assessment are suggestive and can be modified by the teacher keeping in view the need of the children. There is lot of scope to add or skip the worksheet based on the children's context and needs.

The teacher can use the given worksheets or can develop more worksheets based on the concepts. They need to foster creativity and independence, allow exploration and hands-on experiences before doing the worksheet or assessment. Make sure to customize the worksheet for children with special needs.

I appreciate the efforts of all the resource persons for developing the booklets and look forward to comments and suggestions from stakeholders to improve upon the booklet in the coming months.

Dr. Surender S. Dahiya
Director, SCERT
UT Chandigarh

Each sheet of Assessment Booklet gives levels of efficiency that the child shows in performing an activity. The teacher can mark against each Competency based on the child’s current stage in the learning trajectory. Each stage can be marked for different levels (I, II, III, IV) of achievement as given in the table below:

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

Source: NCF-FS 2022

WEEK 5 and 6

Domain	Competencies	Suggestive activities
Physical Development	C-1.6 Understands unsafe situations and asks for help	<ul style="list-style-type: none"> • Labelled pictures of body parts • Touching and naming body parts of self • Demonstrating good/safe touch and bad/unsafe touch • Say no to bad touch and tell teacher/ mother/ father/ grand parents • Interaction with the child • Story telling
	C-2.1 Differentiates between shapes, colours, and their shades	<ul style="list-style-type: none"> • Introduction to colours red, blue, yellow • Celebration of colour day • Displaying objects of colours • Rhymes • Identifying objects/things of colours red, blue, yellow • Pick and match with the right colour • Fun with colours
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Clay modelling • Sand play • Colouring • Wet chalk drawing
	C-3.4: Shows strength and endurance in carrying, walking, and running	<ul style="list-style-type: none"> • Peddling of tricycles • Climbing steps and sliding • Galloping - walk like horse
Socio-Emotional and Ethical Development	C-4.3: Interacts comfortably with other children and adults	<ul style="list-style-type: none"> • Asking simple questions for e.g. What is your name? What is your father's/mother's name? Where do you live? • Making the child aware to report any uncomfortable situation (physical or mental abuse) to the teacher, parents or anybody close to them
	C-4.5: Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> • Tiffin sharing activity • Eating with spoon • Using napkin
Language and Literacy Development	C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	<ul style="list-style-type: none"> • Storytelling followed by questioning from the child to see the understanding/ comprehension • Asking child to speak on a theme/topic in Hindi • Storytelling • Asking simple questions for e.g. What is your name? What is your father's/mother's name? / Where do you live?

WEEK 7 and 8

Domain	Competencies	Suggestive activities
Physical Development	C-1.2: Practices basic self-care and hygiene	<ul style="list-style-type: none"> • Shoe lacing with the help of helper or teacher • Puppet play • Display of pictures depicting cleanliness • Video • Rhymes
	C-2.4: Differentiates multiple smells and tastes	<ul style="list-style-type: none"> • Colour the vegetables • Smell and taste the vegetables • Rhymes • Flash cards • Creating stories on vegetables • Role play
	C-3.2: Shows balance, coordination, and flexibility in various physical activities	<ul style="list-style-type: none"> • Walking in straight line • Walk on planks of varied width • Swings • Slides

	C-3.3: Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Potato painting/leaf painting/ ladyfinger painting/ onion or any other vegetable painting
Socio-Emotional and Ethical Development	C-4.1: Starts recognising 'self' as an individual belonging to a family and community	<ul style="list-style-type: none"> • Birthday celebration activities • Asking the child to speak few lines about him/her self
Language and Literacy Development	C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<ul style="list-style-type: none"> • Giving a problem and asking the child to speak about the solution • Asking questions e.g. Tell the name of your school? / Do you like your school? / Who is your best friend?
	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	<ul style="list-style-type: none"> • Introduction of swar अ • Identification of sound अ • Showing pictures/flash cards of sound अ • Rhymes
Aesthetic and Cultural Development	C-12.3: Innovates and works imaginatively to express a range of ideas and emotions through the arts	<ul style="list-style-type: none"> • Family tree • Puppet making by teacher • Story telling using puppets • Asking the child to speak few lines on family members

Learning Outcome C-1.6(1) Differentiates between familiar and strange adults.

Note: Narrate a story to give message to the children not to accept toys, chocolates, money or other things from strangers. Show the given pictures and ask the children to tell the familiar and strange adults in the picture and circle the feeling. Children can also be given situations to sought responses (safe or unsafe).

1. Mother loving her child
2. A relative touching inappropriately
3. Doctor examining child
4. Accepting gift/chocolates from stranger
5. Handshake with friends



Mother/ मां



Doctor/ डाक्टर



Stranger/ अजनबी



Uncle/ रिश्तेदार



Stranger/ अजनबी



Friend/ दोस्त

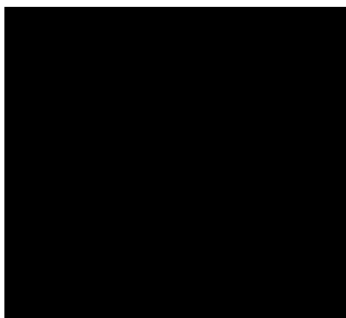


Assessment Rubrics

All correct responses	Advanced
5 correct responses	Proficient
2-4 correct responses/ responds with the help of teacher	Progressing
1 correct response/makes an effort to respond with the help of teacher	Beginner

Learning Outcome C-2.1(1) Differentiates and names the primary colours (red, blue, yellow) and other common colours in their environment.

Note: Give the colour cards of red, blue, yellow and green to the children. Each child will hold one colour card. The teacher will name the colour and all children with that colour card will come forward and name the colour. The given colour cards can also be shown to the children for identifying the colour.



Assessment Rubrics

All correct responses	Advanced
5 correct responses	Proficient
3-4 correct responses	Progressing
1-2 correct responses/ Responds with the help of teacher	Beginner

Learning Outcome C-3.3(1) Exhibits fine motor skills, eye hand coordination and muscle strength in simple activities (e.g., scribbling, tearing paper, pasting, free hand colouring, clay work).

Note: Give the children some beads in a bowl. These beads should be preferably of different colours. Let the children put these into thread or wire. (To make it a little more challenging, string beads with a specific sequence of colours and ask the children to complete the string in the same sequence, for example, red, blue, yellow repeated in the same order). Flowers/leaves can be used for making a string.

Assessment Rubrics	
Puts all the beads into the desired space	Advanced
Puts maximum beads into the desired space	Proficient
Put some beads or takes the help of teacher for the task	Progressing
Completes task only with the help of teacher	Beginner

Learning Outcome C-3.4(1a) Walks in straight line.

Note: Draw wide parallel lines on the ground. Let the children walk in between the parallel lines. Give directions as the children walk, for example, take small steps, big steps, walk slow or fast or stick a broad tape or draw a straight line with chalk and ask the children to walk in a straight line. Children may be asked to walk in a straight line while going for outdoor play/toilet, etc.

Assessment Rubrics	
Always walks in straight line	Advanced
Most of the time walks in straight line	Proficient
Walks in straight line with the help of peer or teacher	Progressing
Needs teacher support	Beginner

Learning Outcome C-4.3(1a) Identifies/names close family members/ particular adults.
C-4.3(1b) Interacts comfortably with familiar adults.

Note: Ask the given questions from the child and observe the responses

1. What is your mother's name? / आपकी माँ का नाम क्या है?
2. When someone comes to your house, how do you greet them? / जब कोई आपके घर आता है तो आप उसका अभिवादन कैसे करते हैं?
3. How many brothers and sisters do you have? / आपके कितने भाई-बहन हैं?
4. Name your family members. / अपने परिवार के सदस्यों के नाम बताओ।
5. If someone asks you to introduce yourself, what will you say? / अगर कोई आपसे अपना परिचय देने के लिए कहे तो आप क्या कहेंगे?
6. Who takes you out for play? आपको खेलने के लिए बाहर कौन ले जाता है?

Assessment Rubrics	
All correct responses	Advanced
5 correct responses	Proficient
3-4 correct responses	Progressing
Tries to respond only with the help of teacher	Beginner

Learning Outcome C-3.2(1) Stands on one foot with support/aid.
C-3.2(2a) Balances on one leg for a short time.

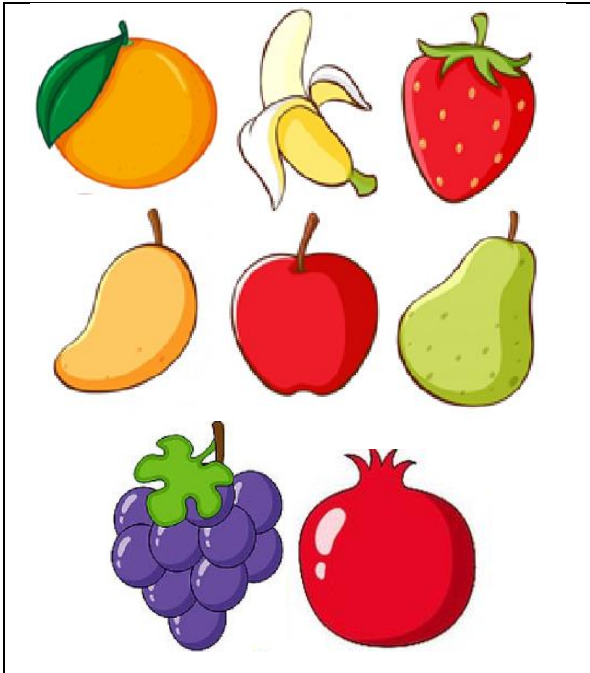
Note: Place a long and narrow wooden plank on the bricks for support. Get all the children to stand in a row and walk one by one on the plank, without stepping sideways or using any support. Provide support when needed. If a plank is not available, a straight rope could be placed on the floor. The plank or the rope should be short and straight. Gradually its length can be increased. Rope can be placed in a zig-zag manner on floor children can walk.

Assessment Rubrics	
Shows balance, coordination and flexibility and can walk without support	Advanced
Shows balance, coordination and flexibility and can walk on plank	Proficient
Shows balance and most of the time walks without support	Progressing
Responds with the help of teacher	Beginner

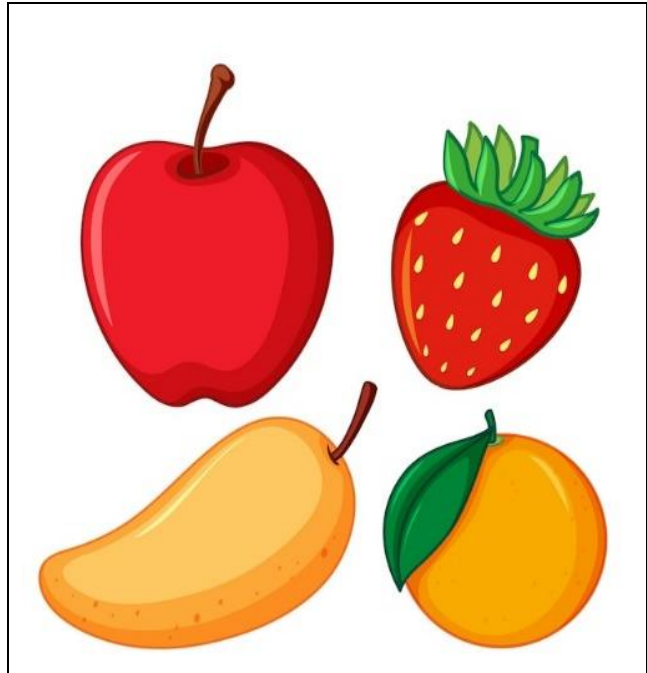
Learning Outcome C-4.5(1) Participates in everyday activities.
C-4.5(2) Follows simple instructions with teacher’s support.

Note: Show the given set of flash cards to the child. Ask the child to look at the picture A and name the fruits that are missing in picture B.

A



B



Assessment Rubrics	
All correct responses	Advanced
3 correct responses	Proficient
1-2 correct responses/seeks the help of teacher to respond	Progressing
Tries to respond only with the help of teacher	Beginner

Learning Outcome C-9.5(1) Listens attentively to stories for a short period of time (5-7 minutes)

Note: Tell the given story and ask the questions after storytelling. The teacher can also tell the story with the help of flash cards.

भालू और दो मित्र

दो दोस्त राजू और दीपू एक घने जंगल से होकर कहीं जा रहे थे। राजू डर रहा था, लेकिन दीपू ने कहा कि मेरे होते हुए तुम्हें डरने की कोई ज़रूरत नहीं मैं तुम्हारा सच्चा और अच्छा मित्र हूँ। इतने में ही सामने से ही बहुत ही बड़ा भालू उन्हें नज़र आया। दीपू भालू को देखते ही भाग खड़ा हुआ। राजू कहता रहा कि मुझे छोड़कर मत भागो, लेकिन वो भागते हुए एक पेड़ पर चढ़ गया।

राजू पेड़ पर चढ़ना नहीं जानता था। इतने में वो भालू और भी नज़दीक आ गया था। जब वो बेहद करीब आने लगा, तो राजू वहीं नीचे ज़मीन पर आंखें बंद करके लेट गया। दीपू सोचने लगा कि भालू इसे मार देगा। भालू ने राजू के करीब आकर उसे सूंघा और आगे बढ़ गया।

राजू ने राहत की सांस ली और सोचने लगा कि अच्छा हुआ जो मैंने सांस रोक ली और भालू मुझे मरा हुआ जानकर आगे बढ़ गया।

दीपू बहुत हैरान था। भालू के जाने के बाद वो नीचे उतरा और उसने राजू से पूछा कि भालू उसके कान में क्या कह रहा था। राजू ने कहा कि भालू ने मेरे कान में कहा कि कभी भी ऐसे दोस्तों के साथ मत रहो, जो वक़्त पर काम ही न आएं।

सच्चा दोस्त वही होता है, जो अपने मित्र का साथ नहीं छोड़ता और मुसीबत के समय अपने मित्र की मदद करता है।

1. राजू और दीपू ने जंगल में क्या देखा ?
2. पेड़ पर कौन चढ़ गया ?
3. राजू ने जान बचाने के लिए क्या किया ?
4. भालू ने राजू को क्यों छोड़ दिया ?
5. क्या आपको लगता है कि दीपू सही था, जब उसने अपनी जान बचाने के लिए राजू को छोड़ दिया ?



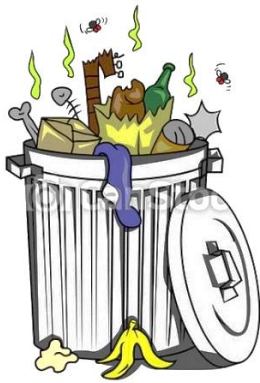
Assessment Rubrics

Listens attentively, responds to questions and also gives his opinion as asked in question Advanced

number 5	
Listens attentively, responds to 4-5 questions and tries to gives his opinion as asked in question number 5	Proficient
Listens attentively and responds to 2-3 questions	Progressing
1 correct response or tries to respond with the help of teacher	Beginner

Learning Outcome C-2.4(1) Identifies good and bad smell (perfume, flowers, garbage etc.)

Note: Ask the children as to how do you feel when they use / smell the following objects.



Assessment Rubrics

All correct responses	Advanced
4-5 correct responses	Proficient
2-3 correct responses	Progressing
1 correct response/tries to respond with the help of teacher	Beginner

Learning Outcome C-4.1(1) Demonstrates awareness of self as a unique individual (e.g., refers to favourite shirt, bag or thing).

Note: Ask the children to answer the given questions



1. Vegetable.....
2. Fruit.....
3. Sweet.....
4. Toy.....
5. Colour.....
6. Place to go.....

Assessment Rubrics	
Can name all his favourite things and tell details about those	Advanced
Can name all his favourite things	Proficient
Can name 5-6 of his favourite things	Progressing
Respond with the help of teacher	Beginner

Learning Outcome C-9.7(1) Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big).

Note: Organise a circle time session with children. Provide the children with an object or toy. Let them sit in a circle. Give each child an opportunity to speak a few lines about the object or toy to their friends and observe the children. Here are some suggestive objects that can be provided.



Assessment Rubrics	
Speaks about the object, uses vocabulary and new words and helps peers in using new words	Advanced
Speaks about the object, uses vocabulary and new words	Proficient
Speaks about the object, uses vocabulary and new words with the help of teacher	Progressing
Tries to speak only with the help of teacher	Beginner

Learning Outcome C-10.1(2) Mimics and reproduces syllabic sounds.

Note: Show the pictures/flash cards to the children. Ask the students to identify and name the pictures. Ask the children to name two other words in the surrounding starting with letter 'अ'



अमरूद



अनार



अखरोट

अ



अदरक



अनाज



अनानास

Assessment Rubrics

All correct responses and name two words starting with letter 'अ'	Advanced
5 correct responses and name 1-2 words starting with letter 'अ'	Proficient
3-4 correct response and name the words starting with letter 'अ' with the help of teacher	Progressing
1-2 correct responses or responds only with the help of teacher	Beginner

Learning Outcome C-12.3(2) Creates a variety of visual imagery, body movements, and sound explorations to symbolise objects, people and emotional experiences.

Note: Let the children make different body sounds like foot stamping, clapping, jumping, laughing and sounds of musical instruments like bang bang, trin trin.

CLAP YOUR HANDS

CLAP YOUR HANDS, CLAP YOUR HANDS,
LISTEN TO THE MUSIC,
AND CLAP YOUR HANDS.

STAMP YOUR FEET, STAMP YOUR FEET,
LISTEN TO THE MUSIC,
AND STAMP YOUR FEET.

TURN AROUND, TURN AROUND,
LISTEN TO THE MUSIC,
AND TURN AROUND.

JUMP UP HIGH, JUMP UP HIGH,
LISTEN TO THE MUSIC,
AND JUMP UP HIGH,

LISTEN TO MY
LAUGHTER
HAA, HAA, HAA

LISTEN TO MY
DRUM
BANG, BANG, BANG

LISTEN TO MY
BELL
TRIN, TRIN, TRIN

Assessment Rubrics	
Actively participates with expressions, initiation, emotions and leads peers	Advanced
Actively participates with expressions, initiation, emotions	Proficient
Participates with expressions and emotions	Progressing
Participates with the help of teacher	Beginner

मैं तो जाऊँ बालवाटिका

मैं तो जाऊँ बालवाटिका,
हम सब जायें बालवाटिका,
बालवाटिका, बालवाटिका, बालवाटिका।
हो! हो! हो!

बस्ता भी नहीं है,
किताबें भी नहीं हैं,
तो फिर क्या है?

तरह तरह के खेल हैं,
खेल-खेल में पढ़ना है।
ऐसी हमारी बालवाटिका,
मौज भरी है बालवाटिका।
बालवाटिका, बालवाटिका, बालवाटिका।
हो! हो! हो!



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