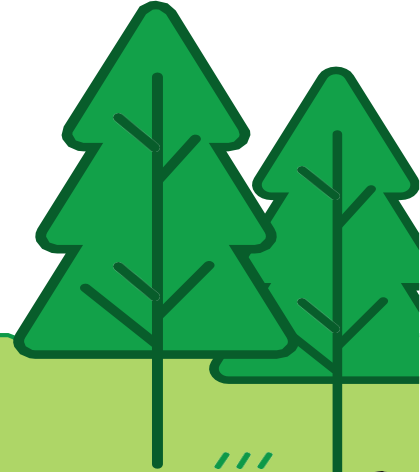
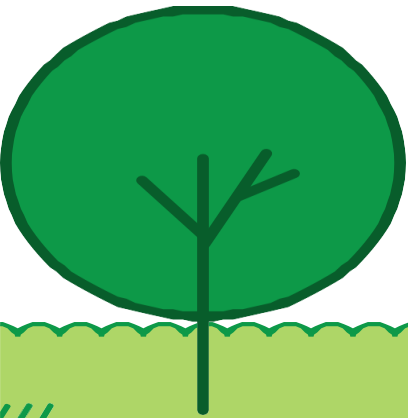


Preschool-2

(Balvatika-2)

Monthly Assessment Booklet

April, 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 1 and 2

Domains	Competencies	Suggestive activities
Physical Development	C-1.2: Practices basic self-care and hygiene	<ul style="list-style-type: none"> Oiling and combing hair activity with the help of teacher Toilet training with the help of helper Brushing teeth Lacing the shoes Personal check up of children by Doctor/Teacher
	C-3.2: Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> Exercises e.g. bending, stretching etc. Free outdoor play
	C-3.3: Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> Making balls with paper crushing Threading the Beads
Socio Emotional and Ethical Development	C-4.5: Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> Simple instructions like come in, hands up, hands down, Tie your laces etc. Putting things 'in' and 'out' of box / bag/ circle
Cognitive Development	C-7.1: Observes and understands different categories of objects and relationships between them	<ul style="list-style-type: none"> Naming things in the classroom Naming the helpers in school
Language and Literacy Development	C-9.3: Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> Use of Greeting words Name game (to recall the name of any two classmates) Rhymes Story telling Free conversation
Aesthetic and Cultural Development	C-12.4: Works collaboratively in the arts	<ul style="list-style-type: none"> Art work Role play

WEEK 3 and 4

Domains	Competencies	Suggestive activities
Physical Development	C-1.3: Keeps school/classroom hygienic and organized	<ul style="list-style-type: none"> Use of dustbin in school and outside the school Picking papers from playground Keeping toys in place Rhymes
	C-3.2: Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> Throwing, catching and bouncing the ball Yoga/ PT / exercise/ dance
	C-3.3: Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> Free hand drawing with crayons Playing with blocks Buttoning the shirt

Socio Emotional and Ethical Development	C-4.2: Recognizes different emotions and makes deliberate effort to regulate them appropriately	<ul style="list-style-type: none"> • Self-expressions of emotions -I am happy /sad /good/excited • Showing pictures/emojis • Discussion on likes and dislikes • Giving a situation and asking for identification of emotions
Cognitive Development	C-8.1: Sorts objects into groups and sub-groups based on more than one property	<ul style="list-style-type: none"> • Classifying and Sorting objects like big, bigger, small, smaller e.g. small block, a medium block and a large block • Sorting of pulses size wise
Language and Literacy Development	C-9.1: Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> • Singing in sync with teacher
Positive Learning habits	C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> • Telling uses of eating fruits • Stories about fruits • Colouring the fruits • Celebration of fruit day • Nature walk or visit to school eco garden

Learning Outcome C-1.2 (1) Begins to wash and dry hands before and after using the toilet or eating

Note: Sing the song with dafli/tambourine. Sing this song with actions. Repeat the song three to four times. Let the children understand the importance of clean hands. Ask the children to circle the pictures of things required for handwash.

हाथ धु लाओ भाई

“साबुन आओ

पानी आओ

मिलजुल कर मेरे हाथ धुलाओ

हाथ धुलाओ भाई, हाथ धुलाओ लाओ।

हाथ धुलाओ भाई, हाथ धुलाओ लाओ।।”

Source: 'UNMUKH' Trainer's Handbook for Balvatika



Assessment Rubrics

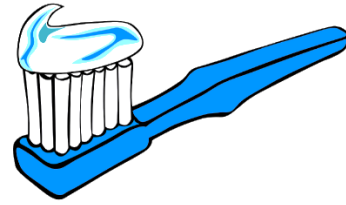
3 correct responses	Advanced
2 correct responses	Proficient
1 correct response or responds with the help of teacher	Progressing
Tries to respond only with the help of teacher	Beginner

Learning Outcome C-1.2 (3) Begins to use personal care objects (combs, toothbrush) on their own

Note: Tell the students to name the given objects in Hindi and English.



Towel



Tooth brush



Tooth paste



Nail cutter



Soap



Comb

Assessment Rubrics

6 correct responses	Advanced
4-5 correct responses	Proficient
3-4 correct responses/ responds with the help of teacher	Progressing
Tries to respond only with the help of teacher	Beginner

Note: Teacher can draw a pattern of numbers and show it to students in the class. She will announce numbers (maybe 5 or 6 for each child) from the pattern and children will hop on the numbers announced.



Assessment Rubrics

Can hop on all the numbers	Advanced
Can hop on 4-5 numbers	Proficient
Can hop on 2-3 numbers/ hops with the help of teacher	Progressing
Hops only with the help of teacher	Beginner

Learning Outcome C-7.1(1): identifies and describes common objects, people, pictures, animals, birds, events etc. on their own

Note: Ask the children to Identify the Helpers in the school.



Assessment Rubrics

5 correct responses	Advanced
3-4 correct responses	Proficient
1-2 correct responses/ responds with the help of teacher	Progressing
Tries to respond only with the help of teacher	Beginner

Learning Outcome C-7.1(1): identifies and describes common objects, people, pictures, animals, birds, events etc. on their own

Note: Show the picture to the students and ask them to name the following classroom objects in Hindi and English.



Pencil



Switch Board



Fruit basket



ruler



Glue



Black board



Books



Candle

Assessment Rubrics	
5-6 correct responses	Advanced
3-4 correct responses	Proficient
1-2 correct responses/ responds with the help of teacher	Progressing
Tries to respond only with the help of teacher	Beginner

Learning Outcome C-9.3 (1): Initiates conversations in daily life with peers and teachers in a variety of school settings

Note: Show the picture to the students and ask them to share their experiences about it. Ask the questions in home language/mother tongue of the child

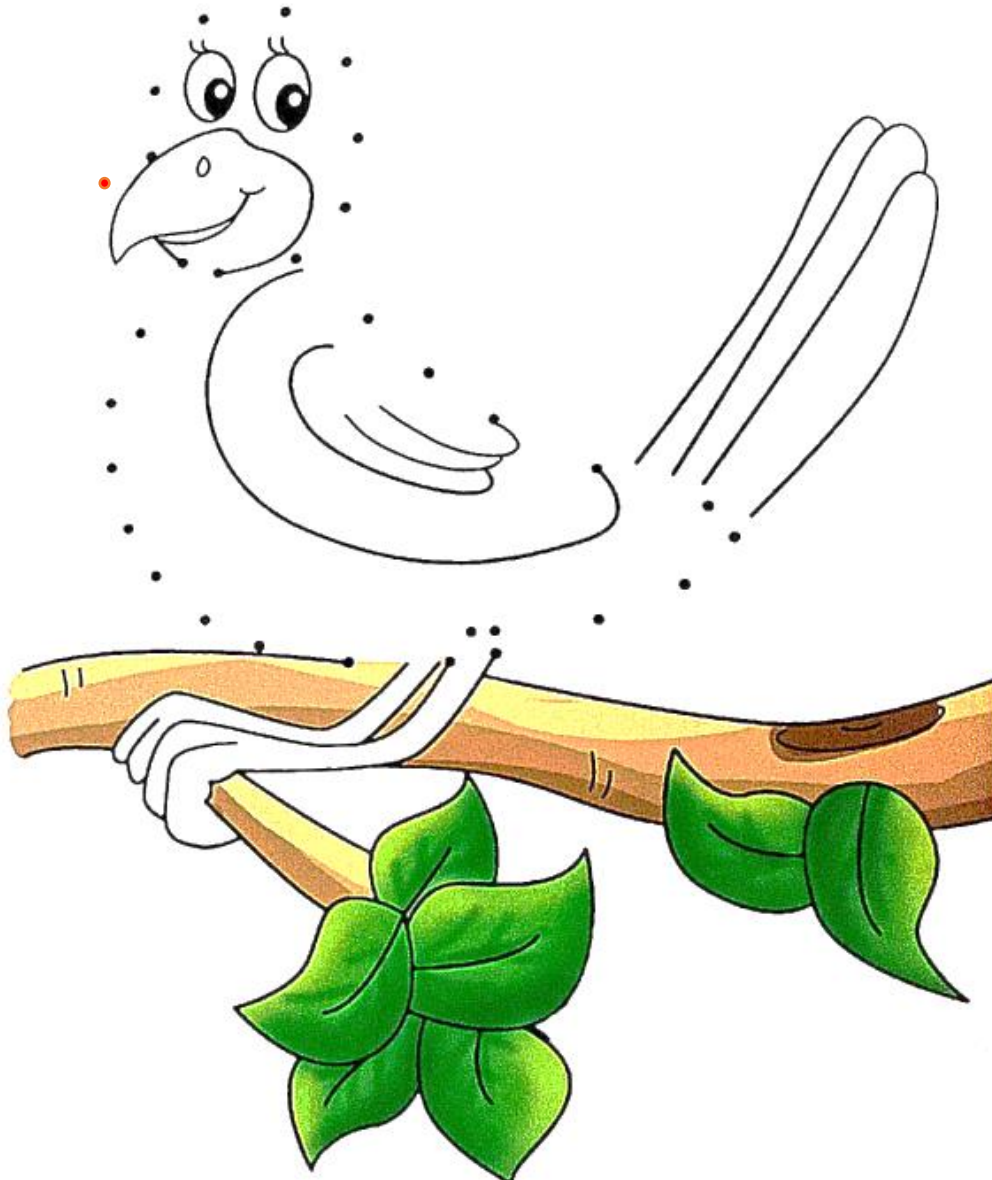


1. When is your birthday?
2. How many friends do you invite to your Birthday party?
3. Where do you celebrate your Birthday?
4. Do you cut a cake on your birthday?
5. Which games do you all play?
6. What is happening in the picture? Explain.

Assessment Rubrics	
Answer all the questions	Advanced
Answer 3-4 questions	Proficient
Answer 1-2 questions / responds with the help of teacher	Progressing
Tries to respond only with the help of teacher	Beginner

Learning Outcome C-12.4(1): Produces a variety of speech, movements, sounds, and visual art and works in collaboration with peers

Note: Let children join the dots to complete the bird and colour it or do the paper tearing and pasting in the bird. Ask them to start from red dot. Encourage them to say the initial sound of the word 'bird' – (buh) and ask them to name the common bird that they see in the surrounding.



Source: आनंद Activity book for Balvatika, NCERT

Assessment Rubrics	
Joins the dots to complete the figure and colour it	Advanced
Joins the dots and almost completes the figure and colour it	Proficient
Joins the dots with the help of teacher	Progressing
Tries to Join the dots only with the help of teacher	Beginner

Learning Outcome C-1.3 (3) Begins to use a dustbin to dispose of waste

Note: Teacher can discuss with children about the use of dustbin. After the discussion she can ask the children to tick (✓) the correct picture and cross (X) the wrong picture or can ask questions related to the pictures.

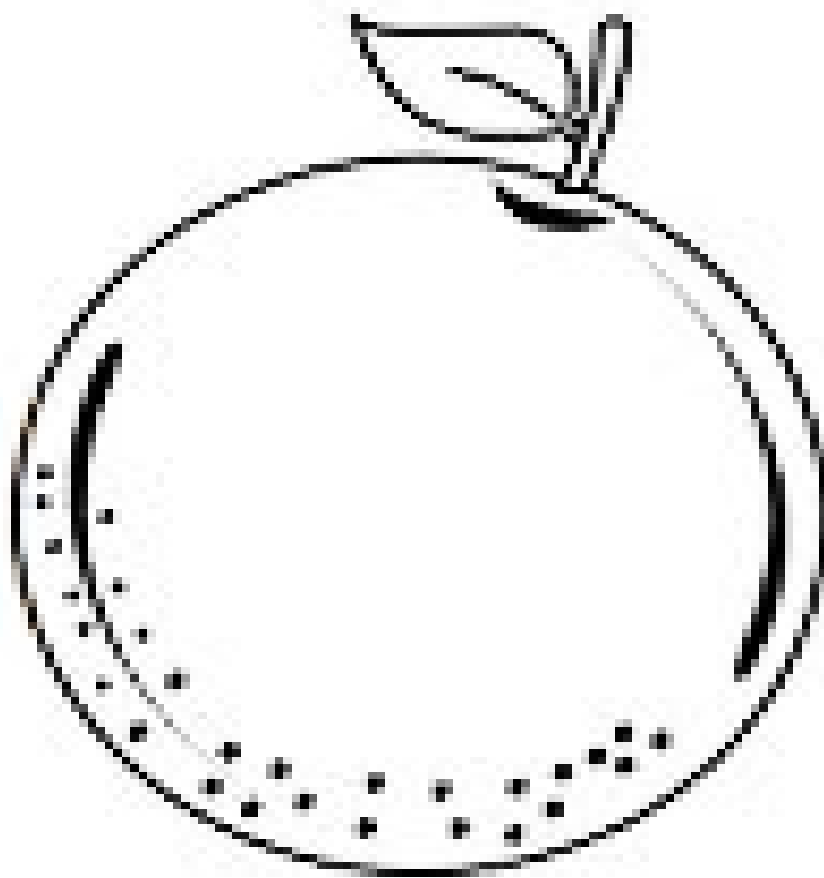


Assessment Rubrics

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

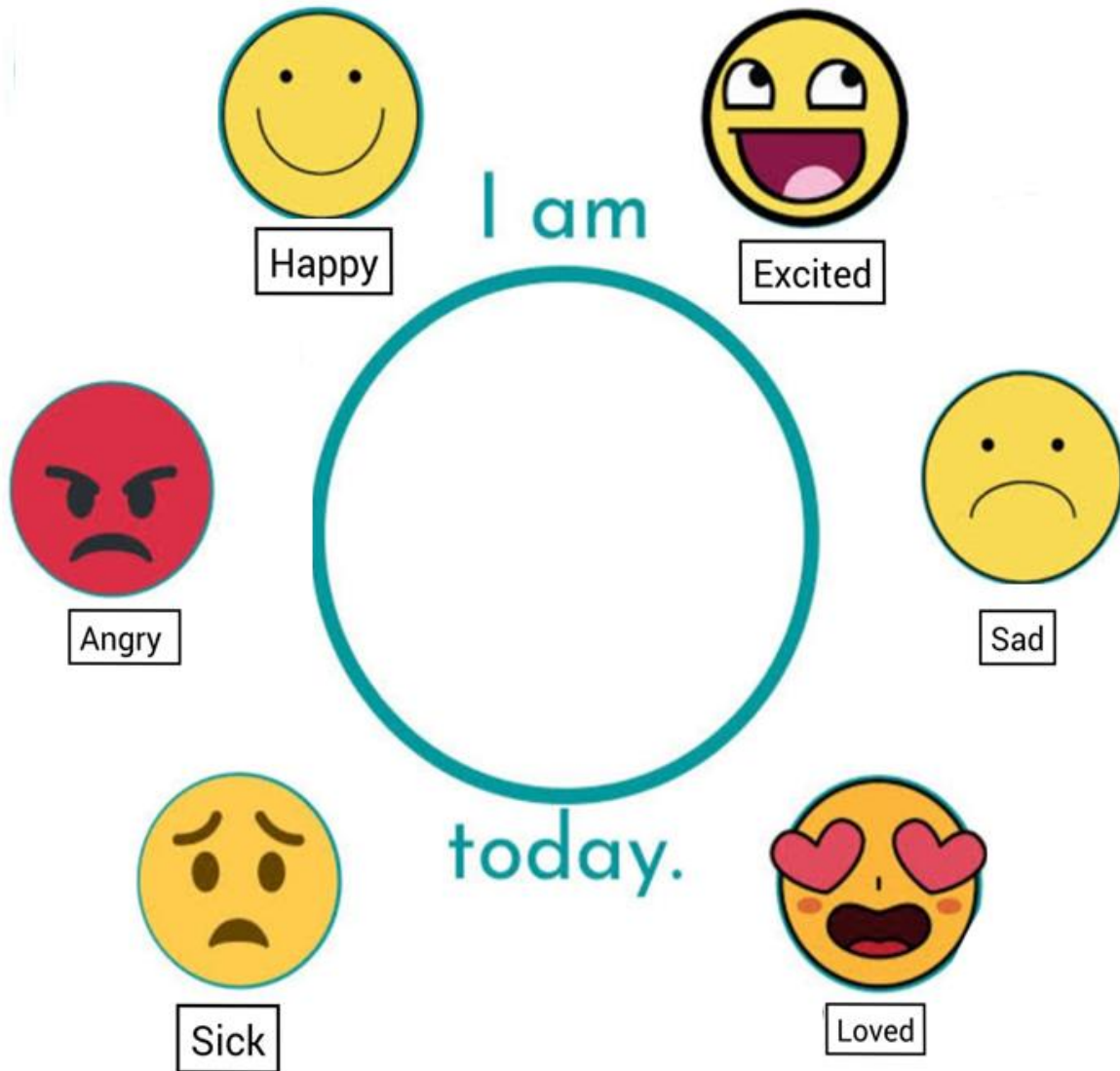
Learning Outcome C-3.3(1): Exhibits motor control for tasks that require fine-motor, eye hand coordination with moderate precision

Note: Ask the children to tear the paper and paste on the given picture.



Assessment Rubrics	
Can tear the paper and paste it	Advanced
Can tear the paper and paste it untidily	Proficient
Can perform the activity but asks for help to the teacher	Progressing
Completes the activity only with the help of teacher	Beginner

Note: Tell the children to recognize the emoji of the given emotion and make the face in the given circle.



Assessment Rubrics	
All correct responses	Advanced
3-5 correct responses	Proficient
1-2 correct responses / responds with the help of teacher	Progressing
Tries to respond only with the help of teacher	Beginner

Learning Outcome C-8.1(1): Sorts objects into 3 groups based on size, length, height, and weight (smaller sized – big sized – bigger sized)

Note: Ask the children to identify the object and name them in both English and Hindi. Tell them to give number according to size and name Big, Medium and Small

Big



Medium



Small

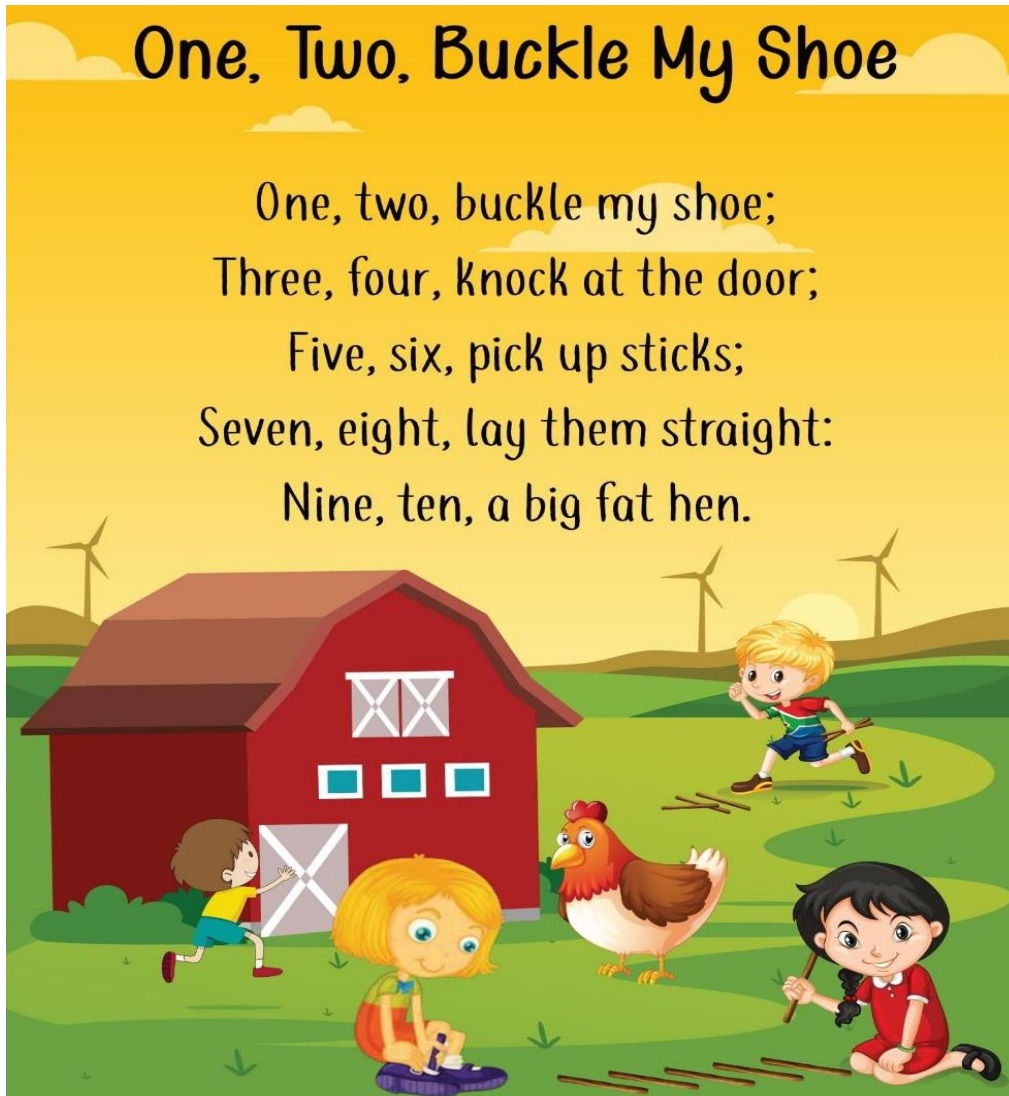


Assessment Rubrics

7-9 correct responses	Advanced
4-6 correct responses	Proficient
1-3 correct responses/ responds with the help of teacher	Progressing
Tries to respond only with the help of teacher	Beginner

Learning Outcome CG-9.1(2) Sings along to songs and rhymes with intonation and gestures

Note: Let the teacher recite the rhyme with intonation and gestures. Encourage children to listen, respond and sing with you actively. Ask the children to repeat each line after you. Show the actions that go along with the words and ask children to follow.



Assessment Rubrics

Sings along with intonation and gestures	Advanced
Sings along with intonation but miss out one or two gestures	Proficient
Sings along with the help of teacher	Progressing
Tries to respond only with the help of teacher	Beginner

Learning Outcome

C-13.3(1): Shows curiosity and wonder in the natural environment

Note:

The teacher can ask the learners about their favourite fruit and after accepting their responses, she will tell the advantages of eating fruits and can ask the questions in home language/mother tongue of the child



Apple



Orange



Grapes



Banana



Pineapple



Mango



Pomegranate



Papaya

- Can you see your favourite fruit in these pictures?
- How does it taste?
- What is the colour of your favourite fruit?
- Have you seen fruit trees?
- Where have you seen fruit trees?

Assessment Rubrics

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

Learning Outcome

C-13.3(1): Shows curiosity and wonder in the natural environment

Note: Teacher can show the picture and can ask the questions in home language/mother tongue of the child



Source: आनंद Activity book for Balvatika, NCERT

1. Name the objects/things that you see in the picture?
2. How many persons are there in the picture?
3. What is happening in the picture?
4. Have you been on a picnic with family?
5. When you go for a picnic, what item would you like to eat?

Assessment Rubrics	
All correct responses	Advanced
3-4 correct responses	Proficient
1-2 correct response/ responds with the help of teacher	Progressing
Tries to respond only 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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