

Assessment Evidence Guide

For

**“ECCE Assistant
Teacher/Educator”**

Level-2

Practice basic Professional Ethics

(Formative Assessment)



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level:2	Version:01
Competency Standard Title: Practice basic Professional Ethics	Assessment Date (DD/MM/YY): Assessment Time: 90 Minutes		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to prepare poster illustrate child rights, enlist core values of NAEYC, design and develop role play for class value of early childhood record child perspective, and teaching strategy, environment of effective teaching assigned by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1: Identify five core values of professional ethics.</p> <p>Performance Criteria 2: Plan activities to reflect on their own beliefs of teaching young children</p> <p>Performance Criteria 3: Enlist professional standards to design an environment that promotes UNCRC.</p> <p>Performance Criteria 4: Identify their own role as a teacher in early years setting</p> <p>Performance Criteria 5: Recognize the value of a child and early childhood period.</p> <p>Performance Criteria 6: Enlist developmental milestones, integrate child rights & NAEYC code to plan activities</p> <p>Performance Criteria 7: Recall and relate NAEYC code of ethical conduct to resolve practical dilemmas</p> <p>Performance Criteria 8:</p> <p>Performance Criteria 9:</p>

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 prepare poster illustrate child rights, enlist core values of NAEYC, design and develop role play for class value of early childhood record child perspective, and teaching strategy, environment of effective teaching assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Identify five core values of professional ethics.			
2.	Plan activities to reflect on their own beliefs of teaching young children			
3.	Enlist professional standards to design an environment that promotes UNCRC.			
4.	Identify their own role as a teacher in early years setting			
5.	Recognize the value of a child and early childhood period.			
6.	Enlist developmental milestones, integrate child rights & NAEYC code to plan activities			
7.	Recall and relate NAEYC code of ethical conduct to resolve practical dilemmas			
8.				
9.				
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level: 2	Version: 01
Competency Standard Title: Practice basic Professional Ethics	Assessment Date (DD/MM/YY): Assessment Time: 90 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
------------------------	--

Assessors Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. Define teacher and scope of teaching profession.	
2. Explain statement of commitment for an ECCE teacher.	
3. Describe Child Right practices in the context of ECCE.	
4. Choose effective strategies for professional development	
5. What is NAEYC ethical code of conduct?	

ANSWER KEY

Sr.	Answers
1.	A teacher is a person, who provides education for people; one who teaches or instructs.
2.	<p>As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the National Association for the Education of Young Children's (NAEYC) Code of Ethical Conduct,(ref: www.naeyc.org.) To the best of my ability</p> <p>I will:</p> <ul style="list-style-type: none"> • Never harm children. • Ensure that programs for young children are based on current knowledge and research of child development and early childhood education. • Respect and support families in their task of nurturing children. • Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct. • Serve as an advocate for children, their families, and their teachers in community and society. • Stay informed of and maintains high standards of professional conduct. • Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases and beliefs have an impact on children and families. • Be open to new ideas and be willing to learn from the suggestions of others. • Continue to learn, grow and contribute as a professional. <p>• Honor the ideals and principles of the NAEYC Code of Ethical Conduct.</p>
3.	<p>Children's rights include the right to health, education, family life, play and recreation, an adequate standard of living and to be protected from abuse and harm.</p> <p>https://www.unicef.org/child-rights-convention/convention-text</p> <p>https://www.unicef.org/child-rights-convention/convention-text-childrens-version</p>
4.	<p>Set your career goals</p> <p>Content-focused.</p> <p>Embrace your network.</p> <p>Find a mentor.</p> <p>Ask for more responsibility.</p> <p>Take performance reviews seriously.</p> <p>Master your industry.</p>

	<p>Further your education</p> <p>Incorporates active learning.</p> <p>Supports collaboration.</p> <p>Uses models of effective practices.</p> <p>Provides coaching and expert support.</p> <p>Offers feedback and reflection.</p> <p>etc.....</p>
5.	<p>The NAEYC Code of Ethical Conduct (revised 2005, reaffirmed and updated 2011) is a foundational document that maps the ethical dimensions of early childhood educators' work in early care and education programs.</p>

Assessment Evidence Guide

For

**“ECCE Assistant
Teacher/Educator”**

Level-2

Learn to Play

(Formative Assessment)



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)		CS Code:	Level:2
Competency Standard Title: Learn to Play		Assessment Date (DD/MM/YY): Assessment Time:	

Candidate Details	Name:
	Registration/Roll Number:
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to prepare survey tool for children perspective of play, design and develop 15 min activities with required resource materials of play and learn for age group 3 to 5 year focusing on vocabulary improvement assigned by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1: Identify child's perspective of play</p> <p>Performance Criteria 2: Distinguish children play abilities at different age groups</p> <p>Performance Criteria 3: Organize environment and activities, promoting play as child's right</p> <p>Performance Criteria 4: Maintain developmentally appropriate environment that allows children with the freedom of choice and decision making</p> <p>Performance Criteria 5: Select age-appropriate materials (including toys), daily routines and responsive interactions</p> <p>Performance Criteria 6: Create a complete list of play supporting materials/resources for indoor and outdoor play environment.</p> <p>Performance Criteria 7: Monitor the quality of environment through rating scales and modify the environment as required</p> <p>Performance Criteria 8: Categories age-appropriate play types to plan indoor/outdoor activities</p> <p>Performance Criteria 9: Outline play activities to develop early language, numeracy, scientific & digital skills</p> <p>Performance Criteria 10: Use developmental milestones to design play based daily routines that promote language development through role plays, singing songs, rhymes, and storytelling.</p> <p>Performance Criteria 11: Observe and record child engagement in play experiences within the prepared environment</p>

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1		
		prepare survey tool for children perspective of play, design and develop 15 min activities with required resource materials of play and learn for age group 3 to 5 year focusing on vocabulary improvement assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Identify child's perspective of play			
2.	Distinguish children play abilities at different age groups			
3.	Organize environment and activities, promoting play as child's right			
4.	Maintain developmentally appropriate environment that allows children with the freedom of choice and decision making			
5.	Select age-appropriate materials (including toys), daily routines and responsive interactions			
6.	Create a complete list of play supporting materials/resources for indoor and outdoor play environment.			
7.	Monitor the quality of environment through rating scales and modify the environment as required			
8.	Categories age-appropriate play types to plan indoor/outdoor activities			
9.	Outline play activities to develop early language, numeracy, scientific & digital skills			
10.	Use developmental milestones to design play based daily routines that promote language development through role plays, singing songs, rhymes, and storytelling.			
11.	Observe and record child engagement in play experiences within the prepared environment			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level: 2	Version: 01
Competency Standard Title: Learn to Play	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
------------------------	--

Assessors Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. Explain Play and its importance in child's life	
2. Describe different types of play	
3. Describe developmental process and learning	
4. Define Play supporting environment	
5. Define role of adult as play partner	
6. Describe learning process that occurs through play	
7. Express Play as right of a child	
8. Describe Language development through play	

ANSWER KEY

Sr.	Answers
1.	<p>Play is a range of intrinsically motivated activities done for recreational pleasure and enjoyment. It allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them. Play is the universal language of childhood. Through play children understand each other and make sense of the world around them.</p> <p>Here are some characteristics of play</p> <p>Children make their own decisions. Children are intrinsically motivated. Children become immersed in the moment. Play is spontaneous, not scripted. Play is enjoyable.</p>
2.	<p>There are four types of play:</p> <p>Functional Play – Playing simply to enjoy the experience. It helps children learn about the world through their senses, supports social-emotional development, and strengthens motor skills.</p> <p>Constructive Play – Play that involves constructing, building, drawing, or crafting something. It promotes creativity, problem-solving, and gives children a sense of accomplishment.</p> <p>Exploratory Play – When children examine something closely while playing. It helps them learn cognitive and language concepts such as shape, size, and color.</p> <p>Dramatic Play – Play that involves using objects, actions, or ideas to represent other objects, actions, or ideas. Also known as pretend or symbolic play. It supports creativity, language development, and social-emotional skills.</p>
3.	<p>Physical Domain</p> <p>The domain of physical development involves biological and physical development, which includes gross motor and fine motor skills, and also addresses growth and physical activity. Motor skills allow children to make purposeful movements and learn the physical characteristics of self and the environment.</p> <p>Social- Emotional Domain:</p> <p>Social opportunities are one of the most important benefits of play for child development. The social-emotional domain includes the child's experience, expression, and management of emotions and the ability to establish positive relationships with others.</p>

	<p>Sensory Domain The sensory domain includes the seven senses of sight, touch, smell, hearing, taste, vestibular, and proprioception.</p> <p>Cognitive Domain Cognitive development refers to the progressive and continuous growth of perception, memory, imagination, conception, judgment, and reason. Cognition also involves the mental activities of comprehending information and the processes of acquiring, organizing, remembering, and using for problem solving and generalization to novel situations.</p> <p>Language and Communication Domain The communication and language domain refers to perceiving, understanding, and producing communication/language. Communication helps children learn to understand or comprehend their wants and needs.</p>
4.	<p>The environment plays a key role in supporting and extending children's development and learning. Enabling environments encourage babies and young children to play because they feel relaxed, comfortable and 'at home' in them. When children feel emotionally safe and secure they are able to explore and find out about the place they are in and the things they can see, touch, manoeuvre or manipulate.</p> <p>A rich play environment is one where children and young people are able to make a wide range of choices; where there are many possibilities so that they can invent and extend their own play. This could be any space or setting, either outdoors or inside, and may include: local play areas, parks.</p>
5.	<p>The role of an adult in play is an important and varied one. Often changing from communicator, caregiver, facilitator and observer. It is our job to really listen to a child, to develop trust, help to overcome difficulties, show a genuine interest and take time to build meaningful relationships</p> <p>Adults can extend and support a child's play simply by engaging with children during play. Adults can talk to children about their play. By being involved, children learn that adults are invested in them and respect their play decisions. Validating their efforts.</p>
6.	<p>Children play to practice skills, try out possibilities, revise hypotheses and discover new challenges, leading to deeper learning. Play allows children to communicate ideas, to understand others through social interaction, paving the way to build deeper understanding and more powerful relationships.</p>
7.	<p>Convention on the Rights of the Child (adopted by the General Assembly of the United Nations, November 20, 1989), which states that the child has a right to leisure, play, and participation in cultural and artistic activities.</p>
8.	<p>While playing, children can learn nouns (the names of things), verbs (what objects do or action words) and how to describe. They learn to explore objects and see how they feel, where you can put them and how big or small they are. Parents and teachers both play a very important role in giving their child the words they need.</p>

	It boosts children's vocabulary. It encourages the child to ably participate in group activities as well as take turns during play with others. As children grow, they can follow and fit well into structured programmes e.g. school routines if they engage in communication and play activities during their early years.
--	--

Assessment Evidence Guide

For

“ECCE Assistant Teacher/Educator”

Level-2

**Use Child Developmental Theories, Observation
Methods and Observation Tool “Checklist”**

(Formative Assessment)



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level:2	Version:01
Competency Standard Title: Use Child developmental theories, observation methods and observation tool “checklist”	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to apply child developmental theories as per instruction given by assessor.</p> <p>Assessment Task 2: Candidate is required to observe & record child Development as per instruction given by assessor.</p> <p>Assessment Task 3: Candidate is required to practice ethical protocols to observe a child as per instruction given by assessor.</p> <p>Assessment Task 4: Candidate is required to communicate child observation with class teacher as per instruction given by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none"> 3. Knowledge assessment test (Written or Oral) 4. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1: Identify factors influencing the child development process</p> <p>Performance Criteria 2: Discuss developmental milestones (0-8 years)</p> <p>Performance Criteria 3: Match child developmental theories with their relevant theorists</p>
	<p>Assessment Task 2</p> <p>Performance Criteria 1: Perform child observation</p> <p>Performance Criteria 2: Record child physical, cognitive and psychosocial development in natural settings</p> <p>Performance Criteria 3: Design simple activities/resources to engage children in spontaneous activities for observation.</p>
	<p>Assessment Task 3</p> <p>Performance Criteria 1: Dramatize role play to negotiate the role of an objective (unbiased)</p> <p>Performance Criteria 2: Create a list of professional attitudes to be followed</p>

	<p>during child observation and assessment</p> <p>Performance Criteria 3: Fill child developmental checklist</p>
	<p>Assessment Task 4</p> <p>Performance Criteria 1: Organize observation record & select 3-4 major findings to be communicated</p> <p>Performance Criteria 2: Select an appropriate day, time, and venue to communicate the record</p> <p>Performance Criteria 3: Construct appropriate language to narrate the child observation record with class teacher</p> <p>Performance Criteria 4: Dramatize a role play to communicate child observation</p> <p>Performance Criteria 5: Use the observation record evidence of the child for communication</p>

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 Apply child developmental theories assigned by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Identify factors influencing the child development process			
2.	Discuss developmental milestones (0-8 years)			
3.	Match child developmental theories with their relevant theorists			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 2		Description of assessment task 2 Observe & record Child Development assigned by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Perform child observation.			
2.	Record child physical, cognitive and psychosocial development in natural settings			
3.	Design simple activities/resources to engage children in spontaneous activities for observation.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 3		Description of assessment task 3 Observe & record Child Development assigned by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Dramatize role play to negotiate the role of an objective (unbiased) observation record.			
2.	Create a list of professional attitudes to be followed during child observation and assessment			
3.	Fill Child developmental checklist			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 4		Description of assessment task 4 Communicate child observation with class teacher assigned by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Organize observation record & select 3-4 major findings to be communicated			
2.	Select an appropriate day, time, and venue to communicate the record			
3.	Construct appropriate language to narrate the child observation record with class teacher			
4.	Dramatize a role play to communicate child observation record			
5.	Use the observation record evidence of the child for communication			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level: 2	Version: 01
Competency Standard Title: Use Child developmental theories, observation methods and observation tool “checklist”	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
------------------------------	---

Assessors Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. What are the 5 factors that affect growth and development?	
2. What are the 4 types of child development & What are the main domains of learning?	
3. What are the 5 major child development theories?	
4. Why is observation of a child important to child development & how can educators use observations on child development?	
5. How do you observe and record children's development?	
6. What are some intentional teaching strategies?	
7. What are ethical practices when observing & assessing a child?	
8. What is a development checklist & how do you use checklist assessment?	
9. Explain role play & its significance to demonstrate the attributes of objective (unbiased observer)	
10. What type of information should be communicated to parents?	
11. How do you share child observation record with parents?	

12. Why is it important to involve parents in child observations?	
13. What communication skills should you use to provide information?	

ANSWER KEY

Sr.	Answers
1.	Five main factors identified in contributing to growth and developments at early childhood are nutrition, parent's behaviours, parenting, social and cultural practices, and environment.
2.	Children grow and develop rapidly in their first five years across the four main areas of development. These areas are motor (physical), language and communication, cognitive and social/emotional Learning can generally be categorized into three domains: cognitive, affective, and psychomotor.
3.	<ul style="list-style-type: none"> ▪ Freud's psychosexual stage theory ▪ Erikson's psychosocial stage theory ▪ Kohlberg's moral understanding stage theory ▪ Piaget's cognitive development stage theory ▪ Bronfenbrenner's ecological systems theory
4.	Observation nurtures relationships and learning. For an early childhood educator, observing a child begins by noting how each child behaves, learns, reacts to new situations, and interacts with others. An educator then takes this information and creates activities to promote growth on skills, document the success of those skills, and then reflect and assess
5.	Through watching, listening, asking questions, documenting, and analyzing the observed words and actions of children as they interact with their surroundings and other people.
6.	<ul style="list-style-type: none"> • Engaging with scaffolding. • Learning through questioning. • Challenging individual children's abilities and knowledge. • Researching and learning together. • Actively listening. • Strategically planning. • Revising on all learning experiences
7.	<ul style="list-style-type: none"> • Informed consent. • Voluntary participation. • Do no harm. • Confidentiality. • Anonymity. • Only assess relevant components
8.	<p>Developmental checklist is an observation tool to track developmental milestones.</p> <p>Use of checklist:</p> <ul style="list-style-type: none"> • Determine specific objective to observe and assess. • Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcome. • Ensure students know and understand what the criteria are. • Target observation by selecting four to five students per class and one or two specific outcomes to observe. • Collect observations over a number of classes during a reporting period and look for patterns of performance. • Make the observations specific and describe how this demonstrates or promotes thinking and learning. • Use the information gathered from checklist to enhance or modify future instruction.
9.	Role play is the act of imitating the character and behavior of someone. This strategy will help the naïve observers to watch an experienced observers in a character of objective

	observer in action. Through role play it will be easy for the novice observers to adopt the skills required to capture objective observations.
10.	<ul style="list-style-type: none"> • Children's daily experiences – incursions, excursions, art, sporting, or music activities. • Child's mood and behavior if they have been extra grumpy or sad. • Child relationships with other children and educators. • Any health issues, accidents, or injuries
11.	<ul style="list-style-type: none"> • Start on a positive note. • Let the parents take the lead. • Share your viewpoint. • Reassure the parent. • Objectively compare to typical behaviour. • Give the parents a direction to go.
12.	<ul style="list-style-type: none"> • Parents' views are considered to support children's progress based on observations and assessments. • Parents give feedback and help towards planning which will support their child. • Parents can increasingly become an active part in their child's learning and progress. • Helps to highlight any concerns or problems
13.	<ul style="list-style-type: none"> • Listen attentively to the parents • Use positive verbal and nonverbal communication skills • Problem solving skills • Stress & Emotion control

Assessment Evidence Guide
For
**“ECCE Assistant
Teacher/Educator”**
Level-2
Build Relationship with Families
(Formative Assessment)



National Vocational & Technical



Training Commission

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level:2	Version:01
Competency Standard Title: Build Relationships with Families	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to perform group discussion plan, Checklist, observation sheet for build relationship school, parents, and community on child development assigned by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1: Discover family engagement and positive goal-oriented relationships</p> <p>Performance Criteria 2: Identify tools to develop strength-based attitudes and relationship-based practices</p> <p>Performance Criteria 3: Discover reflective practice and supervision strategies to strengthen family - school partnership</p> <p>Performance Criteria 4: Recognize parental role in child development and learning</p> <p>Performance Criteria 5: Identify your strengths, grow professionally, and build stronger connections with families</p> <p>Performance Criteria 6: Plan strength-based attitudes by acknowledging strengths of family, respecting, and learning from differences, showing openness to adapting practice based on family preferences, sharing decision-making, and approaching families as equal and reciprocal partners in support of their children.</p> <p>Performance Criteria 7: Plan relationship-based practices by focusing on the family-child relationship, observe & describe child's behavior to open communication with family, reflect on the family's individual and cultural perspective, support parental competence, value family's passion.</p> <p>Performance Criteria 8: Reflect on what you think and feel before talking with the family. Reflect on your own or with a class teacher or staff you trust.</p> <p>Performance Criteria 9: Prepare your questions about the challenging topic & prepare questions to learn about the family's perspective on the challenging topic.</p>

	<p>Performance Criteria 10: Prepare the family for the conversation, physical and emotional environment for talking with the family.</p> <p>Performance Criteria 11: Practice with other staff or a supervisor. Share your reflections and questions.</p> <p>Performance Criteria 12: Foster two-way communication to understand each family's expectation and views about their involvement in child learning</p>
--	---

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1		
		Perform group discussion plan, Checklist, observation sheet for build relationship school, parents, and community on child development assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Discover family engagement and positive goal-oriented relationships			
2.	Identify tools to develop strength-based attitudes and relationship-based practices			
3.	Discover reflective practice and supervision strategies to strengthen family - school partnership			
4.	Recognize parental role in child development and learning			
5.	Identify your strengths, grow professionally, and build stronger connections with families			
6.	Plan strength-based attitudes by acknowledging strengths of family, respecting, and learning from differences, showing openness to adapting practice based on family preferences, sharing decision-making, and approaching families as equal and reciprocal partners in support of their children.			
7.	Plan relationship-based practices by focusing on the family-child relationship, observe & describe child's behavior to open communication with family, reflect on the family's individual and cultural perspective, support parental competence, value family's passion.			
8.	Reflect on what you think and feel before talking with the family. Reflect on your own or with a class teacher or staff you trust.			
9.	Prepare your questions about the challenging topic & prepare questions to learn about the family's perspective on the challenging topic.			
10.	Prepare the family for the conversation, physical and emotional environment for talking with the family.			
11.	Practice with other staff or a supervisor. Share your reflections and questions.			
12.	Foster two-way communication to understand each family's expectation and views about their involvement in child learning			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment				
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)		CS Code:	Level: 2	Version: 01
Competency Standard Title: Build Relationships with Families		Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
------------------------	--

Assessors Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. List down the various ways to reach out to families and communities	
2. Define The role of the teacher as an integral part of the community	
3. Describe the purpose of building effective and highlighting the challenges of partnership with schools, families, and communities	
4. Brief the types of parental involvement Understand the developmental process and learning	

ANSWER KEY

Sr.	Answers
1.	1) Community Gatherings 2) Teacher-Parent Meetings 3) Offer right-sized information directly connected to what students are learning. 4) Integration of activities in homework planner for communication between school and home 5) Be clear about how family feedback shapes decisions. 6) Need to prepare teacher for challenging conversations 7) Questions what makes conversations challenging. 8) Effective communication system to initiate welcome strategies
2.	1) Teacher is an integral part of the Community as he /she prepare/teach children not only for their Future but also the student's role for betterment of society 2) Teachers always take leadership roles in their communities especially in activities and projects related to the education and welfare of young children 3) Teachers truly are the backbone of society. They are role models to children, offer guidance and dedication and give young people the power of education. Because of teachers, countries are able to further develop socially and economically
3.	<p>The purpose of building effective relation of Families and Communities is very important as Schools helps the communities for developing healthy and friendly environment by teaching the children in effective way and play vital role to keep communities strong and developed.</p> <p>Building a connected school community enhances learning outcomes and support, collaboration and wellbeing for the entire school. Learning environments that are deeply united have an array of benefits for students, teachers, parents and the wider school</p> <p>Challenges</p> <p>Excess involvement of community leaders in school activities lead to degradation in student learning and achievement. Many schools face difficulties in sustaining positive relationships with families and communities. The weak area of school and community partnership is family engagement in education.</p>
4.	<p>It has been described as: representing many Different parental behaviors; parenting practices such as parental aspirations for their child's academic achievement; parental communication with their children about school; parental participation in school activities; parental communications with teachers</p> <p>Six Types of Parental Involvement</p> <p>Type 1: Parenting. Type 2: Communicating. Type 3: Volunteering. Type 4: Learning at Home. Type 5: Decision Making.</p>

	Type 6: Collaborating with the Community.
5.	

Assessment Evidence Guide **For** **“ECCE Assistant Teacher/Educator”** **Level-2** **Teach Basic Numeracy & Literacy-1 (English & Urdu)** **(Formative Assessment)**



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level:2	Version:01
Competency Standard Title: Teach Basic Numeracy & Literacy-1 (English & Urdu)	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to Understand the term Basic Literacy.</p> <p>Assessment Task 2: Candidate is required to Understand the term Numeracy.</p> <p>Assessment Task 3: Candidate is required to Practice Basic Literacy and Numeracy.</p> <p>And complete:</p> <ol style="list-style-type: none"> 3. Knowledge assessment test (Written or Oral) 4. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1: Recognise the term basic literacy and its components, Phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing.</p> <p>Performance Criteria 2: Practice sound and their formation of alphabets with children and relate it with the vocabulary enhancement process.</p> <p>Performance Criteria 3: Group developmentally appropriate basic literacy (pre-reading & writing skills) strategies for English & Urdu.</p> <p>Performance Criteria 4: Plan strategies for co-teaching, sharing responsibilities for pre-writing/ reading skills.</p>

	<p>Assessment Task 2</p> <p>Performance Criteria 1: Recognise the term basic numeracy and its components (quantity and numbers, counting, solving number problems, measuring, estimating, sorting, noticing patterns, adding and subtracting numbers, etc).</p> <p>Plan strategies for co-teaching, sharing responsibilities for numeracy skills</p> <p>Performance Criteria 2: Practice numbers and their formation and relate them with their relevant quantities</p> <p>Performance Criteria 3: Plan strategies for co-teaching, sharing responsibilities for numeracy skills</p>
	<p>Assessment Task 3</p> <p>Performance Criteria 1: Execute with class teacher to co-design learning experiences for the children to explore, think, imagine, raise question, and experiment to develop basic literacy and numeracy</p> <p>Performance Criteria 2: List small and large group activities to match, sounds with their relevant vocabulary</p> <p>Performance Criteria 3: List small and large group activities to match, sequence, sort and classify objects based on one /two attributes by using basic logical, critical, creative, and problem-solving skills.</p> <p>Performance Criteria 4: Assist class teacher to implement above grouped activities smoothly</p>

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1: Understand the term literacy assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Recognise the term basic literacy and its components, Phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing.			
2.	Practice sound and their formation of alphabets with children and relate it with the vocabulary enhancement process.			
3.	Group developmentally appropriate basic literacy (pre-reading & writing skills) strategies for English & Urdu.			
4.	Plan strategies for co-teaching, sharing responsibilities for pre-writing/ reading skills.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 2		Description of assessment task 2: Understand the term Numeracy assigned by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Recognise the term basic numeracy and its components (quantity and numbers, counting, solving number problems, measuring, estimating, sorting, noticing patterns, adding and subtracting numbers, etc).			
2.	Practice numbers and their formation and relate them with their relevant quantities			
3.	Plan strategies for co-teaching, sharing responsibilities for numeracy skills			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 3		Description of Assessment Task3: Practice Basic Literacy and Numeracy assigned by assessor		
During the practical assessment, candidate demonstrated the following:			No	Remarks
1.	Execute with class teacher to co-design learning experiences for the children to explore, think, imagine, raise question, and experiment to develop basic literacy and numeracy.			
2.	List small and large group activities to match, sounds with their relevant vocabulary			
3.	List small and large group activities to match, sequence, sort and classify objects based on one two attributes by using basic logical, critical, creative, and problem-solving skills.			
4.	Assist class teacher to implement above grouped activities smoothly			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		
Each Assessment Task (with performance criteria)				

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level: 2	Version: 01
Competency Standard Title: Teach Basic Numeracy & Literacy-1 (English & Urdu)	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
------------------------------	---

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. Explain the term Basic literacy and its components.	
2. Write sounds/alphabats (English and urdu) and their relevant vocabulary (minimum three for each).	
3. Define the term basic numeracy and its components.	
4. Write some small and large group activities to match sounds with their relevant vocabulary.	
5. Write some small and large group activities to match numbers with their relevant quantities.	
2.	
3.	
4.	
5.	

Question	Candidate's answer
6.	
7.	
8.	

ANSWER KEY

Sr.	Answers
1.	<p>Basic literacy is defined as The skills to be able to read, write and speak to understand and create meaning.)</p> <p>Components of basic literacy are:</p> <p>1- phonics,</p> <p>2-phonemic awareness.</p> <p>3-vocabulary.</p> <p>4- fluency.</p> <p>5-Comprehension.</p>
2.	<p>Sound c Vocabulary---cat,cup,carrot,cake,car etc</p> <p>Sound l Vocabulary---lion,lamp,ladder etc</p> <p>هرف ا انار ،انگور،استری</p>
3.	<p>• Numeracy is define as The ability to understand and work with numbers.</p> <p>Components of numeracy:</p> <p>1-quantity and numbers.</p> <p>2-counting.</p> <p>3-solving number problems.</p> <p>4-measuring.</p> <p>5-estimating.</p> <p>6-sorting.</p> <p>7- patterns.</p> <p>8- adding and subtracting numbers.</p>
4.	<p>.1.Matching sounds with objects.</p> <p>2.Object box</p> <p>3.Flash cards</p> <p>4.Sand paper numbers etc</p>
5.	<p>1-Counter and cards</p> <p>2-Sand paper numbers</p> <p>3-sticks and beads for counting etc</p>

6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	•

Assessment Evidence Guide

For

**“ECCE Assistant
Teacher/Educator”**

Level-2

**Use First Aid Skills and Knowledge to Provide a First
Aid Response To Children**

(Formative Assessment)



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level:2	Version:01
Competency Standard Title: Use First Aid skills and knowledge to provide a First Aid Response to children	Assessment Date (DD/MM/YY):		
	Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to Provide first aid response assigned by assessor.</p> <p>Assessment Task 2: Candidate is required to Respond to emergency assigned by assessor.</p> <p>Assessment Task 3: Candidate is required to perform first aid kit as per instructions given by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1: Identify & use standard guidelines, procedures, 4 C's (check, call, care & complete) of Pediatric First Aid and 3P's (preserve life, prevent the situation worsening & promote recovery) of First Aid to create safe and secure environment for children</p> <p>Performance Criteria 2: Prepare an incident management team, identify their responsibilities, and develop communication tree</p> <p>Performance Criteria 3: Adapt the available standards to prepare First Aid guidelines for your early childhood setting</p>
	<p>Assessment Task 2</p> <p>Performance Criteria 1: Utilize 5 phases of emergency management to identify appropriate emergency response procedures</p>

	<p>Performance Criteria 2: Use Risk Assessment tools and report the details of incident in align with appropriate procedures</p> <p>Performance Criteria 3: Talk with children about their emotions and responses to incidents/events and emergencies</p>
	<p>Assessment Task 3</p> <p>Performance Criteria 1: Prepare a checklist for First Aid Kit by adhering to the standard guidelines</p> <p>Performance Criteria 2: Prepare description of handling for each segment of First Aid Kit</p> <p>Performance Criteria 3: Suggest appropriate supplies for First Aid Kit to be used in early childhood settings</p> <p>Performance Criteria 4: Supervise First Aid Materials/supplies at the end of each month to keep an eye on the stock and expiry dates</p>

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 Provide first aid response assigned by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Identify & use standard guidelines, procedures, 4 C's (check, call, care & complete) of Pediatric First Aid and 3P's (preserve life, prevent the situation worsening & promote recovery) of First Aid to create safe and secure environment for children			
2.	Prepare an incident management team, identify their responsibilities, and develop communication tree			
3.	Adapt the available standards to prepare First Aid guidelines for your early childhood setting			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 2		Description of assessment task 2 Respond to emergency assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Utilize 5 phases of emergency management to identify appropriate emergency response procedures			
2.	Use Risk Assessment tools and report the details of incident in align with appropriate procedures			
3.	Talk with children about their emotions and responses to incidents/events and emergencies			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 3		Description of assessment task 3 perform first aid kit as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Prepare a checklist for First Aid Kit by adhering to the standard guidelines			
2.	Prepare description of handling for each segment of First Aid Kit			
3.	Suggest appropriate supplies for First Aid Kit to be used in early childhood settings			
4.	Supervise First Aid Materials/supplies at the end of each month to keep an eye on the stock and expiry dates			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level: 2	Version: 01
Competency Standard Title: Use First Aid skills and knowledge to provide a First Aid Response to children	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
------------------------	--

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. What are 4C's in first aid?	
2. What are 3P's in first aid?	
3. Define Communication Tree.	
4. Write 5 phases of emergency management.	
5. What are risk assessment tools?	
6. What are the appropriate supplies for first aid kit in Early years setting?	

ANSWER KEY

Sr.	Answers
1	<p>4C's in first aids are: Check, Call, Care, Complete.</p> <p>The first C – Check: This step involves checking for anything unsafe, such as traffic, fire, and other hazardous items.</p> <p>The second C – Call: Emergency situations demand quick and careful action from first responders. Once done with the inspection of the scene, check to see if the victim is breathing or has a pulse or not. Call 911 immediately or the local emergency number and provide correct information about the situation, patient, and location.</p> <p>The Third C – Care: Once you have followed the first two C's, first responders are required to provide initial care until medical professional arrive. Continuously monitor victim's breathing, and condition. Give any specific care needed such as cardiopulmonary resuscitation (CPR) or follow the CAB (Circulation- Airway-Breathing) of first aid.</p> <p>The forth C- Complete...After following 3C's complete the whole process.</p>
2	<p>In first aid, the three Ps are. life preservation, deterioration prevention, and recovery promotion.</p>
3	<p>A call tree is a hierarchical system of emergency response communication in which each person who receives a message can forward the message to the next person down the line. This ensures that everyone gets the message.</p>
4	<p>The five steps of Emergency Management are.</p> <ul style="list-style-type: none"> 1-Prevention. Actions taken to avoid an incident. 2-Mitigation. 3-Preparedness. 4-Response. 5-Recovery.
5	<p>The common risk assessment tools are: risk matrix, decision tree, failure modes and effects analysis (FMEA), and bowtie model.</p> <p>1-Risk Matrix-A risk matrix is a tool that is normally used to assess the level of risk and assist the decision-making process.</p> <p>2-Decision tree-Decision Tree is the most powerful and popular tool for classification and prediction. A Decision tree is a flowchart-like tree structure, ...</p> <p>3-Failure modes and effects analysis(FMEA)-----"Failure modes" means the ways, or modes, in which something might fail. Failures are any errors or defects, especially ones that affect the customer, and can be potential or actual. "Effects analysis" refers to studying the consequences of those failures.</p> <p>4-Bowtie model----A bow tie is a graphical depiction of pathways from the causes of an event or risk to its consequences in a simple qualitative cause-consequence diagram.</p> <p>The BowTie model moves the left to right 'Source to Consequence' elements to a</p>

	<p>top-to-bottom format in a table. Each part in the BowTie can then be linked to specific controls. This is best done by creating a separate list of controls because many controls relate to more than one escalation factor or barrier.</p>
6	<p>an up-to-date first-aid manual</p> <p>a list of emergency phone numbers</p> <p>sterile gauze pads of different sizes</p> <p>adhesive tape</p> <p>adhesive bandages (Band-Aids) in several sizes</p> <p>an elastic bandage</p> <p>a splint</p> <p>antiseptic wipes</p> <p>soap</p> <p>hand sanitizer</p> <p>antiseptic solution (like hydrogen peroxide)</p> <p>sterile water, saline (saltwater), or irrigation solution and a large syringe for washing cuts</p> <p>tweezers</p> <p>sharp scissors</p> <p>safety pins</p> <p>disposable instant cold packs</p> <p>alcohol wipes or ethyl alcohol</p> <p>a thermometer</p> <p>tooth preservation kit</p> <p>plastic non-latex gloves (at least 2 pairs)</p> <p>a flashlight and extra batteries</p> <p>a mouthpiece for giving CPR (you can get one from your local Red Cross)</p> <p>an eye shield</p> <p>eye wash solution</p>

Assessment Evidence Guide

For

**“ECCE Assistant
Teacher/Educator”**

Level-2

Practice Basic English Language Skills

(Formative Assessment)



National Vocational & Technical



Training Commission

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level:2	Version:01
Competency Standard Title: Practice basic English Language Skills	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to Plan daily routines to enhance/focus listening and speaking skills as per instructions given by assessor.</p> <p>Assessment Task 2: Candidate is required to develop phonological awareness as per instructions given by assessor.</p> <p>Assessment Task 3: Candidate is required to Develop writing skills in early years as per instructions given by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1: Use listening strategies to improve listening skills</p> <p>Performance Criteria 2: Make use of speaking strategies to improve speaking skills</p> <p>Performance Criteria 3: Demonstrate listening and speaking skills confidently</p>
	<p>Assessment Task 2</p> <p>Performance Criteria 1: Create phonological and phonemic awareness</p> <p>Performance Criteria 2: Develop Fluency in reading</p> <p>Performance Criteria 3: Develop vocabulary in context</p> <p>Performance Criteria 4: Use comprehension skills</p>
	<p>Assessment Task 3</p> <p>Performance Criteria 1: Perform Use basic writing skills in daily routine planning</p> <p>Performance Criteria 2: Summarize reflective diaries</p> <p>Performance Criteria 3: Use writing skills in daily teaching and learning practices.</p>

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 Plan daily routines to enhance/focus listening and speaking skills as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Use listening strategies to improve listening skills			
2.	Make use of speaking strategies to improve speaking skills			
3.	Demonstrate listening and speaking skills confidently			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 2		Description of assessment task 2 develop phonological awareness as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Create phonological and phonemic awareness			
2.	Develop Fluency in reading			
3.	Develop vocabulary in context			
4.	Use comprehension skills			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 3		Description of assessment task 3 Develop writing skills in early years as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Perform Use basic writing skills in daily routine planning			
2.	Summarize reflective diaries			
3.	Use writing skills in daily teaching and learning practices.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level: 2	Version: 01
Competency Standard Title: Practice basic English Language Skills	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
------------------------	--

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. Name at least three pre-reading games.	News period, question game, nursery rhymes, conversation, sound game, vocabulary basket.
2. Describe phonetic words with examples (at least ten words).	Phonetic words are the words which are spelled as they sound for example: Pot, tap, on, sun, pin, pen, frog etc.....
3. Describe high frequency words with examples (at least ten words).	High frequency words are also called puzzle words for example: The, he, she, you, is, are, mother, son, we, put, as, do etc....
4. Name some resource-material which are used for preparation for writing.	Play dough, stringing beads, cutting along the line, pegging exercise metal inset etc.
5. What is I Spy Game?	I Spy Game is an interesting activity that helps a child become aware of phonemes that make up words. It helps to analyze the words into phonemes.
6. What is the purpose of Sand Paper Letters?	Sand paper letters help children learn the shape of each letter as they run their fingers along the sand while they say the sound of the letter. Sand paper letters act as an essential key to reading and writing
7. What is the purpose of Movable Alphabet Box?	Movable alphabet box is a perfect tool to allow children to advance in their education even if their hands are not ready to use a pencil. It helps the child to analyze phonetic words and reproduce them into graphic symbols. It is a preparation for reading and writing.
8. Name any three games which can be used to enhance the listening skills.	Guess who, (I spy game), simon says, copy cat, complete story, mother may I, etc.....
9. What is the Purpose of teaching writing skills in ECCE?	<ul style="list-style-type: none"> o To inform o To entertain o To explain
10. What are the essential writing skills?	<ul style="list-style-type: none"> o Grammatical skill o Compositional skill Domain knowledge

Assessment Evidence Guide

For

“ECCE Assistant Teacher/Educator”

Level-2

Design Creative Art and Crafts Activities

(Formative Assessment)





National Vocational & Technical Training Commission

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level: 2	Version: 01
Competency Standard Title: Design Creative Art and Crafts Activities	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to understand the difference between creative art and crafts as per instructions given by assessor.</p> <p>Assessment Task 2: Candidate is required to identify the need for and importance of creative art in early childhood as per instructions given by assessor.</p> <p>Assessment Task 3: Candidate is required to respond the purpose of art and crafts in child's life as per instructions given by assessor.</p> <p>Assessment Task 4: Candidate is required to recognize art and crafts as a major tool for development of esthetical sense in children as per instructions given by assessor.</p> <p>Assessment Task 5: Candidate is required to interpret role of creative arts and craft in different aspects of child development as per instructions given by assessor</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1: Define Creative Art and Crafts</p> <p>Performance Criteria 2: Recognize the characteristics difference and relationship between Art and crafts</p>

	<p>Performance Criteria 3: Identify seven core elements of Art and relationship between them</p> <p>Performance Criteria 4: Discuss the value of core elements of the Art</p> <p>Performance Criteria 5: Make a list of different art techniques by using different combination of core elements for young children</p>
	<p>Assessment Task 2</p> <p>Performance Criteria 1: Draw a table showing different developmental domains and art techniques to strengthen them.</p> <p>Performance Criteria 2: Identify art and crafts as a major tool for development of aesthetical sense in young children</p> <p>Performance Criteria 3: Underline that creativity relieves stress</p> <p>Performance Criteria 4: Recognize children's imagination and enlist different abilities of expression through creative arts</p>
	<p>Assessment Task 3</p> <p>Performance Criteria 1: Design art activities to stimulate creativity and imagination</p> <p>Performance Criteria 2: Provide visual, tactile, and sensory experiences to children to communicate what they see, feel, and think using color, texture, form, pattern and different materials and processes.</p> <p>Performance Criteria 3: Demonstrate assurance to young children that they can draw anything they like through these activities.</p> <p>Performance Criteria 4: Introduce a variety of drawing mediums such as, crayons, charcoal, paint, chalk, and drawing tools on children's computer software (where possible) and provide children with opportunities to experiment with all of them.</p> <p>Performance Criteria 5: Demonstrate to make practical decisions with aesthetic sense to convert waste material into a product of their unique imagination</p>
	<p>Assessment Task 4</p> <p>Performance Criteria 1: Prepare classroom by gathering and setting up age-appropriate equipment / resources</p> <p>Performance Criteria 2: Plan arts and crafts lessons to develop creativity and imagination in children through a range of easy to complex activities</p> <p>Performance Criteria 3: Classify low-cost & no-cost materials for project work</p> <p>Performance Criteria 4: Maintain and decorate class environment aesthetically to motivate young children</p> <p>Performance Criteria 5: Monitor inventory & sourcing art supplies as needed.</p>
	<p>Assessment Task 5</p> <p>Performance Criteria 1: List the art activities to involve children in shaping their environments through art and crafts.</p> <p>Performance Criteria 2: Develop children's knowledge, skills and attitudes related to art and crafts by providing responsive instructions, assigning age-appropriate tasks/projects, recording and reporting progress</p>

	<p>Performance Criteria 3: Perform storytelling, role plays and finger puppets to express creativity and imagination of young children</p> <p>Performance Criteria 4: Execute planned routines/activities in classroom and observe how children see, feel, and think using color, texture, form, pattern and different materials and processes.</p> <p>Performance Criteria 5: Plan, execute & monitor Art & Crafts Project work with children.</p>
--	--

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 understand the difference between creative art and crafts as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Define Creative Art and Crafts			
2.	Recognize the characteristics difference and relationship between Art and crafts			
3.	Identify seven core elements of Art and relationship between them			
4.	Discuss the value of core elements of the Art			
5.	Make a list of different art techniques by using different combination of core elements for young children			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 2		Description of assessment task 2 identify the need for and importance of creative art in early childhood as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Draw a table showing different developmental domains and art techniques to strengthen them.			
2.	Identify art and crafts as a major tool for development of aesthetical sense in young children			
3.	Underline that creativity relieves stress			
4.	Recognize children's imagination and enlist different abilities of expression through creative arts			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 3		Description of assessment task 3 respond the purpose of art and crafts in child's life as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Design art activities to stimulate creativity and imagination			
2.	Provide visual, tactile, and sensory experiences to children to communicate what they see, feel, and think using color, texture, form, pattern and different materials and processes.			
3.	Demonstrate assurance to young children that they can draw anything they like through these activities.			
4.	Introduce a variety of drawing mediums such as, crayons, charcoal, paint, chalk, and drawing tools on children's computer software (where possible) and provide children with opportunities to experiment with all of them.			
5.	Demonstrate to make practical decisions with aesthetic sense to convert waste material into a product of their unique imagination			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		
Each Assessment Task (with performance criteria)				
Assessment Task 4		Description of assessment task 4 recognize art and crafts as a major tool for development of esthetical sense in children as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Prepare classroom by gathering and setting up age-appropriate equipment / resources			
2.	Plan arts and crafts lessons to develop creativity and imagination in children through a range of easy to complex activities			
3.	Classify low-cost & no-cost materials for project work			
4.	Maintain and decorate class environment aesthetically to motivate young children			
5.	Monitor inventory & sourcing art supplies as needed.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 5		Description of assessment task 5 interpret role of creative arts and craft in different aspects of child development as per instructions given by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	List the art activities to involve children in shaping their environments through art and crafts.			
2.	Develop children's knowledge, skills and attitudes related to art and crafts by providing responsive instructions, assigning age-appropriate tasks/projects, recording and reporting progress			
3.	Perform storytelling, role plays and finger puppets to express creativity and imagination of young children			
4.	Execute planned routines/activities in classroom and observe how children see, feel, and think using color, texture, form, pattern and different materials and processes.			
5.	Plan, execute & monitor Art & Crafts Project work with children.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level: 2	Version: 01
Competency Standard Title: Design Creative Art and Crafts Activities	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
------------------------	--

Assessors Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. Difference between Creative Art and crafts	
2. Explain importance of Creative Arts & Craft in Early Years	
3. What are the Core elements of Art.	
4. What is the Purpose and need of creative Art and Crafts in Early Childhood Education	
5. Derive Relationship between Creative Art, Crafts, and imagination	
6. Enlist low cost/ waste materials for creative art activities.	
7. Write down the aims of art & crafts.	

ANSWER KEY

Sr.	Answers
1.	Art is a form of work that is the expression of emotions where as Craft is form of work, which results in a tangible output, for example, molding and carving.
2.	In relation to children, the creative arts are activities that engage a child's imagination and can include activities such as art, dance, drama, puppetry and music.

	<p><input type="checkbox"/> They stimulate and help children cultivate their abilities across virtually every domain, and they are open-ended activities, fostering flexibility of the mind.</p> <p><input type="checkbox"/> And most important of all, the creative arts emphasize the process, teaching kids in a world that is progressively more and more product-driven that the method by which you arrive at the destination is as or more significant than the destination itself.</p>
3.	<p>1-Line</p> <p>2-Color</p> <p>3-Shape</p> <p>4-Form</p> <p>5-Value</p> <p>6-Space</p> <p>7-Texture</p>
4.	<p>A key physical skill which can be improved through art activities is fine motor skills. During arts and crafts children regularly use the various muscles in their fingers, wrists and hands. Regular use of these muscles improves their strength and finesse, which then makes other tasks, such as writing, far easier!</p>
5.	<p>Art is creative expression that nurtures imagination, and not a lesson in following directions. Through painting, sculpture, collage, clay moulding, drawing or any other medium, art is a way for children to work through emotions, make decisions, and express their ideas.</p> <p>Both are actually two unique skills. Creativity is commonly referred to as the ability to create something real using the imagination. Whereas the imagination is the capability to create in one's own mind what does not exist.</p>
6.	<p>1-Concrete</p> <p>2-News papers</p> <p>3-Plastic</p> <p>4-Glass</p> <p>5-Mix papers</p> <p>6-Straws</p> <p>7-_Toilet paper rolls</p> <p>8-Empty Cartons</p> <p>9-Empty jars/bottles</p> <p>10-Bottle caps</p>
7.	<p>The aims of art and crafts are;</p> <p><input type="checkbox"/> To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;</p> <p><input type="checkbox"/> To develop creativity and imagination through a range of complex activities;</p> <p><input type="checkbox"/> To improve the children's ability to control materials, tools and techniques;</p> <p><input type="checkbox"/> To increase their critical awareness of the roles and purposes of art and</p>

	<p>design in different times and cultures;</p> <p>□ To develop increasing confidence in the use of visual and tactile elements and material;</p> <p>□ To foster an enjoyment and appreciation of the visual arts and s knowledge of artists, craftspeople and designers.</p>
--	--

Assessment Evidence Guide **For** **“ECCE Assistant Teacher/Educator”** **Level-2** **Implement Teaching Practice** **(Formative Assessment)**



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level:2	Version:01
Competency Standard Title: Implement Teaching Practice	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to implement teaching practice as per instructions given by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1: Perform selection of School/early years setting with relevant details as per requirement</p> <p>Performance Criteria 2: Collect basic information about selected school to execute</p> <p>Performance Criteria 3: Interpret given documents</p> <p>Performance Criteria 4: Respond to child's interest, exploration through design elements of time, space, material, and participation</p> <p>Performance Criteria 5: Construct stories with children on daily experience/routines and caring dispositions as per given instructions</p> <p>Performance Criteria 6: Practice feeling words (vocabularies) to the children to identify self and others' emotions</p> <p>Performance Criteria 7: Create environment that promotes respectful interactions & diversity as per</p> <p>Co-design teaching resources in alignment with curriculum competencies, expected learning outcomes (ELOs), activities and assessment</p> <p>Performance Criteria 8: Collaborate with class teacher to plan & execute daily routines using appropriate resources from learning centers & incorporating all components of daily routine plan</p> <p>Performance Criteria 9: Share responsibilities in the implementation of daily</p>

	<p>routine plans by reiterating objectives of daily routines with young children, using appropriate adult-child interactions, & conducting daily small or large group activities for an assigned group of children.</p> <p>Performance Criteria 10: Assist class teacher in ongoing assessments and providing frequent feedback by recording, documenting & interpreting child observations focusing all developmental domains</p> <p>Performance Criteria 11: Maintain daily reflective journal and outline teaching practice report including teacher educators' feedback on your teaching performance.</p>
--	---

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 implement teaching practice as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Perform selection of School/early years setting with relevant details as per requirement			
2.	Collect basic information about selected school to execute			
3.	Interpret given documents			
4.	Respond to child's interest, exploration through design elements of time, space, material, and participation			
5.	Construct stories with children on daily experience/routines and caring dispositions as per given instructions			
6.	Practice feeling words (vocabularies) to the children to identify self and others' emotions			
7.	Create environment that promotes respectful interactions & diversity as per Co-design teaching resources in alignment with curriculum competencies, expected learning outcomes (ELOs), activities and assessment			
8.	Collaborate with class teacher to plan & execute daily routines using appropriate resources from learning centers & incorporating all components of daily routine plan			
9.	Share responsibilities in the implementation of daily routine plans by reiterating objectives of daily routines with young children, using appropriate adult-child interactions, & conducting daily small or large group activities for an assigned group of children.			
10.	Assist class teacher in ongoing assessments and providing frequent feedback by recording, documenting & interpreting child observations focusing all developmental domains			
11.	Maintain daily reflective journal and outline teaching practice report including teacher educators' feedback on your teaching performance.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 2 in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	CS Code:	Level: 2	Version: 01
Competency Standard Title: Implement teaching Practice	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
------------------------	--

Assessors Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
What are teachers Protocols?	
1.	
2.	
3.	
4.	

ANSWER KEY

Sr.	Answers
1.	
2.	
3.	
4.	
5.	