

**Assessment Evidence Guide
For
Early Childhood
Care and Education (ECCE)
(ECCE Assistant Teacher/Educator)
LEVEL-2
(Summative Assessment)**



**National Vocational and
Technical Training Commission (NAVTTTC)
Government of Pakistan**

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: <ul style="list-style-type: none"> • Comply with Work Health and Safety Policies • Perform Basic Communication Skills • Practice Basic English language skills • Perform Basic Computer Operations • Teach Basic Numeracy & Literacy-1 (English & Urdu) • Use First Aid skills and knowledge to provide a First Aid Response to children • Practice basic Professional Ethics • Learn to play • Use Child developmental theories, observation methods and observation tool "checklist" • Build relationship with families • Design Creative Art and Crafts Activities • Implement teaching Practice 	Assessment Date (DD/MM/YY): Assessment Time: 5 hrs.		

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 design indoor/outdoor floor plan for any early years setting, keeping in mind all safety measures as per instructions given by assessor.</p> <p>Assessment Task 2: Candidate is required to develop a checklist mentioning different milestones (Physical, cognitive, social emotional, language and communication) for age group (0-8 years) as per instructions given by assessor.</p> <p>Assessment Task 3: Candidate is required to enlist 15-20 art techniques by using different combination of core elements 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 the basic characteristics of play supporting indoor and outdoor environment</p> <p>Performance Criteria 2: Understand play supporting environment that allows children with the freedom of choice and decision making</p> <p>Performance Criteria 3: Select age-appropriate materials (including toys),</p> <p>Performance Criteria 4: Plan play activities for daily routines and responsive interactions</p> <p>Performance Criteria 5: Create a (10 each minimum) list of play supporting materials/resources for indoor and outdoor play environment.</p> <p>Performance Criteria 6: Maintain cleanliness and hygiene as per organizational policy</p> <p>Performance Criteria 7: Comply with Health, hygiene and safety precautions before starting work</p> <p>Performance Criteria 8: Follow organizational Health, hygiene and safety guidelines during work</p> <p>Performance Criteria 9: Use comprehension skills</p>

	<p>Assessment Task 2</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>Performance Criteria 4: Make use of speaking strategies to improve speaking skills</p>
	<p>Assessment Task 3</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>Performance Criteria 6: Carefully listen and note down the instructions of Supervisor</p>
	<p>Portfolios required at the time of assessment (if any) for</p> <ul style="list-style-type: none"> ✓ Folder/file includes evidence of basic computer operations ✓ Folder/file includes evidence of practice basic english language skills ✓ Folder/file includes evidence of basic numeracy & literacy-1(English & Urdu) ✓ Folder/file includes evidence of first aid response to children ✓ Folder/file includes evidence of basic professional ethics ✓ Folder/file includes evidence of relationship with families ✓ Folder/file includes evidence of teaching practice <p>Performance Criteria 1: Format Word Document according to given requirements.</p> <p>Performance Criteria 2: Generate Charts/Graphs according to the given data.</p> <p>Performance Criteria 3: Present a presentation according to 7Cs of communication.</p> <p>Performance Criteria 4: Demonstrate listening and speaking skills confidently</p> <p>Performance Criteria 5: Summarize reflective diaries</p> <p>Performance Criteria 6: Use writing skills in daily teaching and learning practices.</p> <p>Performance Criteria 7: List small and large group activities to match, sounds with their relevant vocabulary</p> <p>Performance Criteria 8: 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 9: Adapt the available standards to prepare First Aid guidelines for your early childhood setting</p> <p>Performance Criteria 10: Supervise First Aid Materials/supplies at the end of each month to keep an eye on the stock and expiry dates</p> <p>Performance Criteria 11: Organize daily reflective write-ups in the portfolio</p> <p>Performance Criteria 12: Identify your strengths, grow professionally, and build stronger connections with families</p> <p>Performance Criteria 13: Collect basic information about selected school to execute placement/teaching practice</p> <p>Performance Criteria 14: Construct stories with children on daily experience/routines and caring dispositions as per given instructions</p>

Continued on following page

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	<div style="display: flex; justify-content: space-between;"> COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> </div> 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				✓			
Each Assessment Task (with performance criteria)							
Assessment Task 1			Description of Assessment Task 1 design indoor/outdoor floor plan for any early years setting, keeping in mind all safety measures as per instructions given by assessor.				
During the practical assessment, candidate demonstrated the following:					Yes	No	Remarks
1.	Identify the basic characteristics of play supporting indoor and outdoor environment						
2.	Understand play supporting environment that allows children with the freedom of choice and decision making						
3.	Select age-appropriate materials (including toys),						
4.	Plan play activities for daily routines and responsive interactions						
5.	Create a (10 each minimum) list of play supporting materials/resources for indoor and outdoor play environment.						
6.	Maintain cleanliness and hygiene as per organizational policy						
7.	Comply with Health, hygiene and safety precautions before starting work						
8.	Follow organizational Health, hygiene and safety guidelines during work						
9.	Use comprehension skills						
Competent <input type="checkbox"/>					Not Yet Competent <input type="checkbox"/>		

Assessment Task 2		Description of Assessment Task 2 develop a checklist mentioning different milestones (Physical, cognitive, social emotional, language and communication) for age group (0-8 years) as per instructions given 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			
4.	Make use of speaking strategies to improve speaking skills			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 3		Description of Assessment Task 3 enlist 15-20 art techniques by using different combination of core elements 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			
6.	Carefully listen and note down the instructions of Supervisor			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Portfolio		Description of Portfolio <ul style="list-style-type: none"> Folder/file includes evidence of basic computer operations Folder/file includes evidence of practice basic english language skills Folder/file includes evidence of basic numeracy & literacy-1(English & Urdu) Folder/file includes evidence of first aid response to children Folder/file includes evidence of basic professional ethics Folder/file includes evidence of relationship with families Folder/file includes evidence of teaching practice 		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Format word document according to given requirements			
2.	Generate Charts/Graphs according to the given data.			

3.	Present a presentation according to 7Cs of communication.			
4.	Demonstrate listening and speaking skills confidently			
5.	Summarize reflective diaries			
6.	Use writing skills in daily teaching and learning practices.			
7.	List small and large group activities to match, sounds with their relevant vocabulary			
8.	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			
9.	Adapt the available standards to prepare First Aid guidelines for your early childhood setting			
10.	Supervise First Aid Materials/supplies at the end of each month to keep an eye on the stock and expiry dates			
11.	Organize daily reflective write-ups in the portfolio			
12.	Identify your strengths, grow professionally, and build stronger connections with families			
13.	Collect basic information about selected school to execute placement/teaching practice			
14.	Construct stories with children on daily experience/routines and caring dispositions as per given instructions			
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
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Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
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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 Assessor:.....	the

Question	Candidate's answer
1. Develop a booklet mentioning basic professional ethics in the context of early childhood education (inside and outside classroom) and role of assistant teacher.	
2. Present 4-6 age appropriate play activities to teach basic numeracy and literacy skills and maintain observation record through checklist.	
3. Conduct a session about basic first aid skills for the awareness of parents and other school staff.	
4.	
5.	

ANSWER KEY

Sr.	Answers
1.	The NAEYC code of ethics for teachers lays out standards that include maintaining confidentiality when discussing children and families, protecting the reputation of the center and the profession in general and helping colleagues to achieve their own personal career improvement goals
2.	Recognize that children are best understood and supported in the context of family, culture, community, and society. Respect the dignity, worth, and uniqueness of everyone (child, family member, and colleague). Respect diversity in children, families, and colleague.
3.	The NAEYC Code of Ethical Conduct can help teacher/educator identify their responsibilities and guide their decision making when they encounter predicaments that involve ethics: considerations of right and wrong, rights and responsibilities, conflicting priorities, or human welfare.
4.	<p>Child's view of Play</p> <p>The researchers found that children often associated play with toys and games and saw play to be very much part of their social interactions and relationships with other children. Laughing and having fun featured strongly, as did being able to choose how they played and what they played with.</p> <p>Types of play</p> <ul style="list-style-type: none">• Functional Play. Functional play is playing simply to enjoy the experience. ...• Constructive Play. As the name suggests, this play involves constructing something (building, drawing, crafting, etc.).• Exploratory Play.• Dramatic Play. <p>Stages of play</p> <ul style="list-style-type: none">• unoccupied.• playing alone.• onlooker.• parallel.• associative.• cooperative
5.	Teachers can support child-directed play in toddlerhood by providing long stretches of uninterrupted time for children to explore their ideas and practice them on their own and with peers in a well-planned, safe environment, both indoors and outdoors. Children this age also love when adults join in or watch them play, listening carefully for their cues about when to join in and when to just observe instead. When teachers follow children's lead in their self-directed play, for example, holding the baby doll when it is offered or getting more wooden blocks when children's constructions use up what was available, they are facilitating self-directed play.