

# **Assessment Evidence Guide**

**For**

**“ECCE Teacher/Educator”**

**Level-3**

**Practice Professional Ethics as an Early Childhood  
Educator**

**(Formative Assessment)**



**National Vocational & Technical  
Training Commission**

Instruction Sheet for the Candidate			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:3</b>	<b>Version:01</b>
<b>Competency Standard Title:</b> Practice professional ethics as an Early Childhood educator	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b>		

Candidate Details	Name: .....  Registration/Roll Number:.....														
Guidance for Candidate	<p><b>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration &amp; assessment):</b></p> <p><b>Assessment Task 1:</b> Candidate is required to organize the elements of teacher development assigned by assessor.</p> <p><b>Assessment Task 2:</b> Candidate is required to explore NAEYC learning opportunities in professional development assigned by assessor.</p> <p><b>Assessment Task 3:</b> Candidate is required to synthesize the universal needs and potential of children under UNCRC assigned by assessor.</p> <p><b>Assessment Task 4:</b> Candidate is required to practice professional ethics as an early years educators assigned by assessor.</p> <p><b>And complete:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge assessment test (Written or Oral)</li> <li>2. Portfolios at the time of assessment (if any)</li> </ol>														
Minimum Evidence Required	<p><b>During a practical assessment, under observation by an assessor, you will complete:</b></p> <p><b>Assessment Task 1</b></p> <table border="0"> <tbody> <tr> <td><b>Performance Criteria 1.</b></td> <td>Apply ethics of teaching profession.</td> </tr> <tr> <td><b>Performance Criteria 2.</b></td> <td>Identify the significance of professionalism and Teacher development</td> </tr> <tr> <td><b>Performance Criteria 3.</b></td> <td>Analyse the models of Teacher Professional Development</td> </tr> <tr> <td><b>Performance Criteria 4.</b></td> <td>Recognize the relationship between ethics and professionalism</td> </tr> <tr> <td><b>Performance Criteria 5.</b></td> <td>Develop professional Development Portfolio by effective process.</td> </tr> <tr> <td><b>Performance Criteria 6.</b></td> <td>Evaluate various components of professional Portfolio</td> </tr> </tbody> </table>			<b>Performance Criteria 1.</b>	Apply ethics of teaching profession.	<b>Performance Criteria 2.</b>	Identify the significance of professionalism and Teacher development	<b>Performance Criteria 3.</b>	Analyse the models of Teacher Professional Development	<b>Performance Criteria 4.</b>	Recognize the relationship between ethics and professionalism	<b>Performance Criteria 5.</b>	Develop professional Development Portfolio by effective process.	<b>Performance Criteria 6.</b>	Evaluate various components of professional Portfolio
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	<p><b>Performance Criteria 2.</b> ethical dilemmas; Implement steps to identify core values and responsibilities to children, families, colleagues, employers and community</p> <p><b>Performance Criteria 3.</b> Analyze the impact of decision on multiple dimensions of diversity.</p> <p><b>Performance Criteria 4.</b> Design learning material for teachers, school children and community members</p>
	<p><b>Assessment Task 3</b></p> <p><b>Performance Criteria 1.</b> Explore the cultural diversity of Childhood</p> <p><b>Performance Criteria 2.</b> Enlist the importance of Child Rights and four aspects.</p> <p><b>Performance Criteria 3.</b> Use child rights standards and principles from the CRC and other international human rights instruments to guide behavior, actions, policies and programme.</p> <p><b>Performance Criteria 4.</b> Compare international &amp; national commitments on Child Rights</p>
	<p><b>Assessment Task 4</b></p> <p><b>Performance Criteria 1.</b> Write the moral obligation that leads to become a part of the profession.</p> <p><b>Performance Criteria 2.</b> Write a personal statement to join ECCE teaching profession</p> <p><b>Performance Criteria 3.</b> Suggest ideas to overcome matters related to Early Years code of ethical conduct</p> <p><b>Performance Criteria 4.</b> Perform Reflective practices in the context of ECCE</p> <p><b>Performance Criteria 5.</b> Plan a lesson for ECCE class by Integrating NAYEC code of ethical conduct later to be implemented in classroom teaching</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)

<b>Candidate Details</b>	Name: ..... Registration/Roll Number: ..... Candidate Signature: .....
<b>Assessment Outcome</b>	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 Organize the elements of Teacher Development assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Apply ethics of teaching profession.			
2.	Identify the significance of professionalism and Teacher development			
3.	Analyse the models of Teacher Professional Development			
4.	Recognize the relationship between ethics and professionalism			
5.	Develop professional Development Portfolio by effective process.			
6.	Evaluate various components of professional Portfolio			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 2		Description of assessment task 2 Explore NAEYC learning opportunities in professional development assigned by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Identify standards of professionalism and ethical behavior to apply successfully to ethical dilemmas;			
2.	Implement steps to identify core values and responsibilities to children, families, colleagues, employers and community			
3.	Analyze the impact of decision on multiple dimensions of diversity.			
4.	Design learning material for teachers, school children and community members			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 3		Description of Assessment Task 3 Synthesize the universal needs and potential of children under UNCRC assigned by assessor		
During the practical assessment, candidate demonstrated the following:			No	Remarks
1.	Explore the cultural diversity of Childhood			
2.	Enlist the importance of Child Rights and four aspects.			
3.	Use child rights standards and principles from the CRC and other international human rights instruments to guide behavior, actions, policies and programme.			
4.	Compare international & national commitments on Child Rights			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		
Each Assessment Task (with performance criteria)				

Assessment Task 4		Description of Assessment Task 4 Practice professional ethics as an Early Years Educators assigned by assessor		
During the practical assessment, candidate demonstrated the following:			No	Remarks
1.	Write the moral obligation that leads to become a part of the profession.			
2.	Write a personal statement to join ECCE teaching profession			
3.	Suggest ideas to overcome matters related to Early Years code of ethical conduct			
4.	Perform Reflective practices in the context of ECCE			
5.	Plan a lesson for ECCE class by Integrating NAYEC code of ethical conduct later to be implemented in classroom teaching.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		
Each Assessment Task (with performance criteria)				

Knowledge Assessment			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:</b> 3	<b>Version:</b> 01
<b>Competency Standard Title:</b> Practice professional ethics as an Early Childhood educator	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b> 30 min		

Guidance for Candidate	<b>To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.</b>
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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 four fundamentals of teaching profession?	
2. Enlist any five Statement of commitment as an ECCE teacher	
3. How many National Professional Teaching standards are specified by Pakistan government?	
4. What do you understand by Moral obligation of teaching profession?	
5. What is professional Development Portfolio?	
6. Explain Children's rights in the curriculum	
7. What are the Components of Child Rights?	
8. Enlist the elements of Effective Professional Development?	
9. What is Professional Ethics in Early Childhood?	
10. What is child empowerment?	

### **ANSWER KEY**

Sr.	Answers
1.	<p>Creating an active learning environment</p> <p>Establish a rapport between student &amp; teacher</p> <p>Feedback &amp; communication</p> <p>Inclusivity</p> <p>Helping student to manage time effectively</p> <p>Motivation &amp; inspiration</p>
2.	<ol style="list-style-type: none"> <li>1. Never harm children</li> <li>2. Respect colleagues in ECCE &amp; support them in maintaining the NAEYC code of ethical conduct</li> <li>3. Open to new ideas be willing to learn, grow &amp; contribute as a professional.</li> <li>4. Ensure that programs for young children a based on current knowledge.</li> <li>5. Respect &amp; support families in their task of nurturing childrens.</li> </ol>
3.	There are 10 standards of NPTS in Pakistan
4.	Teachers are ethically obligated to serve the learning needs of all children, and to do this they must recognize, understand, and demonstrate and appreciation for the perspectives, cultural backgrounds, values & beliefs, world views and different kinds of motivations that student brings to school.
5.	It is a frequently structured mechanism to record & evidence the ongoing development of one's professional practice in teaching.
6.	<ol style="list-style-type: none"> <li>1. Right to non-discrimination</li> <li>2. Participation</li> <li>3. Protection from abuse &amp; violence</li> <li>4. Freedom of thought, expression and religion</li> </ol>
7.	<p>The four components are:</p> <ol style="list-style-type: none"> <li>1. Right to survival</li> <li>2. The right to protection</li> <li>3. The right to development</li> <li>4. The right to participation</li> </ol>
8.	<ol style="list-style-type: none"> <li>1. Content focused</li> <li>2. Incorporate active learning utilizing adult learning theory</li> <li>3. Collaboration</li> <li>4. Use of models of effective practices</li> <li>5. Provision of coaching and expert support</li> <li>6. Provision of opportunities for feedback and reflection.</li> </ol>
9.	Professional ethics understands the value of childhood. The teacher's responsibility and obligation is to maintain practices which respect every child and to provide all children with equal opportunity to ECCE.
10.	It is a process of allowing children to become stronger and more confident. It gives them greater say in and control of their lives, and helps them understand their rights, so they can act on them if need be.

**Assessment Evidence Guide**  
**For**  
**“ECCE Teacher/Educator”**  
**Level-3**  
**Play and Learn**  
**(Formative Assessment)**



**National Vocational & Technical  
Training Commission**

Instruction Sheet for the Candidate			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:3</b>	<b>Version:01</b>
<b>Competency Standard Title:</b> Play and Learn	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b>		

Candidate Details	Name: .....  Registration/Roll Number:.....												
Guidance for Candidate	<p><b>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration &amp; assessment):</b></p> <p><b>Assessment Task 1:</b> Candidate is required to organize the elements of teacher development assigned by assessor.</p> <p><b>Assessment Task 2:</b> Candidate is required to interpret and enhance psychosocial development through play assigned by assessor.</p> <p><b>Assessment Task 3:</b> Candidate is required to initiate play for physical development assigned by assessor.</p> <p><b>Assessment Task 4:</b> Candidate is required to appraise cognitive development through play assigned by assessor.</p> <p><b>Assessment Task 5:</b> Candidate is required to correlate academic achievement with play assigned by assessor.</p> <p><b>And complete:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge assessment test (Written or Oral)</li> <li>2. Portfolios at the time of assessment (if any)</li> </ol>												
Minimum Evidence Required	<p><b>During a practical assessment, under observation by an assessor, you will complete:</b></p> <p><b>Assessment Task 1</b></p> <table border="0"> <tbody> <tr> <td><b>Performance Criteria 1.</b></td> <td>Understand development process of child's brain</td> </tr> <tr> <td><b>Performance Criteria 2.</b></td> <td>Recognize the stages of child's brain development</td> </tr> <tr> <td><b>Performance Criteria 3.</b></td> <td>Relate the impact of early experiences on child's brain</td> </tr> <tr> <td><b>Performance Criteria 4.</b></td> <td>Apply play to improve memory and stimulates the growth of cerebral cortex</td> </tr> <tr> <td><b>Performance Criteria 5.</b></td> <td>Employ the practice of responsive relationship to support brain development</td> </tr> </tbody> </table>			<b>Performance Criteria 1.</b>	Understand development process of child's brain	<b>Performance Criteria 2.</b>	Recognize the stages of child's brain development	<b>Performance Criteria 3.</b>	Relate the impact of early experiences on child's brain	<b>Performance Criteria 4.</b>	Apply play to improve memory and stimulates the growth of cerebral cortex	<b>Performance Criteria 5.</b>	Employ the practice of responsive relationship to support brain development
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<b>Performance Criteria 5.</b>	Employ the practice of responsive relationship to support brain development												

	<p><b>Assessment Task 2</b></p> <p><b>Performance Criteria 1.</b> Schedule play activities strengthening values such as sharing, caring and empathy</p> <p><b>Performance Criteria 2.</b> Design the play activities to promote acceptance, respect, and patience</p> <p><b>Performance Criteria 3.</b> Dramatize appropriate play activities to improve self-control and exhibit emotions</p> <p><b>Performance Criteria 4.</b> Respond as a play partner to inculcate good habits in children</p>
	<p><b>Assessment Task 3</b></p> <p><b>Performance Criteria 1.</b> Consider the physical development as generalize part of play</p> <p><b>Performance Criteria 2.</b> Design and implement play to improve fine and gross motor skills</p> <p><b>Performance Criteria 3.</b> Plan activities for children to learn to move, balance, run and lift the things during play</p>
	<p><b>Assessment Task 4</b></p> <p><b>Performance Criteria 1.</b> Identify different types of play for different age groups to exercise critical thinking</p> <p><b>Performance Criteria 2.</b> Interpret and understand cause and effect during play activities</p> <p><b>Performance Criteria 3.</b> Apply different play activities to raise the problem-solving skills of young children</p> <p><b>Performance Criteria 4.</b> Achieve the developmental milestones with learning and play</p>
	<p><b>Assessment Task 5</b></p> <p><b>Performance Criteria 1.</b> Use play to lead towards academic success</p> <p><b>Performance Criteria 2.</b> Identify different types of play to motivate children for academic achievements</p> <p><b>Performance Criteria 3.</b> Interpret and relate the learnt skills to strengthening academic achievements</p> <p><b>Performance Criteria 4.</b> Apply play activities to improve children's IQ, creativity, and socialization.</p>

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## 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)				
<b>Assessment Task 1</b>		<b>Description of assessment task 1</b> Organize the elements of Teacher Development assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Understand development process of child's brain			
2.	Recognize the stages of child's brain development			
3.	Relate the impact of early experiences on child's brain			
4.	Apply play to improve memory and stimulates the growth of cerebral cortex			
5.	Employ the practice of responsive relationship to support brain development			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 2		Description of assessment task 2 Interpret and enhance Psychosocial development through play assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Schedule play activities strengthening values such as sharing, caring and empathy			
2.	Design the play activities to promote acceptance, respect, and patience			
3.	Dramatize appropriate play activities to improve self-control and exhibit emotions			
4.	Respond as a play partner to inculcate good habits in children			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 3		Description of Assessment Task		
		Initiate play for Physical Development assigned by assessor.		
During the practical assessment, candidate demonstrated the following:			No	Remarks
1.	Consider the physical development as generalize part of play			
2.	Design and implement play to improve fine and gross motor skills			
3.	Plan activities for children to learn to move, balance, run and lift the things during play			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		
Each Assessment Task (with performance criteria)				

Assessment Task 4		Description of Assessment Task		
		Appraise cognitive development through play assigned by assessor.		
During the practical assessment, candidate demonstrated the following:			No	Remarks
1.	Identify different types of play for different age groups to exercise critical thinking			
2.	Interpret and understand cause and effect during play activities			
3.	Apply different play activities to raise the problem-solving skills of young children			
4.	Achieve the developmental milestones with learning and play			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		
Each Assessment Task (with performance criteria)				

<b>Assessment Task 5</b>		<b>Description of Assessment Task</b> Correlate Academic Achievement with play assigned by assessor.	
During the practical assessment, candidate demonstrated the following:			No
1.	Use play to lead towards academic success		
2.	Identify different types of play to motivate children for academic achievements		
3.	Interpret and relate the learnt skills to strengthening academic achievements		
4.	Apply play activities to improve children's IQ, creativity, and socialization.		
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>	
Each Assessment Task (with performance criteria)			

Knowledge Assessment			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:</b> 3	<b>Version:</b> 01
<b>Competency Standard Title:</b> Play and Learn	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b> 30 min		

Guidance for Candidate	<b>To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.</b>
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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 developmental process of human brain	
2. Explain need of responsive relationship	
3. Value of early experiences in designing brain architecture and memory	
4. Role of play in Psychosocial development	
5. importance of play for Physical development	
6. Demonstrate the role of play as a key factor for academic achievements	

### **ANSWER KEY**

<b>Sr.</b>	<b>Answers</b>
<b>1.</b>	Brain development is a lifelong process. Its development is most marked during the prenatal period when the embryonic precursors of the nervous system rapidly multiply, migrate, and begin to differentiate, forming a brain that at birth is similar in appearance and approaches 80% of the size of the adult brain.
<b>2.</b>	<p>Science tells us that responsive relationships—like those with serve and return interactions—between children and adults, adults and other adults, and children and other children help buffer us against the effects of ongoing stress.</p> <p>When you respond to the ways children learn and take their cues about their interests, you are better able to support their deep, sustained learning. Using a system for documenting how and what children are learning is essential for keeping track of children's needs.</p> <p>Good relationships early in life help children to connect with others, build positive friendships and support children to self-regulate their emotions. For relationships to be meaningful, interactions need to be warm, caring and responsive.</p>
<b>3.</b>	<p>Early experiences affect the quality of that architecture by establishing either a sturdy or a fragile foundation for all of the learning, health and behavior that follow. In the first few years of life, more than 1 million new neural connections are formed every second.</p> <p>Just as a weak foundation compromises the quality and strength of a house, adverse experiences early in life can impair brain architecture, with negative effects lasting into adulthood. The development of a child's brain architecture provides the foundation for all future learning, behavior, and health.</p>
<b>4.</b>	<p>The psychosocial development of the child involves acquiring a clearer sense of himself or herself that is separate from that of the primary caregiver, becoming involved in wider social relationships, gaining self-control and mastery over motor and verbal skills, and developing independence and a self-concept.</p> <p>Through play, children learn about the world and themselves. They also learn skills they need for study, work and relationships such as: confidence, sympathy, empathy, self-esteem, sharing and caring etc</p>
<b>5.</b>	During play, children will learn to move, balance and lift things. This helps them develop the fundamental movement skills that will help them stay active in later life. As children get older, physical play will also help them to stay healthy and active. It also strengthens their bones and muscles.

6.	<p>A number of recent studies have shown that the act of playing, especially when that play is open-ended, benefits children in a myriad of intellectual ways. The American Academy of Pediatrics has gone so far as to call play “essential to the cognitive, physical, social and emotional well-being of children.”</p> <p>Play-based learning is an important way to develop active learning. Active learning means using your brain in lots of ways</p> <p>Children learn best through first-hand experiences—play motivates, stimulates and supports children in their development of skills, concepts, language acquisition, communication skills, and concentration. During play, children use all of their senses, must convey their thoughts and emotions, explore their environment, and connect what they already know with new knowledge, skills and attitudes.</p>
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# **Assessment Evidence Guide**

## **For**

### **“ECCE Teacher/Educator”**

#### **Level-3**

**Use Child Developmental Theories, Observation  
Methods, and Assessment Techniques**

**(Formative Assessment)**



**National Vocational & Technical  
Training Commission**

Instruction Sheet for the Candidate			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:3</b>	<b>Version:01</b>
<b>Competency Standard Title:</b> Use Child Developmental Theories, Observation Methods, and Assessment Techniques	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b>		

Candidate Details	Name: .....  Registration/Roll Number:.....
Guidance for Candidate	<p><b>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration &amp; assessment):</b></p> <p><b>Assessment Task 1:</b> Candidate is required to Apply child developmental theories as per instructions given by assessor.</p> <p><b>Assessment Task 2:</b> Candidate is required to Observe &amp; record Child Development as per instructions given by assessor.</p> <p><b>Assessment Task 3:</b> Candidate is required to Practice ethical protocols to observe a child as per instructions given by assessor.</p> <p><b>Assessment Task 4:</b> Candidate is required to communicate child observation with class teacher as per instructions given by assessor.</p> <p><b>And complete:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge assessment test (Written or Oral)</li> <li>2. Portfolios at the time of assessment (if any)</li> </ol>
Minimum Evidence Required	<p><b>During a practical assessment, under observation by an assessor, you will complete:</b></p> <p><b>Assessment Task 1</b></p> <p><b>Performance Criteria 1:</b> Compare the characteristics of various developmental stages according to different theorists</p> <p><b>Performance Criteria 2:</b> Analyze developmental domains and their interrelationship</p> <p><b>Performance Criteria 3:</b> Design age-appropriate teaching methods based on developmental theory</p> <p><b>Performance Criteria 4:</b> Reflect on their conceptions about child development and its implications for teaching and learning.</p>
	<p><b>Assessment Task 2</b></p> <p><b>Performance Criteria 1:</b> Identify various kinds of child observation/ assessment techniques</p> <p><b>Performance Criteria 2:</b> Enlist strategies to record objective observation</p> <p><b>Performance Criteria 3:</b> Select &amp; adapt appropriate observation tools (running records, checklists, anecdotal records and sociograms etc.)</p> <p><b>Performance Criteria 4:</b> Analyze child observation record &amp; assessments in light of latest developmental theories</p> <p><b>Performance Criteria 5:</b> Develop appropriate strategies to support child development and learning</p>

	<p><b>Assessment Task 3</b></p> <p><b>Performance Criteria 1:</b> Design and develop informed consent letters to parents seeking their approval and also informing them therein of the importance of ongoing assessments</p> <p><b>Performance Criteria 2:</b> Utilize descriptive &amp; positive writing skills to avoid recording bias observations</p> <p><b>Performance Criteria 3:</b> Create secure strategies to protect the confidentiality of child observation record and assessment.</p> <p><b>Performance Criteria 4:</b> Utilize child observation records &amp; assessment only for child development and learning purpose.</p>
	<p><b>Assessment Task 4</b></p> <p><b>Performance Criteria 1:</b> Use various respectful and positive modes of communication to share information about child competencies and learning experiences</p> <p><b>Performance Criteria 2:</b> Utilize child's positive traits and suggest activities to support child development and learning</p> <p><b>Performance Criteria 3:</b> Organize meetings with parents and other relevant stakeholders to communicate about child development and learning</p> <p><b>Performance Criteria 4:</b> Listen patiently to parents' concerns/ feedback and respond professionally</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)				
<b>Assessment Task 1</b>		<b>Description of assessment task 1</b> Apply child developmental theories as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Compare the characteristics of various developmental stages according to different theorists			
2.	Analyze developmental domains and their interrelationship			
3.	Design age-appropriate teaching methods based on developmental theory			
4.	Reflect on their conceptions about child development and its implications for teaching and learning.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 2</b>		<b>Description of assessment task 2</b> Observe & record Child Development as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Identify various kinds of child observation/ assessment techniques			
2.	Enlist strategies to record objective observation			
3.	Select & adapt appropriate observation tools (running records, checklists, anecdotal records and sociograms etc.)			
4.	Analyze child observation record & assessments in light of latest developmental theories			
5.	Develop appropriate strategies to support child development and learning			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 3</b>		<b>Description of assessment task 3</b> Practice ethical protocols to observe a child as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Design and develop informed consent letters to parents seeking their approval and also informing them therein of the importance of ongoing assessments			
2.	Utilize descriptive & positive writing skills to avoid recording bias observations			
3.	Create secure strategies to protect the confidentiality of child observation record and assessment.			
4.	Utilize child observation records & assessment only for child development and learning purpose.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 4</b>		<b>Description of assessment task 4</b> communicate child observation with class teacher as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Use various respectful and positive modes of communication to share information about child competencies and learning experiences			
2.	Utilize child's positive traits and suggest activities to support child development and learning			
3.	Organize meetings with parents and other relevant stakeholders to communicate about child development and learning			
4.	Listen patiently to parents' concerns/ feedback and respond professionally			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:</b> 3	<b>Version:</b> 01
<b>Competency Standard Title:</b> Use Child Developmental Theories, Observation Methods, and Assessment Techniques	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b> 30 min		

Guidance for Candidate	<b>To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.</b>
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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 developmental domains and how are they interrelated?	
2. What are the 5 prominent child development theories?	
3. Why it is important to design developmentally appropriate teaching methods?	
4. What is child observation?	
5. What are the prominent observation tools in early childhood settings?	
6. How to record unbiased child observation in early childhood setting?	
7. How can educators use the child observation record for child development and learning?	
8. What ethical protocols to follow while observing and assessing a child in natural setting?	
9. What is developmental checklist?	

Question	Candidate's answer
10. What is a running record?	
11. What is anecdotal record?	
12. What is a Socio-gram?	
13. Why it is important to analyze child observation record & assessment in the light of developmental theories?	
14. What is descriptive writing in observation?	
15. How to communicate child observation record or progress with parents?	

### **ANSWER KEY**

Sr.	Answers
1.	<ul style="list-style-type: none"> <li>• Physical</li> <li>• Cognitive</li> <li>• Social</li> <li>• Emotional</li> <li>• Linguistic</li> </ul> <p>Developmental domains of childhood development are interdependent. Development in one domain influences, and is influenced by the development in the other domains.</p>
2.	<ul style="list-style-type: none"> <li>• Freud's Psychosexual Developmental Theory Sigmund Freud was an Austrian neurologist who is known for his significant contributions in the field of psychology</li> <li>• Erikson's Psychosocial Developmental Theory</li> <li>• Bowlby's Attachment Theory</li> <li>• Bandura's Social Learning Theory</li> <li>• Piaget's Cognitive Developmental Theory</li> </ul>
3.	<p>Developmentally appropriate" describes an approach to teaching that respects both the age and the individual needs of each child. Using a developmentally appropriate</p>

	practice approach when teaching young children is important because it promotes healthy development.
4.	Observation is the method of watching, listening, documenting and analyzing children as they explore, play and learn.
5.	<ul style="list-style-type: none"> <li>• Developmental Checklist</li> <li>• Running Record</li> <li>• Anecdotal Record</li> <li>• Sociogram</li> <li>• Sampling</li> <li>• Rating Scale</li> </ul> Media Techniques
6.	<ul style="list-style-type: none"> <li>• Being descriptive in writing</li> <li>• Use positive language and avoid negative language</li> <li>• Recording the actions and speech only just like a video camera</li> </ul>
7.	<p>Educators use this information in</p> <ul style="list-style-type: none"> <li>• planning curriculum</li> <li>• learning experiences</li> </ul> <p>In moment-to-moment interactions with children</p>
8.	<ul style="list-style-type: none"> <li>• Permission letter</li> <li>• Informed consent</li> <li>• Confidentiality of the observation record</li> </ul>
9.	Developmental milestones are behaviors and skills that most children demonstrate at a given age
10.	A running record involves writing down everything that is happening, in the order that it happens.
11.	An anecdotal record is a detailed descriptive narrative recorded after a specific behavior or interaction occurs. It tracks behavioral changes also.
12.	A sociogram is a visual model that displays all of the personal connections within a group. It explains how people within a group interact with one another.
13.	Analyzing child observation record and assessment in the light of developmental theories help teachers suggest support for children to progress from their current level of competency to the next level
14.	Descriptive writing is a style or technique of writing used by the writer to help the reader vividly visualize the story or situation, using words, metaphors, adjectives, and other literacy technique
15.	<ul style="list-style-type: none"> <li>• Create child portfolio</li> <li>• Re-examine observation records</li> <li>• Take photographs (evidence ) of child sample work</li> <li>• Plan to write an invite to parents</li> <li>• Show you know their child and their needs</li> <li>• Show growth</li> <li>• Prepare meeting notes in advance</li> <li>• Talk about social and emotional growth</li> <li>• Talk about academic growth</li> <li>• Allow parents to share their opinion and expectations</li> </ul>

	<ul style="list-style-type: none"> <li>• Listen to parents view attentively and validate</li> <li>• Seek suggestions from parents</li> <li>• Set objectives for upcoming academic year with parents</li> <li>• Reassure full support to work together in the best interest of the child</li> </ul>
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# **Assessment Evidence Guide**

## **For**

### **“ECCE Teacher/Educator”**

#### **Level-3**

**Strengthen Positive Behavior in Young Children  
through Yoga & Physical Education (PE)**  
(Formative Assessment)



**National Vocational & Technical  
Training Commission**

Instruction Sheet for the Candidate			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:3</b>	<b>Version:01</b>
<b>Competency Standard Title:</b> Strengthen Positive Behavior in Young Children through Yoga & Physical Education (PE)	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b>		

Candidate Details	Name: .....									
	Registration/Roll Number:.....									
Guidance for Candidate	<b>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration &amp; assessment):</b>									
	<p><b>Assessment Task 1:</b> Candidate is required to enable the ECCE teacher to understand the importance of their own psychological wellbeing assigned by assessor.</p> <p><b>Assessment Task 2:</b> Candidate is required to recognize the process of behaviors and attitude formation assigned by assessor.</p> <p><b>Assessment Task 3:</b> Candidate is required understand yoga and Physical Education assigned by assessor.</p> <p><b>Assessment Task 4:</b> Candidate is required to explore factors trigger negative emotions in young children assigned by assessor.</p> <p><b>Assessment Task 5:</b> Candidate is required to apply theory of emotional intelligence assigned by assessor.</p> <p><b>Assessment Task 6:</b> Candidate is required to apply yoga and physical education (PE) to strengthen as per instructions given by assessor.</p> <p><b>And complete:</b></p> <p>1. Knowledge assessment test (Written or Oral)</p> <p>2. Portfolios at the time of assessment (if any)</p>									
Minimum Evidence Required	<p><b>During a practical assessment, under observation by an assessor, you will complete:</b></p> <p><b>Assessment Task 1</b></p> <table><tr><td><b>Performance Criteria 1.</b></td><td>Recognize the link between their behavior and their attitudes</td></tr><tr><td><b>Performance Criteria 2.</b></td><td>Relate the impact of past experiences to their present attitudes and behaviors</td></tr><tr><td><b>Performance Criteria 3.</b></td><td>Identify their present status of well being</td></tr><tr><td><b>Performance Criteria 4.</b></td><td>Apply activities to control negative emotions</td></tr></table>		<b>Performance Criteria 1.</b>	Recognize the link between their behavior and their attitudes	<b>Performance Criteria 2.</b>	Relate the impact of past experiences to their present attitudes and behaviors	<b>Performance Criteria 3.</b>	Identify their present status of well being	<b>Performance Criteria 4.</b>	Apply activities to control negative emotions
<b>Performance Criteria 1.</b>	Recognize the link between their behavior and their attitudes									
<b>Performance Criteria 2.</b>	Relate the impact of past experiences to their present attitudes and behaviors									
<b>Performance Criteria 3.</b>	Identify their present status of well being									
<b>Performance Criteria 4.</b>	Apply activities to control negative emotions									

	<p><b>Performance Criteria 5.</b> Realize and practice positive behaviors to maintain Strong responsive relationship with young children</p> <p><b>Performance Criteria 6.</b> Realize the link between teachers' wellbeing to students' wellbeing</p>
	<p><b>Assessment Task 2</b></p> <p><b>Performance Criteria 1.</b> Understand that attitudes are the result of experiences and upbringing</p> <p><b>Performance Criteria 2.</b> Enlist the components of attitude formation</p> <p><b>Performance Criteria 3.</b> Understand and interpret affective component to understand emotions and feelings</p> <p><b>Performance Criteria 4.</b> Understand and interpret behavioral component to understand human acts and behavior</p> <p><b>Performance Criteria 5.</b> Understand cognitive component to interpret persons beliefs</p> <p><b>Performance Criteria 6.</b> Understand the role of internal dialogue, biological reasons (genetics) and environmental stimulations in the formation of behaviors</p> <p><b>Performance Criteria 7.</b> Respond as a person who understands the reasons of negative attitudes or behaviors of young children</p>
	<p><b>Assessment Task 3</b></p> <p><b>Performance Criteria 1.</b> Define Yoga</p> <p><b>Performance Criteria 2.</b> Explain Physical education</p> <p><b>Performance Criteria 3.</b> List and explain four main types of physical activities i.e., aerobic, muscle strengthening, bone strengthening and stretching.</p> <p><b>Performance Criteria 4.</b> Classify the yoga postures for inner piece, self-control, patience development, improvement in concentration span and focus</p> <p><b>Performance Criteria 5.</b> Enlist the benefits of yuga for young children</p> <p><b>Performance Criteria 6.</b> State the possible positive impact on child's physical health and emotional wellbeing through physical education</p> <p><b>Performance Criteria 7.</b> Enlist age-appropriate yoga asana and Physical Education activities for young children</p> <p><b>Performance Criteria 8.</b> State expected outcomes of all enlisted activities</p>
	<p><b>Assessment Task 4</b></p> <p><b>Performance Criteria 1.</b> Make a list of minimum ten possible negative emotions of young children including anger, fear, resentment, frustration, tantrum, sadness, and anxiety</p> <p><b>Performance Criteria 2.</b> Enlist the symptoms to Identify each listed emotions through their attitude and behavior</p> <p><b>Performance Criteria 3.</b> Realize that meeting child's basic physiological need, of and is important to</p>

	<p><b>Performance Criteria 4.</b> avoid developments of negative emotions Realize that children grow better and have positive emotions when they have the right to play and opportunities to explore indoor and outdoor environment</p> <p><b>Performance Criteria 5.</b> Recognize and list the factors behind each listed negative emotion</p>
	<p><b>Assessment Task 5</b></p> <p><b>Performance Criteria 1.</b> Understand theory of emotional intelligence</p> <p><b>Performance Criteria 2.</b> Interpret link basic components of the theory to routine practices</p> <p><b>Performance Criteria 3.</b> Link the theory with early childhood development process</p> <p><b>Performance Criteria 4.</b> Design the activities to support and strengthen basic competencies of the theory</p>
	<p><b>Assessment Task 6</b></p> <p><b>Performance Criteria 1.</b> Use physical activities to improve balancing, strength, endurance and aerobic capacity in young children</p> <p><b>Performance Criteria 2.</b> List PE activities and Yuga posture to control all negative emotions listed in previous CUs.</p> <p><b>Performance Criteria 3.</b> Connect PE activities and yoga posture to ECCE curriculum</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)

<b>Candidate Details</b>	Name: ..... Registration/Roll Number: ..... Candidate Signature: .....
<b>Assessment Outcome</b>	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)				
<b>Assessment Task 1</b>		<b>Description of assessment task 1</b> enable the ECCE teacher to understand the importance of their own psychological wellbeing assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Recognize the link between their behavior and their attitudes			
2.	Relate the impact of past experiences to their present attitudes and behaviors			
3.	Identify their present status of well being			
4.	Apply activities to control negative emotions			
5.	Realize and practice positive behaviors to maintain Strong responsive relationship with young children			
6.	Realize the link between teachers' wellbeing to students' wellbeing			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 2</b>		<b>Description of assessment task 2</b> recognize the process of behaviors and attitude formation assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Understand that attitudes are the result of experiences and upbringing			
2.	Enlist the components of attitude formation			
3.	Understand and interpret affective component to understand emotions and feelings			
4.	Understand and interpret behavioral component to understand human acts and behavior			
5.	Understand cognitive component to interpret persons beliefs			
6.	Understand the role of internal dialogue, biological reasons (genetics) and environmental stimulations in the formation of behaviors			
7.	Respond as a person who understands the reasons of negative attitudes or behaviors of young children			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 3</b>		<b>Description of assessment task 3</b> understand yoga and Physical Education assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Define Yoga			
2.	Explain Physical education			
3.	List and explain four main types of physical activities i.e., aerobic, muscle strengthening, bone strengthening and stretching.			
4.	Classify the yoga postures for inner piece, self-control, patience development, improvement in concentration span and focus			
5.	Enlist the benefits of yuga for young children			
6.	State the possible positive impact on child's physical health and emotional wellbeing through physical education			
7.	Enlist age-appropriate yoga asana and Physical Education activities for young children			
8.	State expected outcomes of all enlisted activities			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 4</b>		<b>Description of assessment task 4</b> explore factors trigger negative emotions in young children assigned by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Make a list of minimum ten possible negative emotions of young children including anger, fear, resentment, frustration, tantrum, sadness, and anxiety			
2.	Enlist the symptoms to Identify each listed emotions through their attitude and behavior			
3.	Realize that meeting child's basic physiological need, of and is important to avoid developments of negative emotions			
4.	Realize that children grow better and have positive emotions when they have the right to play and opportunities to explore indoor and outdoor environment			
5.	Recognize and list the factors behind each listed negative emotion			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 5</b>		<b>Description of assessment task 5</b> apply theory of emotional intelligence assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Understand theory of emotional intelligence			
2.	Interpret link basic components of the theory to routine practices			
3.	Link the theory with early childhood development process			
4.	Design the activities to support and strengthen basic competencies of the theory			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 6</b>		<b>Description of assessment task 6</b> apply yoga and physical education (PE) to strengthen as per instructions given by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Use physical activities to improve balancing, strength, endurance and aerobic capacity in young children			
2.	List PE activities and Yuga posture to control all negative emotions listed in previous CUs.			
3.	Connect PE activities and yoga posture to ECCE curriculum			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:</b> 3	<b>Version:</b> 01
<b>Competency Standard Title:</b> Strengthen Positive Behavior in Young Children through Yoga & Physical Education (PE)	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b> 30 min		

Guidance for Candidate	<b>To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.</b>
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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. Teacher psychological wellbeing, its scope and importance	
2. Strategies to control negative emotions, attitude and behaviors	
3. Understand Attitude and Behavior	
4. Process of formation of Attitude and behavior	
5. Negative behaviors in young children	
6. Factors behind negative behaviors	
7. Significances of positive behaviors in human life	
8. Describe Yoga and Physical Education	
9. Understand the importance of Yoga & Physical Education in strengthening positive behaviors	
10. Theory of Emotional intelligence	

Question	Candidate's answer
11. Perform basic yoga postures	
12. Plan and participate in age PE activities to implement ECCE classroom	

## ANSWER KEY

## ANSWER KEY

Sr.	Answers												
1	<p><b>Psychological well-being</b> is associated with flexible and creative thinking, pro-social behaviour, and good physical health. Her /his early environment, particularly maternal care, powerfully influences an individual's level of mental capital and psychological well-being.</p> <p><b>Importance:</b> Psychological well-being carries a lot of weight because it impacts your overall life happiness and contentment. Achieving that level of well-being means you are content with your life and have a positive outlook on both yourself and your overall situation.</p> <ul style="list-style-type: none"><li>• In addition, psychological well-being has been tied to better physical health. A positive mindset has been linked to decreased risks of cardiovascular diseases or complications. This is likely due to a desire to take care of yourself if you have higher levels of psychological wellness.</li><li>• Another benefit of psychological well-being is a better social life. If you are content with your life and feel good about yourself, you're more likely to engage in social activities with others and seek people out for companionship. This benefit is also two-fold, as having close relationships has been found to improve mental health and contribute to a better psychological well-being.</li></ul> <p><b>Scope:</b></p>												
2	<p><b>Strategies to control negative emotions:</b> Psychological well-being of the individuals is possible to be affected from inner processes such as personality, and temperament, etc., and can also be affected from occupational factors such as occupation, working environment, and job satisfaction.</p> <ul style="list-style-type: none"><li>• Self Acceptance</li><li>• Positive relationship with others</li><li>• Autonomy</li><li>• Environmental mastery</li><li>• Purpose in life</li><li>• Personal growth</li></ul>												
3	<table><tr><td></td><td>Attitude</td><td>Behaviour</td></tr><tr><td>Meaning</td><td>It is how a person feels or thinks in a particular situation or towards something or someone.</td><td>It is how a person behaves or acts in response to his/her surroundings, according to his thoughts.</td></tr><tr><td>Types</td><td>Negative and Positive</td><td>Innate and learned</td></tr><tr><td>Influenced</td><td>By environment, experiences and moral values</td><td>By attitudes, character traits, biological factors and nervous responses.</td></tr></table>		Attitude	Behaviour	Meaning	It is how a person feels or thinks in a particular situation or towards something or someone.	It is how a person behaves or acts in response to his/her surroundings, according to his thoughts.	Types	Negative and Positive	Innate and learned	Influenced	By environment, experiences and moral values	By attitudes, character traits, biological factors and nervous responses.
	Attitude	Behaviour											
Meaning	It is how a person feels or thinks in a particular situation or towards something or someone.	It is how a person behaves or acts in response to his/her surroundings, according to his thoughts.											
Types	Negative and Positive	Innate and learned											
Influenced	By environment, experiences and moral values	By attitudes, character traits, biological factors and nervous responses.											
4	<p>Attitudes and Behaviour can form through direct experience, social influence, formal education, conditioning processes, and observation. There are three components of forming attitude.</p> <ul style="list-style-type: none"><li>• Affective</li><li>• Cognitive</li><li>• Behavioral</li></ul>												
5	<p>Possible ways to control Negative Behaviour in Young Children</p> <ul style="list-style-type: none"><li>• Effective Communication</li></ul>												

	<ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Conflict Management / Resolution</li> <li>• Problem solving skills</li> <li>• Motivated</li> <li>• Positive behavior</li> <li>• Role play</li> <li>• Story telling</li> </ul>
6	<b>Factors behind negative behaviors</b> <ul style="list-style-type: none"> <li>• Physical factors: (age, health, and influence of a substance or medication, etc).</li> <li>• Personal and emotional factors: (personality, beliefs, expectations, relationships, emotions, mental health, differences, discriminations, etc).</li> <li>• life experiences : (family, culture, friends, life events, etc)</li> </ul>
7	<b>Significance of positive behavior in human life are:</b> <ul style="list-style-type: none"> <li>• optimism,</li> <li>• enthusiasm,</li> <li>• belief,</li> <li>• integrity,</li> <li>• courage,</li> <li>• confidence,</li> <li>• determination,</li> <li>• patience,</li> <li>• calmness,</li> <li>• focus, etc.</li> </ul>
8	<p><b>Yoga:</b> a way of promoting physical, mental well-being and spiritual practice that improves strength, balance, and flexibility.</p> <p><b>Physical Education:</b> Physical Education is "education through the physical." It aims to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle.</p>
9	<p><b>Importance of Yoga &amp; Physical Education in strengthening positive behaviors:</b> Yoga and physical education improves strength, balance and flexibility. Slow movements and deep breathing increase blood flow and warm up muscles, while holding a pose can build strength. The strengthening and lengthening effects of yoga can improve mobility and function, helping the body to recover from physical injury and the benefits for mental health can lead to improved sleep patterns and enhanced wellbeing, greatly improving your quality of life.</p>
10	<p>Emotional intelligence can be applied to meet goals and targets, as well as create a happier and healthier working culture. Daniel Goleman's emotional intelligence theory outlines five components of EQ:</p> <ul style="list-style-type: none"> <li>• self-awareness,</li> <li>• self-regulation,</li> <li>• motivation,</li> <li>• empathy, and</li> <li>• social skills.</li> </ul> <p>Learning theory</p>
11	<p>Play activities:</p> <ul style="list-style-type: none"> <li>• gymnastics,</li> <li>• gardening activities like digging and raking,</li> <li>• dancing , some active playground activities,</li> <li>• yoga exercises and stretching routines</li> <li>• Games such as tag or follow the leader.</li> <li>• Tricycle or bicycle riding.</li> </ul>

	<ul style="list-style-type: none"> <li>• Walking, running, skipping, jumping, dancing.</li> <li>• Swimming.</li> <li>• Catching, throwing, or kicking games.</li> </ul>
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# **Assessment Evidence Guide**

## **For**

### **“ECCE Teacher/Educator”**

#### **Level-3**

**Identify Foundation of ECCE**  
**(Formative Assessment)**



**National Vocational & Technical**  
**Training Commission**

Instruction Sheet for the Candidate			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:3</b>	<b>Version:01</b>
<b>Competency Standard Title:</b> Identify Foundation of ECCE	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b>		

Candidate Details	Name: .....  Registration/Roll Number:.....
Guidance for Candidate	<p><b>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration &amp; assessment):</b></p> <p><b>Assessment Task 1:</b> Candidate is required to summarize understanding about historical foundations of ECCE as per instruction given assessor.</p> <p><b>Assessment Task 2:</b> Candidate is required to summarize understanding about psychological foundations of ECCE as per instruction given assessor.</p> <p><b>Assessment Task 3:</b> Candidate is required to practice understanding about philosophical foundations of ECCE as per instruction given assessor.</p> <p><b>Assessment Task 4:</b> Candidate is required to understand and implement the philosophical Foundation of ECCE as per instruction given assessor.</p> <p><b>Assessment Task 5:</b> Candidate is required to Review the status of ECCE in Pakistan as per instruction given assessor.</p> <p><b>And complete:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge assessment test (Written or Oral)</li> <li>2. Portfolios at the time of assessment (if any)</li> </ol>
Minimum Evidence Required	<p><b>During a practical assessment, under observation by an assessor, you will complete:</b></p> <p><b>Assessment Task 1</b></p> <p><b>Performance Criteria 1:</b> Identify the beginning of the Early Childhood Education</p> <p><b>Performance Criteria 2:</b> Understand the historical foundations of ECCE by knowing the work of Rousseau, Pestalozzi, Froebel, Montessori, Steiner, and Mc Millan Sisters</p>

	<p><b>Performance Criteria 3:</b> Distinguish the process of evolution and continuation of thoughts among all philosophies</p> <p><b>Performance Criteria 4:</b> Understand the sensory perception approach given by Dr. Maria Montessori</p> <p><b>Performance Criteria 5:</b> Recognize the contribution of each philosopher in the development of the recent practices</p> <p><b>Performance Criteria 6:</b> Relate the impact of different philosophies in our educational system at ECCE level</p> <p><b>Performance Criteria 7:</b> Perceive and state their own philosophy and understanding for ECCE</p>
	<p><b>Assessment Task 2</b></p> <p><b>Performance Criteria 1:</b> Understand the psychological foundations of ECCE by knowing the work of Vygotsky, John Dewey, Erik Erickson, and Piaget</p> <p><b>Performance Criteria 2:</b> Realize the role of society and culture and adult intervention in the process of child development</p> <p><b>Performance Criteria 3:</b> Respond to the need of the child on the moment of ZPD, being a more knowledgeable adult</p> <p><b>Performance Criteria 4:</b> Implement the philosophy of John Dewey by designing activity-based learning opportunities for children</p> <p><b>Performance Criteria 5:</b> Enhance the positive impact of social experiences with reference to the theory of Erickson by designing relevant activities</p> <p><b>Performance Criteria 6:</b> Interpret initial stages specially first 3 by designing activities to provide strong foundations for child development</p> <p><b>Performance Criteria 7:</b> Understand the concept of cognition and cognitive development in the light of Piaget's work</p> <p><b>Performance Criteria 8:</b> Schedule play activities strengthening the first two stages of cognitive development</p>
	<p><b>Assessment Task 3</b></p> <p><b>Performance Criteria 1:</b> Interpret the philosophy given by David Weikart to High Scope Approach</p> <p><b>Performance Criteria 2:</b> Demonstrate role play to interpret Plan do Review (PDR)</p> <p><b>Performance Criteria 3:</b> Enlist Key learning Areas with all key development indicators</p> <p><b>Performance Criteria 4:</b> Design and execute activities as per the need of each key development area</p> <p><b>Performance Criteria 5:</b> Discuss the approach adopted by the people of Italy and the work of Loris Malaguzzi</p> <p><b>Performance Criteria 6:</b> Understand and respond hundred languages of children</p>
	<p><b>Assessment Task 4</b></p> <p><b>Performance Criteria 1:</b> Interpret the philosophy and values mentioned in National / Provincial ECCE Curriculum</p> <p><b>Performance Criteria 2:</b> Format a no discrimination policy in the school</p>

	<p>environment to ensure child's best interest</p> <p><b>Performance Criteria 3:</b> Design and execute activities for the optimal development with a blend of all key learning areas and competencies mentioned in ECCE curriculum</p> <p><b>Performance Criteria 4:</b> Design and maintain conducive learning environment</p>
	<p><b>Assessment Task 5</b></p> <p><b>Performance Criteria 1:</b> Develop a timeline to mention present status of ECCE in Pakistan</p> <p><b>Performance Criteria 2:</b> Identify National and International Institutions working on ECCE in Pakistan</p> <p><b>Performance Criteria 3:</b> Interpret and evaluate the effectiveness of policies of ECCE in Pakistan</p> <p><b>Performance Criteria 4:</b> Develop a table to present the current situation of ECCE in each province</p> <p><b>Performance Criteria 5:</b> Highlight the challenges faced in the field of early childhood education in Pakistan</p> <p><b>Performance Criteria 6:</b> Recommend practical solutions for the development of early childhood education in Pakistan.</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)

<b>Candidate Details</b>	Name: ..... Registration/Roll Number: ..... Candidate Signature: .....
<b>Assessment Outcome</b>	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)				
<b>Assessment Task 1</b>		<b>Description of assessment task 1</b> summarize understanding about historical foundations of ECCE as per instruction given assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Identify the beginning of the Early Childhood Education			
2.	Understand the historical foundations of ECCE by knowing the work of Rousseau, Pestalozzi, Froebel, Montessori, Steiner, and Mc Millan Sisters			
3.	Distinguish the process of evolution and continuation of thoughts among all philosophies			
4.	Understand the sensory perception approach given by Dr. Maria Montessori			
5.	Recognize the contribution of each philosopher in the development of the recent practices			
6.	Relate the impact of different philosophies in our educational system at ECCE level			
7.	Perceive and state their own philosophy and understanding for ECCE			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 2</b>		<b>Description of assessment task 2</b> Summarize understanding about psychological foundations of ECCE as per instruction given assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Understand the psychological foundations of ECCE by knowing the work of Vygotsky, John Dewey, Erik Erickson, and Piaget			
2.	Realize the role of society and culture and adult intervention in the process of child development			
3.	Respond to the need of the child on the moment of ZPD, being a more knowledgeable adult			
4.	Implement the philosophy of John Dewey by designing activity-based learning opportunities for children			
5.	Enhance the positive impact of social experiences with reference to the theory of Erickson by designing relevant activities			
6.	Interpret initial stages specially first 3 by designing activities to provide strong foundations for child development			
7.	Understand the concept of cognition and cognitive development in the light of Piaget's work			
8.	Schedule play activities strengthening the first two stages of cognitive development			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 3</b>		<b>Description of assessment task 3</b> practice understanding about philosophical foundations of ECCE as per instruction given assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Interpret the philosophy given by David Weikart to High Scope Approach			
2.	Demonstrate role play to interpret Plan do Review (PDR)			
3.	Enlist Key learning Areas with all key development indicators			
4.	Design and execute activities as per the need of each key development area			
5.	Discuss the approach adopted by the people of Italy and the work of Loris Malaguzzi			
6.	Understand and respond hundred languages of children			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 4</b>		<b>Description of assessment task 4</b> understand and implement the philosophical Foundation of ECCE as per instruction given assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Interpret the philosophy and values mentioned in National / Provincial ECCE Curriculum			
2.	Format a no discrimination policy in the school environment to ensure child's best interest			
3.	Design and execute activities for the optimal development with a blend of all key learning areas and competencies mentioned in ECCE curriculum			
4.	Design and maintain conducive learning environment			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 5</b>		<b>Description of assessment task 5</b> Review the status of ECCE in Pakistan as per instruction given assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Develop a timeline to mention present status of ECCE in Pakistan			
2.	Identify National and International Institutions working on ECCE in Pakistan			
3.	Interpret and evaluate the effectiveness of policies of ECCE in Pakistan			
4.	Develop a table to present the current situation of ECCE in each province			
5.	Highlight the challenges faced in the field of early childhood education in Pakistan			
6.	Recommend practical solutions for the development of early childhood education in Pakistan.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:</b> 3	<b>Version:</b> 01
<b>Competency Standard Title:</b> Identify Foundation of ECCE	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b> 30 min		

Guidance for Candidate	<b>To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.</b>
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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 is ECCE and ECE?	
2. Explain Status of ECCE in Pakistan	
3. Explain ECCE Curriculum National/ Provincial	
4. Explain Vygotsky's theory Role of adult	
5. What is Piaget's Theory and cognitive development	
6. Explain Theory of Psychosocial development by Erickson	
7. Explain Theory of Dewey	
8. What is High Scope Approach?	

Question	Candidate's answer

## ANSWER KEY

Sr	Answers
1.	<p><b>Early Childhood Care and Education (ECCE):</b> The term ECCE comprises of three key terms: Early Childhood, Care and Education. Early childhood care and education consists of activities and/or experiences that are intended to effect child developmental changes in children from 0 to 8 years.</p> <p><b>Early childhood education (ECE):</b></p> <ul style="list-style-type: none"> <li>• Early childhood education is a broad term used to describe any type of educational program that serves children in their preschool years, before they are old enough to enter kindergarten.</li> </ul> <p>Early childhood education (ECE): may consist of any number of activities and experiences designed to aid in the cognitive and social development of preschoolers before they enter elementary school.</p>
2.	<p><b>Status of ECCE in Pakistan:</b> The status of early childhood care and education in Pakistan are mainly framed within a didactic approach to teaching and learning, which addresses certain areas of education to teach the child as a whole. There are domains of children's holistic development such as;</p> <ul style="list-style-type: none"> <li>• social,</li> <li>• ethical,</li> <li>• cultural,</li> <li>• intellectual,</li> <li>• emotional and social</li> </ul> <p>physical well-being, and some other key academic skills.</p>
3.	<p><b>The National ECCE Curriculum aims to:</b></p> <ul style="list-style-type: none"> <li>▪ Provide for the holistic development of the child, which includes physical, social, emotional, cognitive, and moral development.</li> <li>▪ Provide knowledge and understanding of Islam and Islamic society.</li> <li>▪ Develop an understanding and respect for the beliefs and practices of all other religions.</li> <li>▪ Develop critical thinking skills.</li> <li>▪ Nurture tolerance and respect for diversity.</li> <li>▪ Nurture in children a sense of identity and pride in being Pakistani.</li> <li>▪ Create in children a sense of citizenship in community, country and the world.</li> <li>▪ Foster a sense of independence, self-reliance and a positive self-image.</li> <li>▪ Equip the child with life-long learning skills.</li> <li>▪ Provide opportunities for active learning.</li> <li>▪ Provide opportunities for self-initiated play and decision making.</li> <li>▪ Developing values, morals, ethics and civic sense.</li> <li>▪ Sharpen aesthetic sense of children.</li> <li>▪ Develop intrinsic motivation.</li> <li>▪ Develop teamwork and sharing attitude.</li> </ul> <p><b>The Provincial ECCE Curriculum aims to:</b></p> <ul style="list-style-type: none"> <li>• Holistic Development:</li> <li>• good and balanced nutrition</li> <li>• healthy habits,</li> <li>• hygiene practices</li> <li>• self-help skills</li> </ul>

	<ul style="list-style-type: none"> <li>• language development,</li> <li>• skills of communication</li> </ul> <p>physical and motor development of children as per their potential.</p>
4.	<p><b>Lev Vygotsky (1896-1934)</b> was a Russian psychologist and teacher who developed a theory about how our social interactions influence our cognitive development. This is known as Lev Vygotsky's Sociocultural Theory of Cognitive Development.</p> <ul style="list-style-type: none"> <li>• <b>Zone of Proximal Development:</b> The zone of proximal development refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner. Thus, the term "proximal" refers to those skills that the learner is "close" to mastering.</li> <li>• <b>More Knowledgeable Other:</b> The more knowledgeable other (MKO) is somewhat self-explanatory;</li> <li>• It refers to someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept.</li> <li>• Although the implication is that the MKO is a teacher or an older adult, this is not necessarily the case. Many times, a child's peers or an adult's children may be the individuals with more knowledge or experience.</li> <li>• <b>Social Interaction:</b> The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. He believed that the social interactions that children engaged in helped them to both discover and create meaning from the things that they discover.</li> <li>• <b>Scaffolding:</b> is a process in which teachers model or demonstrate how to solve a problem, and then step back, offering support as needed.</li> <li>• The theory is that when students are given the support they need while learning something new, they stand a better chance of using that knowledge independently.</li> </ul> <p>Support is tapered off (i.e. withdrawn) as it becomes unnecessary, much as a scaffold is removed from a building during construction. The student will then be able to complete the task again on his own.</p>
5.	<p><b>Jean Piaget</b> (Born: August 9, 1896 and Died: September 16, 1980): Originally trained in the areas of biology and philosophy and considered himself a "Genetic Epistemologist". (epistemology, the philosophical study of the nature, origin, and limits of human knowledge). Piaget's theory is based on the idea that the developing child builds cognitive structures. He believes that the child's cognitive structure increases with the development.</p> <p><b>Cognition Development:</b> The term cognition is derived from the latin word "cognoscere" which means "to know" or "to recognise" or "to conceptualise". Cognition is "the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses."</p> <ul style="list-style-type: none"> <li>• Cognitive Development is the emergence of the ability to think and understand.</li> <li>• The acquisition of the ability to think, reason and problem solve.</li> <li>• It is the process by which people's thinking changes across the life span.</li> <li>• Piaget studied Cognitive Development by observing children in particular, to examine how their thought processes changed with age.</li> <li>• It is the growing apprehension and adaptation to the physical and social environment.</li> </ul> <p><b>Stages of Development:</b></p> <ul style="list-style-type: none"> <li>• Sensorimotor stage (0–2 years old)</li> <li>• Preoperational stage (2–7 years old)</li> <li>• Concrete operational stage (7–11 years old)</li> </ul> <p>Formal operational stage (11 years old through adulthood)</p>
6.	<p><b>ERIK ERIKSON'S</b> (Born: June 15, 1902 Frankfurt-am-Main, Germany. Died: May 12, 1994 Massachusetts, USA.): German-born American psychoanalyst best-known work is his theory that each stage of life is associated with a specific psychological struggle, a struggle that contributes to a</p>

	<p>major aspect of personality.</p> <p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Social Development</b> describes the quality of a person's social development as a function of past relationships in one's life.</li> <li>• <b>Emotional Development</b> is the growth of feeling or affect that involves physiologic arousal, behavioral expression, and sometime conscious experience.</li> <li>• <b>The Social And Emotional Development</b> is essential to his appropriate behavior, under-standing of life and reactions to emotional matters.</li> </ul> <p><b>Stages:</b></p> <ol style="list-style-type: none"> <li>1. Trust vs. Mistrust (Hope, 0-1<sup>1/2</sup>)</li> <li>2. <a href="#">Autonomy vs. Shame</a> (Will, 1<sup>1/2</sup>-3)</li> <li>3. Initiatives vs. Guilt (Purpose, 3-5)</li> <li>4. Industry vs. Inferiority (Competency, 5-12)</li> <li>5. Identity vs. Role Confusion (Fidelity, 12-18)</li> <li>6. Intimacy vs. Isolation (Love, 18-40)</li> <li>7. Generativity vs. stagnation (Care, 40-65)</li> <li>8. Ego Integrity vs. Despair (Wisdom, 65+)</li> </ol>
7.	<p><b>John Dewey (1859- 1952):</b> The American philosopher, John Dewey, first popularized learning by doing. For Dewey, this meant a heavy emphasis on student engagement. This approach upended the traditional notion that learning happens through lectures and rote memorization. John Dewey is considered to be the philosophical father of experiential education or “progressive education”, his theory of experience will continue to be read and discussed not only within education but also in philosophy and psychology.</p> <p>Experience is the knowledge or mastery of an event or subject gained through involvement in or exposure to it.</p> <p><b>Experiential learning</b> is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting, and may include internships, studies abroad, field trips, field research, and service-learning projects.</p> <p><b>The concept of experiential learning</b> was first explored by John Dewey and Jean Piaget, among others. It was made popular by education theorist David A. Kolb, who, along with John Fry, developed the experiential learning theory, which is based on the idea that learning is a process whereby knowledge is created through transformation of experience.</p> <p>It is based on four main elements which operate in a continuous cycle during the learning experience:</p> <ul style="list-style-type: none"> <li>• Concrete experience</li> <li>• Reflective observation</li> <li>• Abstract conceptualization</li> </ul> <p>Active experimentation</p>
8.	<p><b>High Scope's educational approach</b> is a quality approach to early childhood care and education emphasizes “<b>active participatory learning</b>.” Active learning means students have direct, hands-on experiences with people, objects, events, and ideas. Children's interests and choices are at the heart of High Scope programs.</p> <p>Children in <b>High Scope programs significantly</b> outperformed children in comparison programs in the following areas:</p> <ul style="list-style-type: none"> <li>– Initiative, including complex play, joining in program activities</li> <li>– Social relations, including relating to peers, social problem solving</li> <li>– Motor development, including music and movement, focusing energies during physical activities</li> <li>– Overall development, Children in High Scope programs tended to outscore children in comparison programs in cognitive development, including representation, classification,</li> </ul>

	<p>and language skills</p> <p><b>Elements of High Scope</b></p> <p>These five basic principles</p> <ul style="list-style-type: none"> <li>• <b>active learning,</b></li> <li>• <b>positive adult-child interactions,</b></li> <li>• <b>a child-friendly learning environment,</b></li> <li>• <b>a consistent daily routine, and</b></li> </ul> <p><b>team-based assessment</b> — form the frame- work of the HighScope Curriculum.</p>
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# **Assessment Evidence Guide**

**For**

**“ECCE Teacher/Educator”**

**Level-3**

**Promote Health, Safety & Nutrition in early years**

**(Formative Assessment)**



**National Vocational & Technical  
Training Commission**

Instruction Sheet for the Candidate			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:3</b>	<b>Version:01</b>
<b>Competency Standard Title:</b> Promote Health, Safety & Nutrition in early years	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b>		

Candidate Details	Name: .....  Registration/Roll Number:.....
Guidance for Candidate	<p><b>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration &amp; assessment):</b></p> <p><b>Assessment Task 1:</b> Candidate is required to Ensure Child's Safety in Early Years Setting as per instructions given by the assessor.</p> <p><b>Assessment Task 2:</b> Candidate is required to Promoting and sustaining Child's Health in Early Years setting as per instructions given by assessor.</p> <p><b>Assessment Task 3:</b> Candidate is required to Understanding Basic Concept of Nutrition and Planning Healthful meals as per instructions given by assessor.</p> <p><b>And complete:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge assessment test (Written or Oral)</li> <li>2. Portfolios at the time of assessment (if any)</li> </ol>
	<p><b>During a practical assessment, under observation by an assessor, you will complete:</b></p> <p><b>Assessment Task 1</b></p> <p><b>Performance Criteria 1.</b> Create Safe Indoor Environment in early childhood setting</p> <p><b>Performance Criteria 2.</b> Create Safe Outdoor Environment in early childhood setting</p> <p><b>Performance Criteria 3.</b> Practice safe behaviours through daily routines and activities.</p> <p><b>Performance Criteria 4.</b> Identify the causes, symptoms and prevention</p>

	<p>methods for Maltreatment in children</p> <p><b>Performance Criteria 5.</b> Find ways to prevent Injuries by protecting Children's Safety</p> <p><b>Performance Criteria 6.</b> Care for Minor Injuries and prepare for and managing Emergencies</p>
	<p><b>Assessment Task 2</b></p> <p><b>Performance Criteria 1.</b> Determine the health status of a child using assessment Tools.</p> <p><b>Performance Criteria 2.</b> Use screening and referral procedures to assess children's development and health status.</p> <p><b>Performance Criteria 3.</b> Perform prevention of Illness by following preventive health measures</p> <p><b>Performance Criteria 4.</b> Identify Children with Special Health Care Needs</p>
	<p><b>Assessment Task 3</b></p> <p><b>Performance Criteria 1.</b> Classify foods according to the Food Guide Pyramid and identify the nutrient strengths of each major food group.</p> <p><b>Performance Criteria 2.</b> Identify health problems related to food safety during early childhood.</p> <p><b>Performance Criteria 3.</b> Identify strategies supportive of collaboration with families and health professionals in meeting children's individual health and nutritional needs.</p> <p><b>Performance Criteria 4.</b> Use Recommended Standards to Guide Healthy Eating Implementing Nutrition by Planning Healthful Diets.</p> <p><b>Performance Criteria 5.</b> Create menu that support healthy diet of a child.</p> <p><b>Performance Criteria 6.</b> Debate on the role of family involvement in Nutrition education.</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)

<b>Candidate Details</b>	Name: ..... Registration/Roll Number: ..... Candidate Signature: .....
<b>Assessment Outcome</b>	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 Ensure Child's Safety in Early Years Setting as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Create Safe Indoor Environment in early childhood setting			
2.	Create Safe Outdoor Environment in early childhood setting			
3.	Practice safe behaviors through daily routines and activities.			
4.	Find ways to prevent Injuries by protecting Children's Safety			
5.	Identify the causes, symptoms and prevention methods for Maltreatment in children			
6.	Care for Minor Injuries and prepare for and managing Emergencies			
Competent <input type="checkbox"/>				

<b>Assessment Task 2</b>		<b>Description of assessment task 2:</b> Promoting and sustaining Child's Health in Early Years setting as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Determine the health status of a child using assessment Tools.			
2.	Use screening and referral procedures to assess children's development and health status			
3.	. Perform prevention of Illness by following preventive health measures			
4 .	Identify Children with Special Health Care Needs			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 3</b>		<b>Description of assessment task 3:</b> Understanding Basic Concept of Nutrition and Planning Healthful meals as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Classify foods according to the Food Guide Pyramid and identify the nutrient strengths of each major food group.			
2.	Identify health problems related to food safety during early childhood.			
3.	Identify strategies supportive of collaboration with families and health professionals in meeting children's individual health and nutritional needs.			
4.	Use Recommended Standards to Guide Healthy Eating Implementing Nutrition by Planning Healthful Diets.			
5.	Create menu that support healthy diet of a child.			
6.	Debate on the role of family involvement in Nutrition education.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:</b> 3	<b>Version:</b> 01
<b>Competency Standard Title:</b> Promote Health, Safety & Nutrition in early years	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b> 30 min		

Guidance for Candidate	<b>To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.</b>
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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 is the interdependent relationship between Health Safety and Nutrition	
2. How would you ensure a safe environment in an early years setting?	
3. Describe Maltreatment and its types..	
4. What is food pyramid?	
5. Write down the major food groups.	
6. What are the 5 most common risk factors and food safety challenges?	

### ANSWER KEY

Sr.	Answers
1.	<p>Health is one's physical well-being and not merely the absence of disease. <b>Safety is protection from potential injuries, and nutrition is the availability of healthy nourishment, enabling the body to grow and develop.</b> Nutrition and food safety are <b>inextricably interconnected</b>. Achieving optimal human health and wellbeing requires that people be both well nourished and free from foodborne disease — and that depends on them having access to diverse nutritious foods that are also safe to eat.</p>
2.	<p><b>Physical safety</b></p> <p>clear or widen walkways</p> <p>remove any injury or tripping hazards (make sure equipment is packed away when not needed)</p> <p>consider how you will supervise children who may be at risk of running away – think about your entry and exit points and how your area is enclosed</p> <p>select softer toys that are less likely to cause injury if stood on or thrown</p> <p>provide safe play equipment for a range of ability levels, such as children with mobility or neurological conditions.</p> <p><b>Emotional safety</b></p> <p>make sure children feel safe to express their feelings, which will be recognised and addressed</p> <p>make sure they know everyone cares about them and is there to support them</p> <p>set up 'emotion charts' so children can visually indicate how they are feeling</p> <p>get specialist training so you can effectively support children who have experienced trauma – many children with complex disabilities have also experienced trauma.</p> <p><b>Cultural safety</b></p> <p>create a space that reflects the children's cultural diversity – put up decorations that celebrate cultural events and have books that tell stories about children with disabilities and from different cultural backgrounds.</p>
3.	<p>It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.</p>
4.	<p>A food pyramid is <b>a representation of the optimal number of servings to be eaten each day from each of the basic food groups.</b></p>
5.	<p>A balanced diet is made up of foods from the five food groups: <b>starchy carbohydrates, fruits and vegetables, protein, dairy and healthy fats.</b></p>

6.	<p><b>These are the top five risk factors contributing to foodborne illness:</b></p> <p>Food from unsafe sources.</p> <p>Inadequate cooking.</p> <p>Improper hot/cold holding temperatures.</p> <p>Contaminated equipment.</p> <p>Poor personal hygiene.</p>
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# **Assessment Evidence Guide**

**For**

**“ECCE Teacher/Educator”**

**Level-3**

**Interact with Music and Movement**

**(Formative Assessment)**



**National Vocational & Technical  
Training Commission**

Instruction Sheet for the Candidate			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:3</b>	<b>Version:01</b>
<b>Competency Standard Title:</b> Interact with Music and Movement	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b>		

Candidate Details	Name: .....  Registration/Roll Number:.....
Guidance for Candidate	<p><b>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration &amp; assessment):</b></p> <p><b>Assessment Task 1:</b> Candidate is required to discuss the terms of Music and creative movements in early years as per instructions given by assessor.</p> <p><b>Assessment Task 2:</b> Candidate is required to recognize the value of music in early childhood Education and development as per instructions given by assessor</p> <p><b>Assessment Task 3:</b> Candidate is required to recognize the value of Creative Movement in early childhood education as per instructions given by assessor</p> <p><b>Assessment Task 4:</b> Candidate is required to explore beat, rhythm, melody, and harmony (English &amp; Urdu Poems/rhymes/National &amp; Local Songs) as per instructions given by assessor</p> <p><b>Assessment Task 5:</b> Candidate is required to justify the role of teachers to promote music and movement activities as per instructions given by assessor</p> <p><b>And complete:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge assessment test (Written or Oral)</li> <li>2. Portfolios at the time of assessment (if any)</li> </ol>
Minimum Evidence Required	<p><b>During a practical assessment, under observation by an assessor, you will complete:</b></p> <p><b>Assessment Task 1</b></p> <p><b>Performance Criteria 1.</b> Define both terms music and creative movement briefly</p> <p><b>Performance Criteria 2.</b> Recognize the difference between both the terms</p> <p><b>Performance Criteria 3.</b> Understand the language of expression through</p>

	<p>creative movement</p> <p><b>Performance Criteria 4.</b> Enlist the elements of music</p>
	<p><b>Assessment Task 2</b></p> <p><b>Performance Criteria 1.</b> Realize the importance of Music and movement in Early Childhood Education and development</p> <p><b>Performance Criteria 2.</b> Plan the activities to improve social interaction by engaging children in groups during musical sessions</p> <p><b>Performance Criteria 3.</b> Compile a list of possible material to create music</p> <p><b>Performance Criteria 4.</b> Select age-appropriate poems, rhymes, and songs to broaden the scope of holistic development</p> <p><b>Performance Criteria 5.</b> Allow the children to sing in their own natural manner</p>
	<p><b>Assessment Task 3</b></p> <p><b>Performance Criteria 1.</b> Incorporate Creative movement to enhance Physical skills like hand and eye coordination, spatial awareness, and balancing,</p> <p><b>Performance Criteria 2.</b> Design, invent and list the material can be used for creative movement as prop</p> <p><b>Performance Criteria 3.</b> Invent age-appropriate meaningful creative movement in combination of poems, rhymes, songs etc.</p> <p><b>Performance Criteria 4.</b> Maintain an environment which allows children to use their body to express their feelings and emotions.</p>

	<p><b>Assessment Task 4</b></p> <p><b>Performance Criteria 1.</b> Define each element of music separately</p> <p><b>Performance Criteria 2.</b> Recognize the elements of music in a piece of music</p> <p><b>Performance Criteria 3.</b> Try to distinguish each element in English &amp; Urdu Poems/rhymes/National &amp; Local Songs</p> <p><b>Performance Criteria 4.</b> Design own age-appropriate rhythm, beats, melody, and creative movements</p> <p><b>Performance Criteria 5.</b> Sing and perform with children</p>
	<p><b>Assessment Task 5</b></p> <p><b>Performance Criteria 1.</b> Interpret learning occur through Music and creative movement</p> <p><b>Performance Criteria 2.</b> Incorporate ECCE curriculum components like Mathematical mind, language, and psychosocial development,</p> <p><b>Performance Criteria 3.</b> Provide logic reasoning and sequencing in music and movement activities</p> <p><b>Performance Criteria 4.</b> Apply activities to regulate child's emotions by learning to calm down, relax and wait for their turn.</p> <p><b>Performance Criteria 5.</b> Design musical instrument with low or no cost waste material</p> <p><b>Performance Criteria 6.</b> Allow them to play a musical instrument</p> <p><b>Performance Criteria 7.</b> Make music and movement to create a pleasant learning environment</p> <p><b>Performance Criteria 8.</b> Transmit cultural and moral values through poems, rhymes, and songs/ national songs</p> <p><b>Performance Criteria 9.</b> Incorporate poems, songs, and stories in play activities</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)				
<b>Assessment Task 1</b>		<b>Description of assessment task 1</b> discuss the terms of Music and creative movements in early years as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Define both terms music and creative movement briefly			
2.	Recognize the difference between both the terms			
3.	Understand the language of expression through creative movement			
4.	Enlist the elements of music			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 2</b>		<b>Description of assessment task 2</b> recognize the value of music in early childhood Education and development as per instructions given by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Realize the importance of Music and movement in Early Childhood Education and development			
2.	Plan the activities to improve social interaction by engaging children in groups during musical sessions			
3.	Compile a list of possible material to create music			
4.	Select age-appropriate poems, rhymes, and songs to broaden the scope of holistic development			
5.	Allow the children to sing in their own natural manner			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 3</b>		<b>Description of assessment task 3</b> recognize the value of Creative Movement in early childhood education as per instructions given by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Incorporate Creative movement to enhance Physical skills like hand and eye coordination, spatial awareness, and balancing,			
2.	Design, invent and list the material can be used for creative movement as prop			
3.	Invent age-appropriate meaningful creative movement in combination of poems, rhymes, songs etc.			
4.	Maintain an environment which allows children to use their body to express their feelings and emotions.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 4</b>		<b>Description of assessment task 4</b> explore beat, rhythm, melody, and harmony (English & Urdu Poems/rhymes/National & Local Songs) as per instructions given by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Define each element of music separately			
2.	Recognize the elements of music in a piece of music			
3.	Try to distinguish each element in English & Urdu Poems/rhymes/National & Local Songs			
4.	Design own age-appropriate rhythm, beats, melody, and creative movements			
5.	Sing and perform with children			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 5</b>		<b>Description of assessment task 5</b> justify the role of teachers to promote music and movement activities as per instructions given by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Interpret learning occur through Music and creative movement			
2.	Incorporate ECCE curriculum components like Mathematical mind, language, and psychosocial development,			
3.	Provide logic reasoning and sequencing in music and movement activities			
4.	Apply activities to regulate child's emotions by learning to calm down, relax and wait for their turn.			
5.	Design musical instrument with low or no cost waste material			
6.	Allow them to play a musical instrument			
7.	Make music and movement to create a pleasant learning environment			
8.	Transmit cultural and moral values through poems, rhymes, and songs/ national songs			
9.	Incorporate poems, songs, and stories in play activities			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:</b> 3	<b>Version:</b> 01
<b>Competency Standard Title:</b> Interact with Music and Movement	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b> 30 min		

Guidance for Candidate	<b>To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.</b>
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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 the Assessor: .....

Question	Candidate's answer
1. Explain the term Music and creative Movement	
2. Explain the Importance of Music and creative Movement in Early Childhood Education	
3. What are the elements of Music	
4. How do you engage children in music and movement?	
5. How will you design environment for self-expression through music?	

### ANSWER KEY

Sr.	Answers
1.	<p>Common Language of mankind</p> <p>Vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion.</p> <p>The word <b>music</b> comes from the Greek word (mousike), which means "(art) of the Muses".</p> <p><b>Music</b> is a form of art; an expression of emotions through harmonic frequencies. ... Most <b>music</b> includes people singing with their voices or playing musical instruments, such as the piano, guitar, drums or violin.</p> <p>The science or art of ordering tones or sounds in succession, in combination, and in temporal relationships to produce a composition having unity and continuity.</p> <p>Vocal, instrumental, or mechanical sounds having rhythm, melody, or harmony choral <b>music</b> piano <b>music</b> recorded <b>music</b>.</p> <p>It is communication through movements. Children move much better than they speak. It is movement in which the statement is more important than the technique. It is the language of expression using the body. It is a form of informal, structured play that is a process, not a product.</p>
2.	<p><b>It helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. For children and adults, music helps strengthen memory skills.</b></p> <p>A 2016 study at the University of Southern California's <a href="#">Brain and Creativity Institute</a> found that musical experiences in childhood can actually accelerate brain development, particularly in the areas of language acquisition and reading skills. According to the <a href="#">National Association of Music Merchants Foundation</a> (NAMM Foundation), learning to play an instrument can improve mathematical learning and even increase SAT scores.</p> <p><b>Academic achievement isn't the only benefit of music education and exposure. Music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together. Exposing children to music during early development helps</b></p>

	<p>them learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. For children and adults, music helps strengthen memory skills.</p>
3.	<p>Elements of music include, <b>timbre, texture, rhythm, melody, beat, harmony, structure, tempo, pitch and dynamics.</b></p>
4.	<p>Keeping a steady beat with your baby or toddler is one of the very first ways you can start engaging your child musically.  Listen to Music Together. ...  Move to Music Together. ...  Sing Together. ...  Sound Exploration</p>
5.	<p>Listening To Our Emotions</p> <p>Using music to express feeling can be a great tool for a lesson based around emotion and wellbeing. You could introduce the topic by playing a selection of music focused on different emotions - happiness, sadness, anger, and fear, for example. Then, have your class match the music to emotions. This would be a fun and engaging way to start a discussion on emotions in the classroom, and might be especially useful for children who are working on self-regulating their emotions.</p> <p>Making a Song and Dance About It</p> <p>Group song activities can be another great way of expressing emotions through music. Singing in a group makes us feel more connected to those around us. It focuses the whole class on an activity that's all about expression. It can also be a practical tool for improving confidence, lowering anxiety, and learning new vocabulary.</p> <p>Let's Get Lyrical</p> <p>Music and rhyme are a wonderful tool for memory and communication, creating connections between ideas and sounds that can make the learning process easier. This can be just as useful when expressing emotions through music in the classroom. The songs that you sing with your class could act as an affirming and uplifting mantra to make your children feel a part of a classroom community.</p>

**Assessment Evidence Guide**  
**For**  
**“ECCE Teacher/Educator”**  
**Level-3**  
**Teach Young Children Basic Numeracy, Literacy &**  
**World Around Us -II (English & Urdu)**  
**(Formative Assessment)**



**National Vocational & Technical  
Training Commission**

Instruction Sheet for the Candidate			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:3</b>	<b>Version:01</b>
<b>Competency Standard Title:</b> Teach Young Children Basic Numeracy, Literacy & World Around Us -II (English & Urdu)	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b>		

Candidate Details	Name: .....  Registration/Roll Number:.....
Guidance for Candidate	<p><b>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration &amp; assessment):</b></p> <p><b>Assessment Task 1:</b> Candidate is required to plan routines for basic literacy as per instructions given by assessor.</p> <p><b>Assessment Task 2:</b> Candidate is required to Implement basic literacy routine plans as per instructions given by assessor.</p> <p><b>Assessment Task 3:</b> Candidate is required to plan routines for basic numeracy as per instructions given by assessor.</p> <p><b>Assessment Task 4:</b> Candidate is required to Implement basic numeracy routine plans as per instructions given by assessor.</p> <p><b>Assessment Task 5.</b> Candidate is required to plan routines for World around us as per instructions given by assessor.</p> <p><b>Assessment Task 6.</b> Candidate is required to Implement World around us routine plans as per instructions given by assessor.</p> <p><b>And complete:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge assessment test (Written or Oral)</li> <li>2. Portfolios at the time of assessment (if any)</li> </ol>
Minimum Evidence Required	<p><b>During a practical assessment, under observation by an assessor, you will complete:</b></p> <p><b>Assessment Task 1</b></p> <p><b>Performance Criteria1.</b> Plan interactive circle time for children to share their knowledge, skills and attitudes using multilayered methods (props, show and tell, storytelling, singing, dancing, and rhyming etc.)</p> <p><b>Performance Criteria2.</b> Prepare guidelines to introduce (English &amp; Urdu) in the programme for all six areas of development as prescribed in the curriculum</p> <p><b>Performance Criteria3.</b> Use curriculum competencies and expected</p>

	<p>learning outcomes (ELOs) to design small and large group activities focusing basic literacy skills (prereading and writing skills).</p> <p><b>Performance Criteria4.</b> Prepare a plan to distribute responsibilities for coteaching prewriting and reading skills</p> <p><b>Performance Criteria5.</b> Prepare a list and guideline for resources and activities to be used in learning centers (Goshas) during routine plan implementation, for children to manipulate materials to develop basic literacy skills</p> <p><b>Performance Criteria6.</b> Prepare appropriate child observation tools and guidelines to record/document child progression</p> <p><b>Performance Criteria7.</b> Plan strategies to incorporate reflection (before-in- after actions) in forward planning.</p>
	<p><b>Assessment Task 2</b></p> <p><b>Performance Creteria1.</b> Conduct interactive circle time for children to share their knowledge, skills and attitudes using multilayered methods (props, show and tell, storytelling, singing, dancing, and rhyming etc.)</p> <p><b>Performance Creteria2.</b> Utilize guidelines to introduce (English &amp; Urdu) in the programme for all six areas of development as prescribed in the curriculum</p> <p><b>Performance Creteria3.</b> Implement small and large group activities focusing basic literacy skills (prereading and writing skills) during small and large group segments</p> <p><b>Performance Creteria4.</b> Utilize guidelines for resources and activities in learning centers (Ghoshas) during routines and provide opportunities to the children to manipulate materials to develop basic literacy skills</p> <p><b>Performance Creteria5.</b> Use appropriate child observation tools and guidelines to record/document child progression</p> <p><b>Performance Creteria6.</b> Record &amp; incorporate reflection (before-in- after actions) in forward planning.</p>
	<p><b>Assessment Task 3</b></p> <p><b>Performance Criteria1.</b> Plan interactive circle time for children to share their knowledge, skills and attitudes using multilayered methods (props, show and tell, storytelling, singing, dancing, and rhyming etc.) focusing basic numeracy</p> <p><b>Performance Criteria2.</b> Design learning experiences for the children to explore, think, imagine, question, and experiment to develop basic numeracy by utilizing learning centers (Goshas)</p> <p><b>Performance Criteria3.</b> Prepare 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><b>Performance Criteria4.</b> Develop manipulative materials for counting up to 50 and simple number operations of 0-9, manipulate patterns, relationships and</p>

	<p>recognize quantity</p> <p><b>Performance Criteria5.</b> Enlist activities to introduce appropriate numeracy words (vocabulary) to describe numbers, operations, shapes, and position of objects (as prescribed in the curriculum)</p> <p><b>Performance Criteria6.</b> Assemble or arrange concrete materials to identify and compare objects using length; weight, height, and temperature (hot &amp; cold) as measurement attributes during routine plans</p> <p><b>Performance Criteria7.</b> Prepare a list and guideline for resources and activities to be used in learning centers (Goshas)</p> <p><b>Performance Criteria8.</b> Prepare appropriate child observation tools and guidelines to record/document child progression</p> <p><b>Performance Criteria9.</b> Plan strategies to incorporate reflection (before-in- after actions) in forward planning.</p>
	<p><b>Assessment Task 4</b></p> <p><b>Performance Creteria1.</b> Conduct interactive circle time for children to share their knowledge, skills and attitudes using multilayered methods (props, show and tell, storytelling, singing, dancing, and rhyming etc.) focusing basic numeracy</p> <p><b>Performance Creteria2.</b> Use designed learning experiences for the children to explore, think, imagine, question, and experiment to develop basic numeracy by utilizing learning centers (Goshas)</p> <p><b>Performance Creteria3.</b> Utilize 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><b>Performance Creteria4.</b> Use manipulative or concrete materials for counting up to 50 and simple number operations of 0-9, manipulate patterns, relationships and recognize quantity, to identify and compare objects using length; weight, height, and temperature (hot &amp; cold) as measurement attributes during routine plans.</p> <p><b>Performance Creteria5.</b> Practice appropriate numeracy words (vocabulary) to describe numbers, operations, shapes, and position of objects (as prescribed in the curriculum)</p> <p><b>Performance Creteria6.</b> Use prepared list and guideline for resources and activities in learning centers (Goshas)</p> <p><b>Performance Creteria7.</b> Implement appropriate child observation tools and guidelines to record/document child progression</p> <p><b>Performance Creteria8.</b> Record &amp; incorporate reflection (before-in- after actions) in forward planning.</p>
	<p><b>Assessment Task 5</b></p> <p><b>Performance Criteria1.</b> Prepare learning center (Ghosh) resources for children to get actively engage with their environment and use all their senses to make meaning of the world and people.</p> <p><b>Performance Criteria2.</b> Create activities to develop basic scientific inquiry skills such as observation comparing,</p>

	<p>classification, prediction, and experimentation.</p> <p><b>Performance Criteria3.</b> Prepare activities for children to talk about families, their importance and identify various ways of showing love and respect for family members</p> <p><b>Performance Criteria4.</b> Create activities for children to develop an understanding of the people, places, plants, animals &amp; environment around them and explore their roles, through interactive discussions, storytelling, picture album reading, show and tell.</p> <p><b>Performance Criteria5.</b> Prepare activities for children to observe/record daily weather on a chart using symbols, describe key features of different sessions, changing seasons effect on food, clothing, and lifestyle.</p> <p><b>Performance Criteria6.</b> Design role plays and storytelling sessions to develop a caring attitude towards environment by focusing air, water, and noise pollution and how to conserve resources.</p> <p><b>Performance Criteria7.</b> Formulate activities for children to explore a variety of digital devices under adult supervision for the purpose of learning new concepts &amp; ideas related to their competencies.</p>
	<p><b>Assessment Task 6</b></p> <p><b>Performance Creteria1.</b> Use learning center (Ghosha) resources for children to get actively engage with their environment and use all their senses to make meaning of the world and people.</p> <p><b>Performance Creteria2.</b> Implement activities to develop basic scientific inquiry skills such as observation comparing, classification, prediction, and experimentation.</p> <p><b>Performance Creteria3.</b> Provide chance to the children to talk about families, their importance and identify various ways of showing love and respect for family members, through daily routine small/large group activities and circle time discussion.</p> <p><b>Performance Creteria4.</b> Implement daily routine activities for children to develop an understanding of the people, places, plants, animals &amp; environment around them and explore their roles, through interactive discussions, storytelling, picture album reading, show and tell.</p> <p><b>Performance Creteria5.</b> Implement activities for children to observe/record daily weather on a chart using symbols, describe key features of different sessions, changing seasons effect on food, clothing, and lifestyle.</p> <p><b>Performance Creteria6.</b> Perform role plays and conduct storytelling sessions for children to develop a caring attitude towards environment by focusing air, water, and noise pollution and how to conserve resources.</p> <p><b>Performance Creteria7.</b> Provide hands on activities to the children to</p>

	use a variety of digital devices under adult supervision for the purpose of learning new concepts & ideas related to their competencies.
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## Assessors Judgment Guide

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

<b>Candidate Details</b>	Name: ..... Registration/Roll Number: ..... Candidate Signature: .....
<b>Assessment Outcome</b>	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 routines for basic literacy as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Plan interactive circle time for children to share their knowledge, skills and attitudes using multilayered methods (props, show and tell, storytelling, singing, dancing, and rhyming etc.)			
2.	Prepare guidelines to introduce (English & Urdu) in the programme for all six areas of development as prescribed in the curriculum			
3.	Use curriculum competencies and expected learning outcomes (ELOs) to design small and large group activities focusing basic literacy skills (prereading and writing skills).			
4.	Prepare a plan to distribute responsibilities for coteaching prewriting and reading skills			
5.	Prepare a list and guideline for resources and activities to be used in learning centers (Goshas) during routine plan implementation, for children to manipulate materials to develop basic literacy skills			
6.	Prepare appropriate child observation tools and guidelines to record/document child progression			
7.	Plan strategies to incorporate reflection (before-in- after actions) in forward planning.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 2		Description of assessment task 2 Implement basic literacy routine plans as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Conduct interactive circle time for children to share their knowledge, skills and attitudes using multilayered methods (props, show and tell, storytelling, singing, dancing, and rhyming etc.)			
2.	Utilize guidelines to introduce (English & Urdu) in the programme for all six areas of development as prescribed in the curriculum			
3.	Implement small and large group activities focusing basic literacy skills (prereading and writing skills) during small and large group segments			
4.	Utilize guidelines for resources and activities in learning centers (Ghoshas) during routines and provide opportunities to the children to manipulate materials to develop basic literacy skills			
5.	Use appropriate child observation tools and guidelines to record/document child progression			
6.	Record & incorporate reflection (before-in- after actions) in forward planning.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 3		Description of assessment task 3 plan routines for basic numeracy as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Plan interactive circle time for children to share their knowledge, skills and attitudes using multilayered methods (props, show and tell, storytelling, singing, dancing, and rhyming etc.) focusing basic numeracy			
2.	Design learning experiences for the children to explore, think, imagine, question, and experiment to develop basic numeracy by utilizing learning centers (Goshas)			
3.	Prepare 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.	Develop manipulative materials for counting up to 50 and simple number operations of 0-9, manipulate patterns, relationships and recognize quantity			
5.	Enlist activities to introduce appropriate numeracy words (vocabulary) to describe numbers, operations, shapes, and position of objects (as prescribed in the curriculum)			
6.	Assemble or arrange concrete materials to identify and compare objects using length; weight, height, and temperature (hot & cold) as measurement attributes during routine plans			
7.	Prepare a list and guideline for resources and activities to be used in learning centers (Goshas)			
8.	Prepare appropriate child observation tools and guidelines to record/document child progression			
9.	Plan strategies to incorporate reflection (before-in- after actions) in forward planning.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 4</b>		<b>Description of assessment task 4</b> Implement basic numeracy routine plans as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Conduct interactive circle time for children to share their knowledge, skills and attitudes using multilayered methods (props, show and tell, storytelling, singing, dancing, and rhyming etc.) focusing basic numeracy			
2.	Use designed learning experiences for the children to explore, think, imagine, question, and experiment to develop basic numeracy by utilizing learning centers (Goshas)			
3.	Utilize 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.	Use manipulative or concrete materials for counting up to 50 and simple number operations of 0-9, manipulate patterns, relationships and recognize quantity, to identify and compare objects using length; weight, height, and temperature (hot & cold) as measurement attributes during routine plans.			
5.	Practice appropriate numeracy words (vocabulary) to describe numbers, operations, shapes, and position of objects (as prescribed in the curriculum)			
6.	Use prepared list and guideline for resources and activities in learning centers (Goshas)			
7.	Implement appropriate child observation tools and guidelines to record/document child progression			
8.	Record & incorporate reflection (before-in- after actions) in forward planning			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 5</b>		<b>Description of assessment task 5</b> plan routines for World around us as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Prepare learning center (Ghosha) resources for children to get actively engage with their environment and use all their senses to make meaning of the world and people.			
2.	Create activities to develop basic scientific inquiry skills such as observation comparing, classification, prediction, and experimentation.			
3.	Prepare activities for children to talk about families, their importance and identify various ways of showing love and respect for family members			
4.	Create activities for children to develop an understanding of the people, places, plants, animals & environment around them and explore their roles, through interactive discussions, storytelling, picture album reading, show and tell.			
5.	Prepare activities for children to observe/record daily weather on a chart using symbols, describe key features of different sessions, changing seasons effect on food, clothing, and lifestyle.			
6.	Design role plays and storytelling sessions to develop a caring attitude towards environment by focusing air, water, and noise pollution and how to conserve resources.			
7.	Formulate activities for children to explore a variety of digital devices under adult supervision for the purpose of learning new concepts & ideas related to their competencies.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 6</b>		<b>Description of assessment task 6</b> Implement World around us routine plans as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Use learning center (Ghosha) resources for children to get actively engage with their environment and use all their senses to make meaning of the world and people.			
2.	Implement activities to develop basic scientific inquiry skills such as observation comparing, classification, prediction, and experimentation.			
3.	Provide chance to the children to talk about families, their importance and identify various ways of showing love and respect for family members, through daily routine small/large group activities and circle time discussion.			
4.	Implement daily routine activities for children to develop an understanding of the people, places, plants, animals & environment around them and explore their roles, through interactive discussions, storytelling, picture album reading, show and tell.			
5.	Implement activities for children to observe/record daily weather on a chart using symbols, describe key features of different sessions, changing seasons effect on food, clothing, and lifestyle.			
6.	Perform role plays and conduct storytelling sessions for children to develop a caring attitude towards environment by focusing air, water, and noise pollution and how to conserve resources.			
7.	Provide hands on activities to the children to use a variety of digital devices under adult supervision for the purpose of learning new concepts & ideas related to their competencies.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:</b> 3	<b>Version:</b> 01
<b>Competency Standard Title:</b> Teach Young Children Basic Numeracy, Literacy & World Around Us -II (English & Urdu)	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b> 30 min		

Guidance for Candidate	<b>To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.</b>
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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 the Assessor: .....

Question	Candidate's answer
1. What is routine plan in Early childhood education?	
2. Why is routine important in early childhood?	
3. Define Circle time and its importance in Early child education?	
4. What does learning corner/s means in early childhood education?	
5. What does world around us means?	
6. How can we promote understanding the world in young children?	
7.	
8.	
9.	
10.	

### **ANSWER KEY**

<b>Sr.</b>	<b>Answers</b>
<b>1.</b>	Routines are an important part of the classroom day. Routines in preschool classrooms include things such as arrival time, bathroom time, clean-up time, naptime, and departure time.
<b>2.</b>	<p>A routine gives them comfort and makes them feel secure. Help to learn essential life skills and grow in confidence. A simply daily routine will help children develop essential life skills through repetition of tasks. For example, like washing hands before lunch, getting dressed and brushing teeth.</p> <p>Routines help babies and toddlers learn self-control.</p> <p>Whether it is time to play, time for a snack, a nap, or a loved one to return, knowing what will happen next gives babies and toddlers security and emotional stability. It helps them learn to trust that caring adults will provide what they need.</p>
<b>3.</b>	Circle time is a time for important social interactions among young children. It helps develop positive relationships between kids through engaging and fun activities. It is also used to address certain issues identified in the class such as too much noise and talking during class lessons. It provides an open opportunity for important social interactions, zealous movement, and spirited learning. Scheduled circle games for kids also helps them transition from one part of the day to the next. This includes making it easier for preschoolers to occupy themselves during periods they have to wait.
<b>4.</b>	Learning corners are ideal work spaces for children. It encourage children to learn in ways that are natural to them. It provides for a wide range of abilities and interests. Provides opportunities for group and individual activities.
<b>5.</b>	The focus of this is on development of children's knowledge and understanding of their environment, other people, features of the natural and 'human world'. They provide a foundation for historical, geographical, scientific and technological learning
<b>6.</b>	Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.



**Assessment Evidence Guide**  
**For**  
**“ECCE Teacher/Educator”**  
**Level-3**  
**Implement Classroom Observation and Teaching**  
**Practice**  
**(Formative Assessment)**



**National Vocational & Technical**  
**Training Commission**

Instruction Sheet for the Candidate			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:3</b>	<b>Version:01</b>
<b>Competency Standard Title:</b> Implement classroom observation and teaching practice	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b>		

Candidate Details	Name: .....  Registration/Roll Number:.....
Guidance for Candidate	<p><b>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration &amp; assessment):</b></p> <p><b>Assessment Task 1:</b> Candidate is required to observe and record classroom practices and child progression as per instructions given by assessor.</p> <p><b>Assessment Task 2:</b> Candidate is required to create responsive and engaging learning environment as per instructions given by assessor.</p> <p><b>Assessment Task 3:</b> Candidate is required to use curriculum to plan daily routines/experiences &amp; resources as per instructions given by assessor.</p> <p><b>Assessment Task 4:</b> Candidate is required to execute daily routine plans as per instructions given by assessor.</p> <p><b>And complete:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge assessment test (Written or Oral)</li> <li>2. Portfolios at the time of assessment (if any)</li> </ol>
Minimum Evidence Required	<p><b>During a practical assessment, under observation by an assessor, you will complete:</b></p> <p><b>Assessment Task 1</b></p> <p><b>Performance Criteria 1:</b> Identify, modify &amp; test observation/ assessment tools according to the competencies and Expected Learning Outcomes (ELOs)</p> <p><b>Performance Criteria 2:</b> Use observation/ assessment tools to record child progress</p> <p><b>Performance Criteria 3:</b> Analyse child observation/assessment records &amp; prepare action plan for upcoming routine plans</p> <p><b>Performance Criteria 4:</b> Modify environment/space, curriculum/ routines, materials/resources/activities, and interactions to track child progression</p>
	<p><b>Assessment Task 2</b></p> <p><b>Performance Criteria 1:</b> Develop strong relationships with children through freedom of choice and participation in classroom decision making</p> <p><b>Performance Criteria 2:</b> Make emotion booklet with children, which reflects acceptable emotions</p>

	<p><b>Performance Criteria 3:</b> Manage and extend children’s learning in culturally and linguistically responsive ways</p> <p><b>Performance Criteria 4:</b> Create content rich learning environments and activities that foster children’s curiosity and extends their learning based upon their interests and development</p> <p><b>Performance Criteria 5:</b> Prepare materials/ resources which respects diversity</p> <p><b>Performance Criteria 6:</b> Apply frequent feedback to sustain respectful and engaging environment</p>
	<p><b>Assessment Task 3</b></p> <p><b>Performance Criteria 1:</b> Build professional relationship to mentor the assistant teacher during co-teaching in classroom setting</p> <p><b>Performance Criteria 2:</b> Observe competencies to design and redesign subject wise expected learning outcomes and list minimum three (3) expected learning outcomes (ELOs) for each subject competency</p> <p><b>Performance Criteria 3:</b> Design teaching activities, resources, materials &amp; assessments in alignment of competencies &amp; ELOs</p> <p><b>Performance Criteria 4:</b> Produce plans for teaching and learning that reflect the use of appropriate diversified methods/strategies to meet the needs of all students.</p> <p><b>Performance Criteria 5:</b> Utilize appropriate observation/assessment methods for informal and formal to assess children’s learning their developmental needs.</p> <p><b>Performance Criteria 6:</b> Reflect on and learn from connecting theory and their teaching practice</p>
	<p><b>Assessment Task 4</b></p> <p><b>Performance Criteria 1:</b> Develop and maintain collaborative relationships with co-workers and parents.</p> <p><b>Performance Criteria 2:</b> Maintain an environment that ensures child safety and security during daily routines</p> <p><b>Performance Criteria 3:</b> Use appropriate adult-child interactions to implement predictable daily routine plans</p> <p><b>Performance Criteria 4:</b> Utilize learning centers to provide freedom of choice to the children to plan-do-review their activity of the day</p> <p><b>Performance Criteria 5:</b> Conduct and supervise daily small and larger group activities for all children</p> <p><b>Performance Criteria 6:</b> Observe and record child progress as per developmental indicators during the execution of daily routine plans</p> <p><b>Performance Criteria 7:</b> Record daily reflections “before action- in action &amp; after action</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)				
<b>Assessment Task 1</b>		<b>Description of assessment task 1</b> observe and record classroom practices and child progression as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Identify, modify & test observation/ assessment tools according to the competencies and Expected Learning Outcomes (ELOs)			
2.	Use observation/ assessment tools to record child progress			
3.	Analyse child observation/assessment records & prepare action plan for upcoming routine plans			
4.	Modify environment/space, curriculum/ routines, materials/resources/activities, and interactions to track child progression			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 2</b>		<b>Description of assessment task 2</b> create responsive and engaging learning environment as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Develop strong relationships with children through freedom of choice and participation in classroom decision making			
2.	Make emotion booklet with children, which reflects acceptable emotions			
3.	Manage and extend children's learning in culturally and linguistically responsive ways			
4.	Create content rich learning environments and activities that foster children's curiosity and extends their learning based upon their interests and development			
5.	Prepare materials/ resources which respects diversity			
6.	Apply frequent feedback to sustain respectful and engaging environment			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 3</b>		<b>Description of assessment task 3</b> use curriculum to plan daily routines/experiences & resources as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Build professional relationship to mentor the assistant teacher during co-teaching in classroom setting			
2.	Observe competencies to design and redesign subject wise expected learning outcomes and list minimum three (3) expected learning outcomes (ELOs) for each subject competency			
3.	Design teaching activities, resources, materials & assessments in alignment of competencies & ELOs			
4.	Produce plans for teaching and learning that reflect the use of appropriate diversified methods/strategies to meet the needs of all students.			
5.	Utilize appropriate observation/assessment methods for informal and formal to assess children's learning their developmental needs			
6.	Reflect on and learn from connecting theory and their teaching practice			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

<b>Assessment Task 4</b>		<b>Description of assessment task 4</b> execute daily routine plans as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Develop and maintain collaborative relationships with co-workers and parents.			
2.	Maintain an environment that ensures child safety and security during daily routines			
3.	Use appropriate adult-child interactions to implement predictable daily routine plans			
4.	Utilize learning centers to provide freedom of choice to the children to plan-do-review their activity of the day			
5.	Conduct and supervise daily small and larger group activities for all children			
6.	Observe and record child progress as per developmental indicators during the execution of daily routine plans			
7.	Record daily reflections "before action- in action & after action"			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:</b> 3	<b>Version:</b> 01
<b>Competency Standard Title:</b> Implement classroom observation and teaching practice	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b> 30 min		

Guidance for Candidate	<b>To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.</b>
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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. Compile a portfolio based on your experience/ teaching practice.	
2.	
3.	
4.	
5.	

**ANSWER KEY**

<b>Sr.</b>	<b>Answers</b>
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	
<b>4.</b>	
<b>5.</b>	

**Assessment Evidence Guide**  
**For**  
**“ECCE Teacher/Educator”**  
**Level-3**  
**Design Early Years Learning Environment**  
**(Formative Assessment)**



**National Vocational & Technical  
Training Commission**

Instruction Sheet for the Candidate			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:3</b>	<b>Version:01</b>
<b>Competency Standard Title:</b> Design Early Years Learning Environment	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b>		

Candidate Details	Name: .....  Registration/Roll Number:.....
Guidance for Candidate	<p><b>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration &amp; assessment):</b></p> <p><b>Assessment Task 1:</b> Candidate is required to plan the physical, temporal and psychosocial environment as per instructions given by assessor.</p> <p><b>Assessment Task 2:</b> Candidate is required to implement the physical, temporal and psychosocial environment as per instructions given by assessor.</p> <p><b>Assessment Task 3:</b> Candidate is required to measure the environment to maintain quality as per instructions given by assessor</p> <p><b>And complete:</b></p> <ol style="list-style-type: none"> <li>3. Knowledge assessment test (Written or Oral)</li> <li>4. Portfolios at the time of assessment (if any)</li> </ol>
Minimum Evidence Required	<p><b>During a practical assessment, under observation by an assessor, you will complete:</b></p> <p><b>Assessment Task 1</b></p> <p><b>Performance Criteria 1:</b> Design developmentally appropriate resources, guidelines, predictable routines, and effective transitions.</p> <p><b>Performance Criteria 2:</b> Identify national and learning international guidelines to plan the physical, temporal, and psychosocial environment</p> <p><b>Performance Criteria 3:</b> Arrange well designed physical spaces, relevant content, engaging interactions and intentional grouping.</p> <p><b>Performance Criteria 4:</b> Identify observation &amp; reflective tools to track children's behavior</p>
	<p><b>Assessment Task 2</b></p> <p><b>Performance Criteria1:</b> Implement developmentally appropriate resources, guidelines, predictable routines, effective transitions, and scaffolding strategies to generate engaging &amp; responsive interactions in classroom</p> <p><b>Performance Criteria 2:</b> Utilize national and international guidelines to design the physical, temporal, and psychosocial environment</p> <p><b>Performance Criteria 3:</b> Use observation &amp; reflective tools to track</p>

	<p>children's behavior, acknowledge responsible behavior, guide &amp; redirect children on their behavior</p> <p><b>Performance Criteria 4:</b> Use reflective practice and rating scales to assess/review the classroom environment and influence the upcoming daily routines</p>
	<p><b>Assessment Task 3</b></p> <p><b>Performance Criteria 1:</b> Plan &amp; implement Arnett-Caregiver Interaction Scale to measure the emotional tone, discipline style, and responsiveness of early childhood educator/ adult care provider in the classroom.</p> <p><b>Performance Criteria 2:</b> Plan &amp; utilize The Classroom Assessment Scoring System (The Class) tool for observing and assessing the qualities of interactions among teachers and children in classrooms.</p> <p><b>Performance Criteria 3:</b> Use "Measure of Early Learning Environments - MELE tool" to measure seven key indicators play, pedagogy, interaction, environment, parent/community engagement, school personnel (teachers &amp; Staff) and inclusion.</p> <p><b>Performance Criteria 4:</b> Analyze the findings of environment rating scales and other assessment tools to recommend change in physical, temporal, and psychosocial environment</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)				
<b>Assessment Task 1</b>		<b>Description of assessment task 1</b> plan the physical, temporal and psychosocial environment as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Design developmentally appropriate resources, guidelines, predictable routines, and effective transitions.			
2.	Identify national and learning international guidelines to plan the physical, temporal, and psychosocial environment			
3.	Arrange well designed physical spaces, relevant content, engaging interactions and intentional grouping.			
4.	Identify observation & reflective tools to track children's behavior			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 2		Description of assessment task 2 implement the physical, temporal and psychosocial environment as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Implement developmentally appropriate resources, guidelines, predictable routines, effective transitions, and scaffolding strategies to generate engaging & responsive interactions in classroom			
2.	Utilize national and international guidelines to design the physical, temporal, and psychosocial environment			
3.	Use observation & reflective tools to track children's behavior, acknowledge responsible behavior, guide & redirect children on their behavior			
4.	Use reflective practice and rating scales to assess/review the classroom environment and influence the upcoming daily routines			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 3		Description of assessment task 3 measure the environment to maintain quality as per instructions given by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Plan & implement Arnett-Caregiver Interaction Scale to measure the emotional tone, discipline style, and responsiveness of early childhood educator/ adult care provider in the classroom.			
2.	Plan & utilize The Classroom Assessment Scoring System (The Class) tool for observing and assessing the qualities of interactions among teachers and children in classrooms.			
3.	Use “Measure of Early Learning Environments - MELE tool” to measure seven key indicators play, pedagogy, interaction, environment, parent/community engagement, school personnel (teachers & Staff) and inclusion.			
4.	Analyze the findings of environment rating scales and other assessment tools to recommend change in physical, temporal, and psychosocial environment			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
<b>Title of Qualification:</b> National Vocational Certificate Level 3 in Early Childhood Care and Education (ECCE Teacher/Educator)	<b>CS Code:</b>	<b>Level:</b> 3	<b>Version:</b> 01
<b>Competency Standard Title:</b> Design Early Years Learning Environment	<b>Assessment Date (DD/MM/YY):</b>  <b>Assessment Time:</b> 30 min		

Guidance for Candidate	<b>To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.</b>
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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 is the significance of prepared learning environment?	In a prepared environment the child is encouraged to have freedom of choice, exploration, movement, social interaction, and uninterrupted work.
2. What are the three components of learning environment?	<ul style="list-style-type: none"> <li>• Physical Environment</li> <li>• Temporal Environment</li> <li>• Psychosocial Environment</li> </ul>
3. What is the importance of physical environment in early years?	Well-designed indoor and outdoor physical environments can capitalize on children's amazing sense of curiosity, awe and determination while engaging with people and their surroundings promote children's potential learning in built and natural environment.
4. How should be the physical environment in early years setting?	Physical environment in early years should be safe, suitable, appropriately resourced and well maintained space, designed and organized in a way that supports the participation of all children and the effective implementation of the learning program.
5. What will be the implication of well-prepared physical environment in effective implementation of learning program?	<p>Well prepared physical environment will contribute to the effective implementation of the learning program and how it can promote:</p> <ul style="list-style-type: none"> <li>• participation by every child</li> <li>• the flow between indoor and outdoor spaces</li> <li>• smooth transitions between activities and spaces</li> <li>• competence, independent exploration and learning through play</li> <li>• engagement with the natural environment</li> <li>• positive relationships between children</li> <li>• children's understanding, respect, care and appreciation for the natural environment</li> <li>• environmental sustainability and assist children to become environmentally responsible</li> <li>• flexibility – allowing re-organization to maintain interest and challenge</li> <li>• a welcoming and comfortable ambience.</li> </ul>
6. What is temporal environment?	The term temporal environment refers to the timing, sequence, and length of routines and activities that take place throughout the school day. It includes the schedule of activities such as arrival, play time, meal time, rest time, both small- and large-group activities, and the many transitions that hold them all together.
7. What educators should keep in mind while designing the temporal environment?	

Question	Candidate's answer
8. What is a psychosocial environment?	
9. What is the impact of psychosocial environment in early years?	
10. What principles to be followed while designing an early year learning environment?	
11. What are the tools assess environment?	
12. How do you observe a child's behavior?	
13. Explain how reflective practice can influence the learning environment	

### **ANSWER KEY**

<b>Sr.</b>	<b>Answers</b>
<b>1</b>	In a prepared environment the child is encouraged to have freedom of choice, exploration, movement, social interaction, and uninterrupted work.
<b>2</b>	<ul style="list-style-type: none"> <li>• Physical Environment</li> <li>• Temporal Environment</li> <li>• Psychosocial Environment</li> </ul>
<b>3</b>	Well-designed indoor and outdoor physical environments can capitalize on children's amazing sense of curiosity, awe and determination while engaging with people and their surroundings promote children's potential learning in built and natural environment.
<b>4</b>	Physical environment in early years should be safe, suitable, appropriately resourced and well maintained space, designed and organized in a way that supports the participation of all children and the effective implementation of the learning program.
<b>5</b>	<p>Well prepared physical environment will contribute to the effective implementation of the learning program and how it can promote:</p> <ul style="list-style-type: none"> <li>• participation by every child</li> <li>• the flow between indoor and outdoor spaces</li> <li>• smooth transitions between activities and spaces</li> <li>• competence, independent exploration and learning through play</li> <li>• engagement with the natural environment</li> <li>• positive relationships between children</li> <li>• children's understanding, respect, care and appreciation for the natural environment</li> <li>• environmental sustainability and assist children to become environmentally responsible</li> <li>• flexibility – allowing re-organization to maintain interest and challenge</li> </ul> <p>a welcoming and comfortable ambience.</p>
<b>6</b>	The term temporal environment refers to the timing, sequence, and length of routines and activities that take place throughout the school day. It includes the schedule of activities such as arrival, play time, meal time, rest time, both small- and large-group activities, and the many transitions that hold them all together.
<b>7</b>	When designing the temporal environment, teachers should create schedules that meet the unique needs of their program, children, families, and staff. Teachers should also keep in mind that every group of children has its own personality; what worked well one year might not work well the next. In addition, teachers should think about each of the following. Click the items below to learn more.
<b>8</b>	Psychosocial environment is a type of environment that has to do with interaction in the classroom. This interaction involves teacher and student interaction, student and student interaction, teacher student and instructional material interaction.
<b>9</b>	Psychosocial environment in early childhood influences the health and well-being of the growing individual, and may also impact the later development of emotional and behavioral difficulties in adults' health.
<b>10</b>	<ul style="list-style-type: none"> <li>• High quality open ended resources</li> <li>• Carefully planned and defined spaces</li> <li>• Continuous provision of resources</li> <li>• Proper storage with labels</li> <li>• Natural and handmade resources (low cost &amp; no cost)</li> <li>• Accessible organization</li> <li>• Sensible role of an adult</li> </ul>

	<ul style="list-style-type: none"> <li>• Environmental Rating Scales</li> <li>• Checklist</li> <li>• Survey</li> </ul>
<b>11</b>	Through observation tools in a natural environment.
<b>12</b>	Critical reflection will highlight the strengths, weakness and opportunities within the environment
<b>13</b>	In a prepared environment the child is encouraged to have freedom of choice, exploration, movement, social interaction, and uninterrupted work.