

EDUCATIONAL TRUST KASHMIR

Alamgari Bazar Srinagar



Assessment at Foundational Stage:

1. Assessment is vital, to track children's progress in a continuous and comprehensive manner using multiple techniques of assessment. Assessment during the foundational learning can be broadly categorized into two major areas, namely:

a. School Based Assessment (SBA) at the foundational stage should be stress free and largely through qualitative observation based on performance of the child in a multitude of experiences and activities and tools and techniques should be used as envisaged in exemplars prescribed by NCERT/SCERT in SBA document.

b. Large-scale standardized assessment Large scale assessment data at the UT, National or the International level focuses on the „System“ and describes the educational health of the nation, UT or district.

2. Further Assessment at Foundational Stage aims at early identification of learning gaps at each foundational stage i.e., at FYL-1, FYL-2, FYL-3, FYL-4, & FYL-5 including children with special needs so that there can be possibilities of early intervention through referral to specialists. Teachers are required to use different techniques to assess the Children with following major objectives:

a. Identify the child's strengths, needs, interests and preferences. b. Potentiate child's performance and scaffold it through interventions. c. Collaborate to solve issues and areas of concerns. d. Contribute to early identification of learning gaps and learning difficulties.

3. Teachers are required to identify the learning gaps and focus should be on the attainment of Learning Outcomes and competencies as envisaged in the NIPUN/FLN Guidelines, which is broadly conceptualized as a child's ability to read basic texts and solve basic maths. problems & all children are expected to achieve grade-wise subject-specific

learning outcomes viz; A child’s progress should be assessed based on linguistic reading and writing.

1. Reading	Children should be able to read simple words, multiple words, stressed words, sentences and paragraphs.
2. Fluently Reading	A child’s reading level is determined by testing how many words a child can read in one minute. Fluency is defined as being able to read 60 words per minute internationally. Keeping this in mind we can apply it to our languages and determine the level of children. For example, those who can read 20 words per minute in class 1, 25 words in class 2, 30 words in class 3, can be identified as fluent readers.
3. writing	Children should be able to write words, sentences and paragraphs on their own without mistakes. For example, 1st class children are simple words, multiple words, 2nd class children are stressed words. As mentioned above, if you can write 4 out of 5 words without mistakes, you should be considered proficient in writing.

The progress of the children in reading, fluent reading and writing skills should be tested once a month. The illustration Child’s Progress Report Table is as under:

Student Name	Reading	Fluently Reading	writing	outcome
Ali	Right	Right	Right	3
Bashir	Right	Right	Right	3
Abas	Right	Right	Right	3
Zulfikar	wrong	Right	wrong	1
Zahida	Right	wrong	wrong	1