



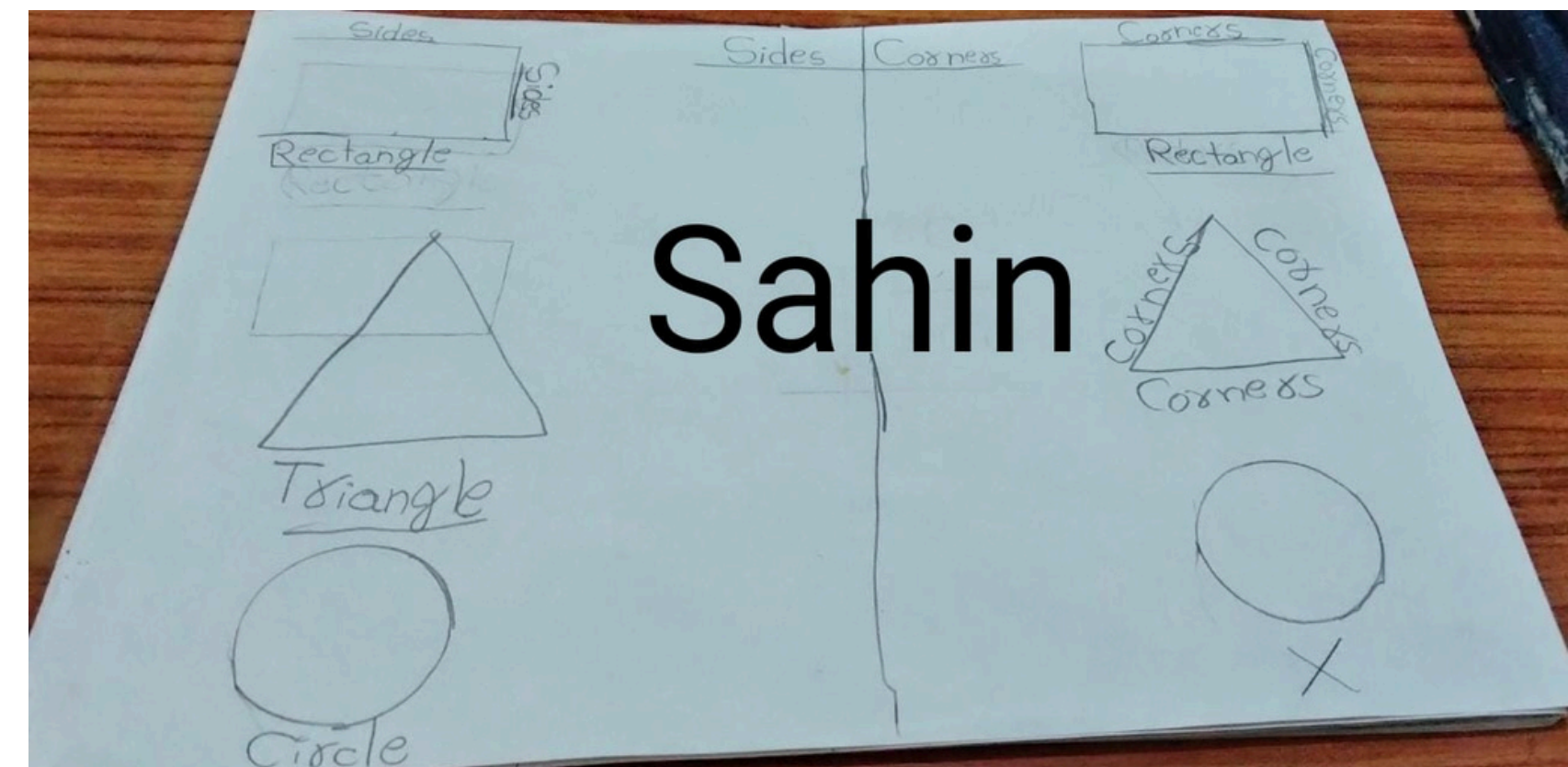
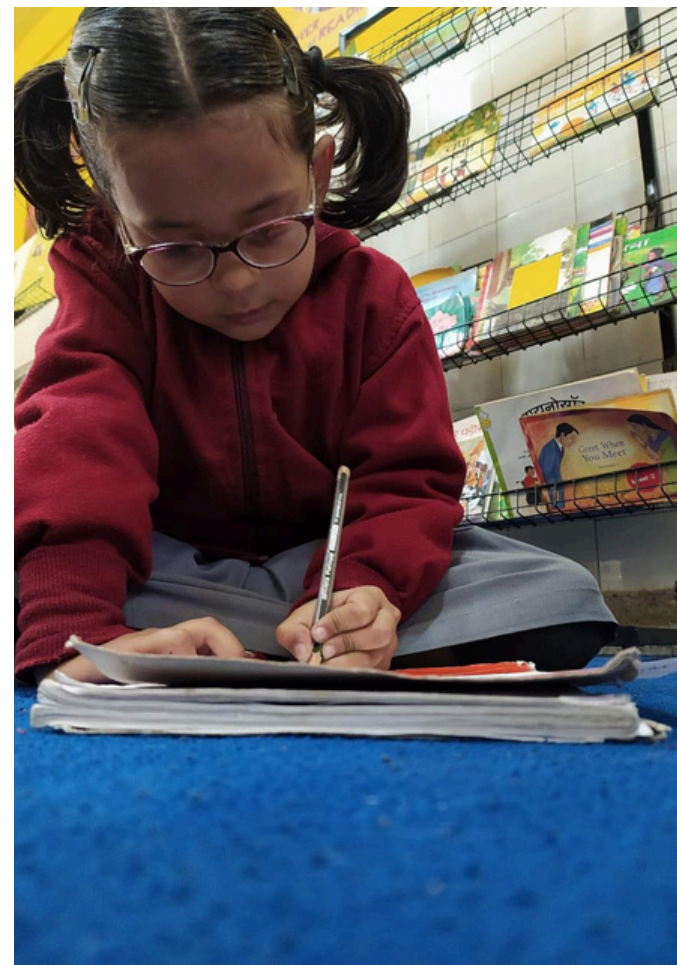
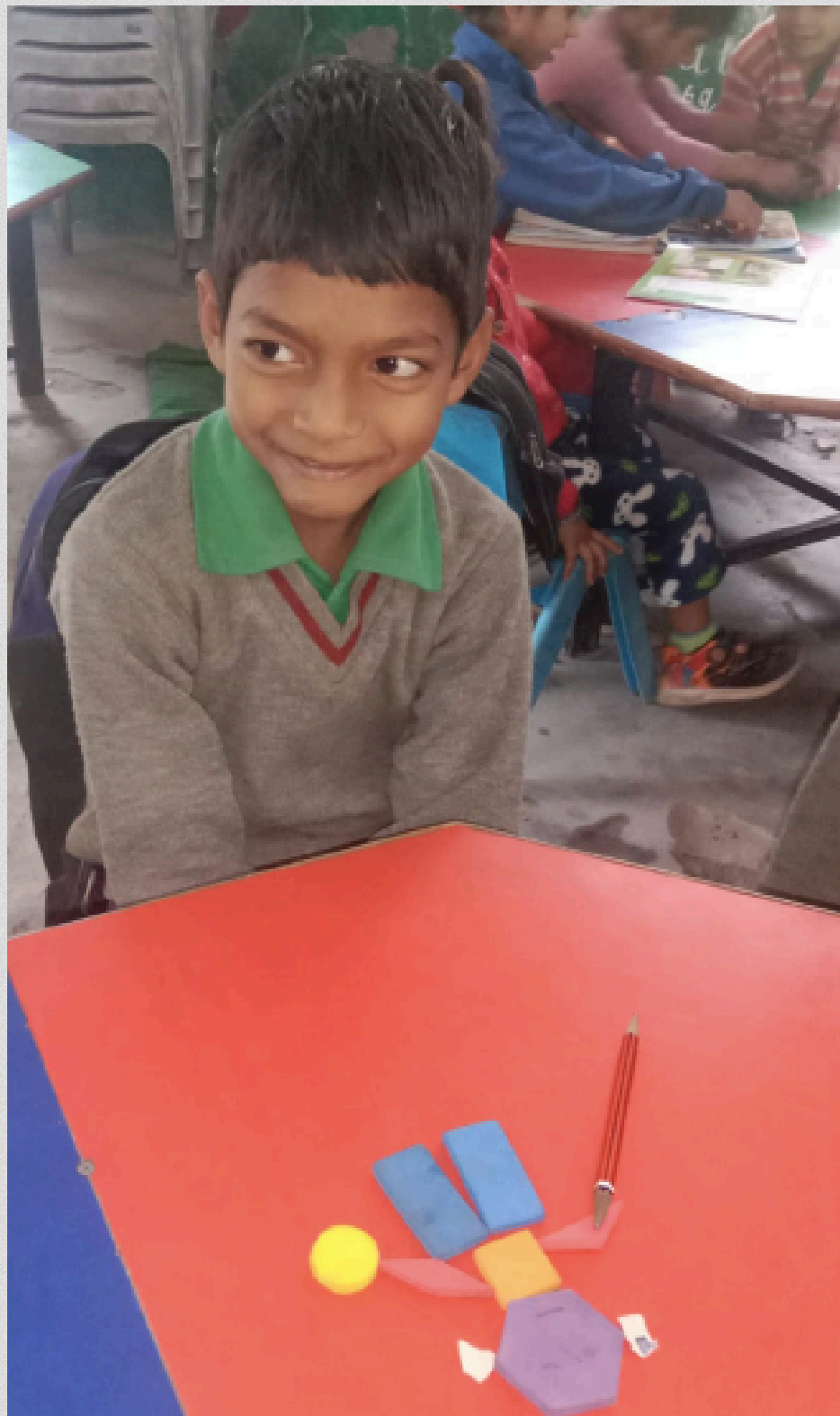
Simple Education Foundation

"Empowering Children to Thrive in Life"



Check in: What can you tell about each of these children?

SEF



Agenda of the Space



Introduction to SEF & The Role that Performance Tasks play in SEF's context



Understand what Performance Tasks are and their purpose



Put on your Observer Hats and Experience a Performance Task in action

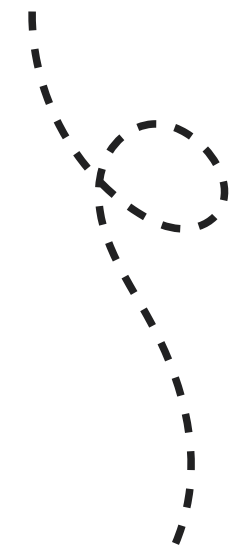


Deep-Dive into the key elements of design, facilitation, and evaluation through examples

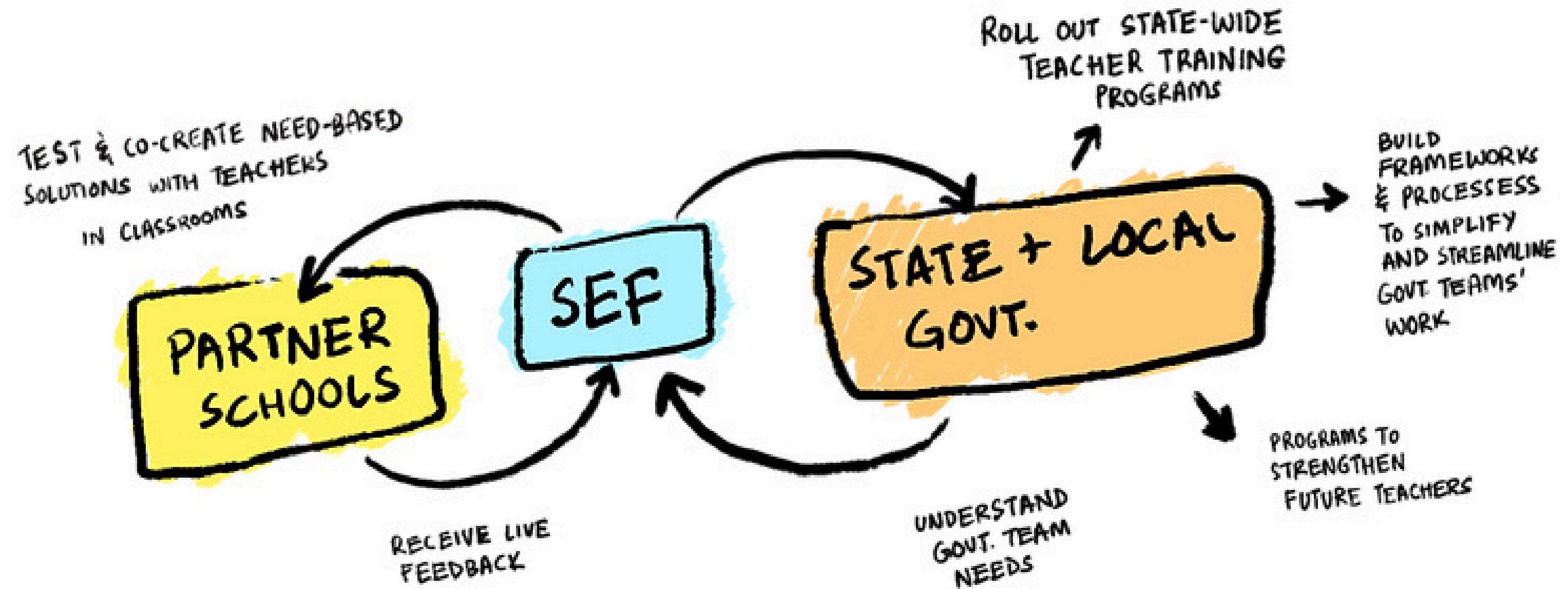


When children thrive in schools, they thrive in life

“To live in harmony in this ever-changing world, we believe our children will continuously learn, reflect and grow into self-aware individuals who operate with alignment in the **head, heart, hand, and soul** in service of all beings,”



We test the relevance and effectiveness of tools in our partner schools so that we can adapt them for scale





What kind of assessments best serve needs of children and educators?



The Context

The NEP,2020 and NCF,2023 emphasise that assessments in the foundational stage should allow for:

- consolidation and **application of learning**
- account for **diverse ways** in which children express learning
- should be a natural **extension of their learning process**

The Challenge

- Assessments test **more recall than application**, emphasise product over process
- Current assessments continue to **prioritise testing of some skills over others**
- Pen & paper tests do not provide a full picture of a child's learning and **test outcomes in silos**

Why Performance Tasks (PT) ?

- Can **integrate multiple outcomes**
- Well suited for **measuring complex learning outcomes** such as critical thinking, communication, and problem-solving skills
- Enables **understanding of the whole child** and relationship between different outcomes



Key Characteristics of a PT

Opportunity to Demonstrate Learning

A learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency.

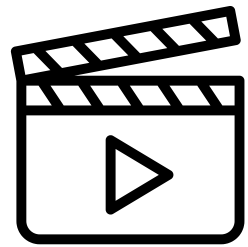
Tangible Evidence of Growth

It yields a tangible product and/or performance that serves as evidence of learning.

Contextual Application

The activity/task presents a situation that calls for learners to apply their learning in context.

Time to put on your observer hats!

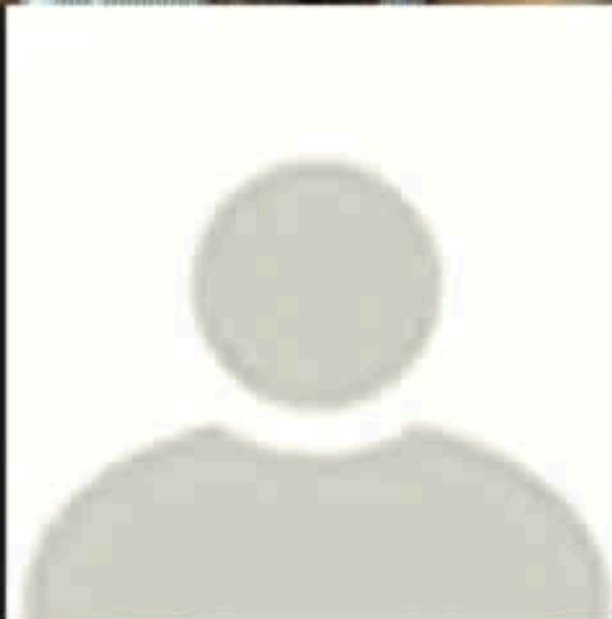
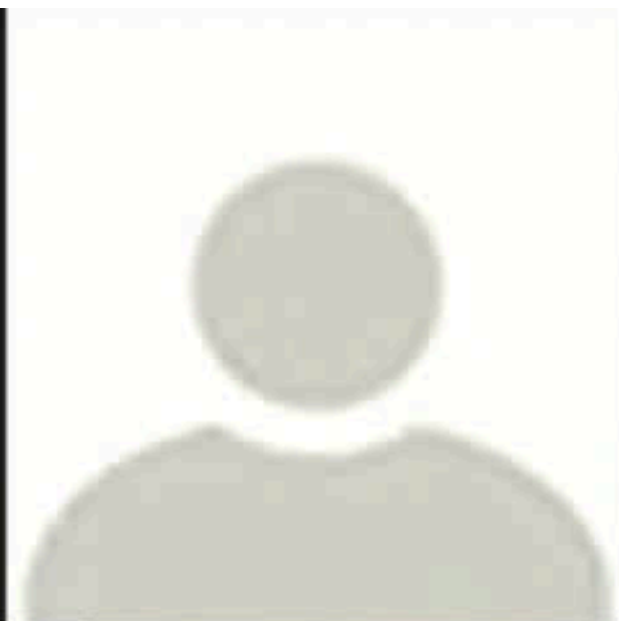


Watch a video of a Grade 3 group engaged in a PT at the end of a unit.

As you are watching, note down your observations on these questions:



1. How do you think students are **feeling** while engaging in this task?
2. What is the **nature** of the task ? What are some **outcomes** the task is checking for?
3. What are some **key actions** of the facilitator which enabled students to engage in the task independently?
4. Note down any **thoughts/responses shared by students** that you found interesting.



Design considerations for an effective task

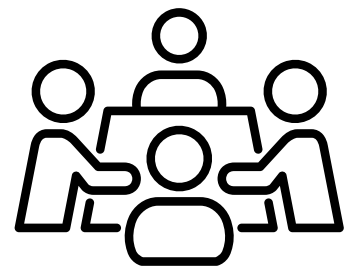


Allows for application of knowledge and skills, not just recall



Are open-ended and typically do not yield a single, correct answer

Presents realistic conditions and constraints for children to navigate

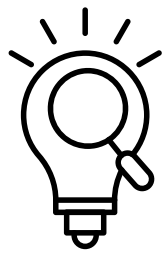


Best done in small groups (upto 6 children)

Facilitation best practices



Provide space for children! Trust in their ability



Give role clarity to children - what is the facilitator's role? what is the role of children?

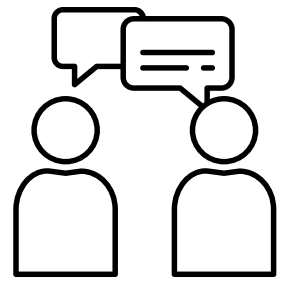


Have clarity on what outcomes you are observing for



Have solid structures for note taking and documentation

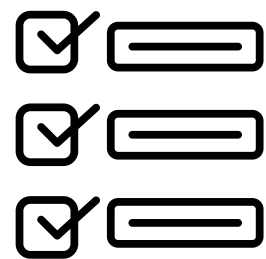
Evaluation best practices



Conduct the task in pairs (a facilitator & an observer) - this allows for objective observation



Conduct PTs at regular intervals to observe growth of children



Have clear success criteria for the task and aligned tools (rubrics etc)

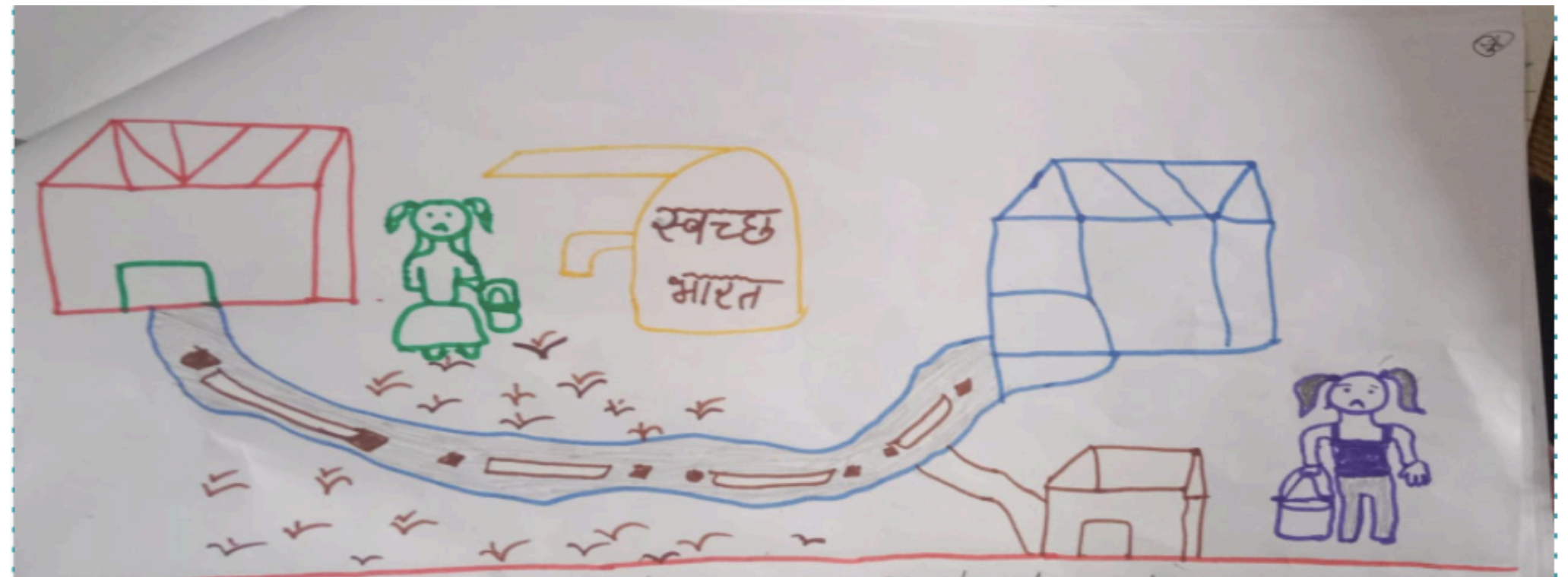
Examples of tasks across age/grade groups



Task: Create a story with your group

Prompt: What is a story about your village that you want to share with the world?

Outcome focus: Language (Story elements & Expressive writing) Collaboration, Critical Thinking, Creativity



There was no water in our house. The people of our house told that water was not coming for many days, so we had to bring water from the pond. The friend said, didn't you tell your chief that there was no water?

हमारे घर में पानी नहीं था. हमारे घर के लोगों ने बताया कि कई दिनों से पानी नहीं आ रहा है, इसलिए हमें तालाब से पानी लाना पड़ा. मित्र ने कहा, क्या तुमने अपने मुखिया को नहीं बताया कि पानी नहीं है?

Page.3:

A page from one of the books created by children

Examples of tasks across age/grade groups



Task: Create a self-portrait

Prompt: Think about what shapes, colours, and objects say something about you

Outcome focus: Math (Shapes), EVS (Body, understanding of Self), Language (Oral expression), Creativity



Sachin's Portrait

Sachin is from Gular Primary School.

Sachin loves to color and therefore in his self-portrait he is holding a pencil.



Examples of documentation & evaluation tools



Outcomes		Indicators	Anecdotal notes Observer 1 <Anjali >	Anecdotal notes Observer 2 <Srishti>
	CO1.1	I share my opinions in group discussion.		Anisha shares -"Mehmaan ko pani pilayenge" Tanishka shares -"Humare ghar mein green, blue, yellow hoga" Sandhya shares -" Humare gate rectangle jaise hoga" Tanishka shares -"Muh hath dhulaenge mehman ke" sandhya shares"mujhe baatein karna pasand hai mehman se"
	CO1.2	I listen to the opinion of others in group discussion.		Sandhya says -"Theek hai tanishka tum mehman ho" Anisha listens to tanshika and prepares coffee for the guest instead of chai

Anecdotal notes

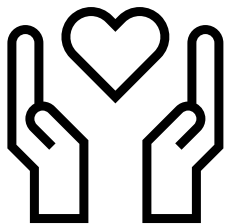
Evaluation tool

				Collaboration	Collaboration	Collaboration	Collaboration	Collaboration
				B1.1	B1.2	B1.3	B1.4	B2.1
Total Students Present		Total observable statements = 20		I share my opinions in group/class discussion.	I listen to the opinion of others in group discussion.	I share resources and ideas with my group/peers.	I share ideas with my group.	I confidently express my point of view to my group with reasons.
S.No.	Student Name	Total boxes ticked						
1	S283-BHARATI	10		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	S295-Sachin -Sirasu	5		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	S253-Aarushi-Bilogi	9		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	S178-Aryan-Bilogi	10		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	S61-Sonam-Karth	0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	S284-Sudhanshu-Sirasu	0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

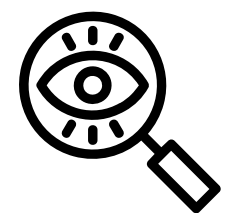
Learnings & Insights from using PTs in our context



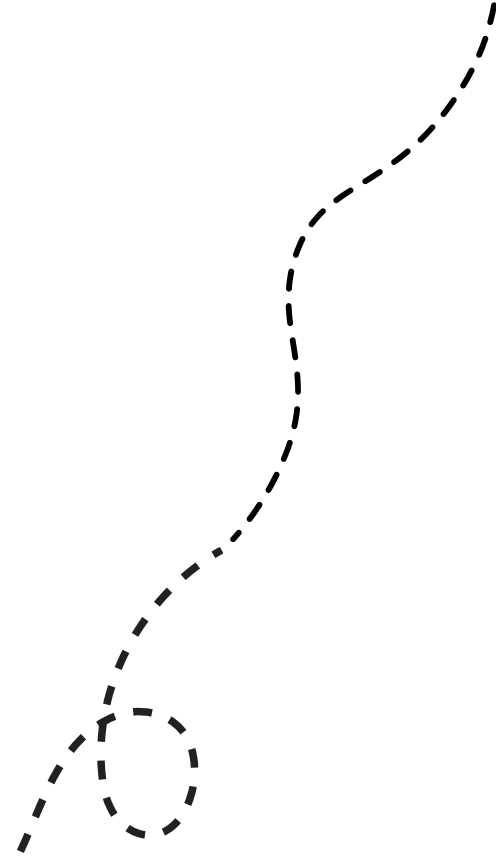
Can be done across age groups - for younger children integrate developmental learning principles into design for eg. use of play, concrete materials etc.



These assessments provide a safe space for children to express themselves and their thoughts freely



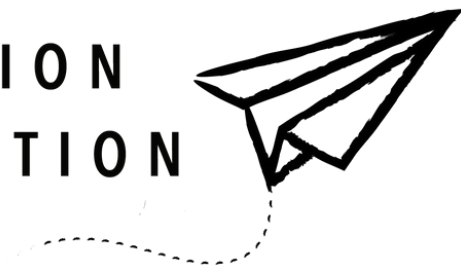
Our teachers share that it provides them with authentic data as they can directly observe how children have internalised learning



Questions?



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