

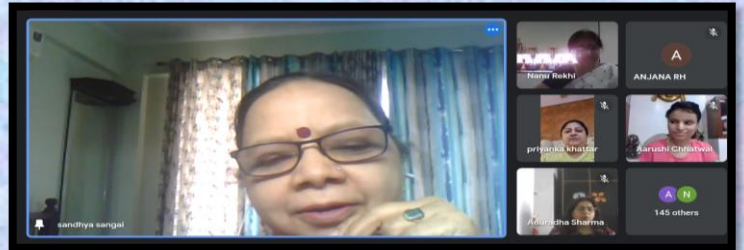
## Workshop on 'Assessment in Foundational Numeracy' (3<sup>rd</sup> July' 2021)

Under the series of workshops conducted by Bal Bharati Public Schools  
Attended By All Pre Primary Teachers and HM (Pre Primary)

Resource Person: Dr. Sandhya Sangai,  
Professor,  
Department of Elementary Education,  
NCERT



The session began with Ms. Nanu Rekhi (Montessori Advisor, CES) extending a heartfelt welcome to the resource person, Dr. Sandhya Sangai.



Assessment in  
Foundational Numeracy

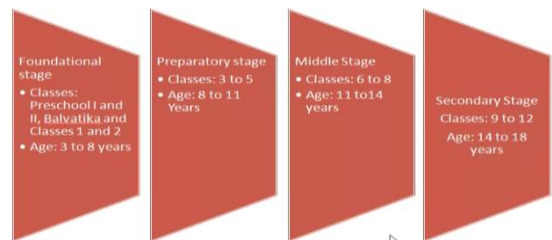
Sandhya Sangai  
NCERT  
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Left the meeting

'Assessment in Foundational Numeracy' is meant especially to equip the Facilitators for Assessment of Pre Number & Number concepts in Early Teaching - Learning (in line with NEP guidelines) and the appropriate inclusion of these in their Planning & Pedagogy.

Dr. Sandhya Sangai enlightened the teachers about the flow of 'Foundational Numeracy' as per NEP 2020. She said that the learning should be holistic, integrated, enjoyable and engaging. So the curriculum content should be reduced to enhance essential learning and instill critical thinking. The facilitators need to work pro-actively to transform the assessment for student development as the number concept, pedagogy and assessment go hand -in -hand. She also discussed how to ensure and ascertain smooth transition of preschoolers into primary classes.

### Structure of Education as per NEP 2020



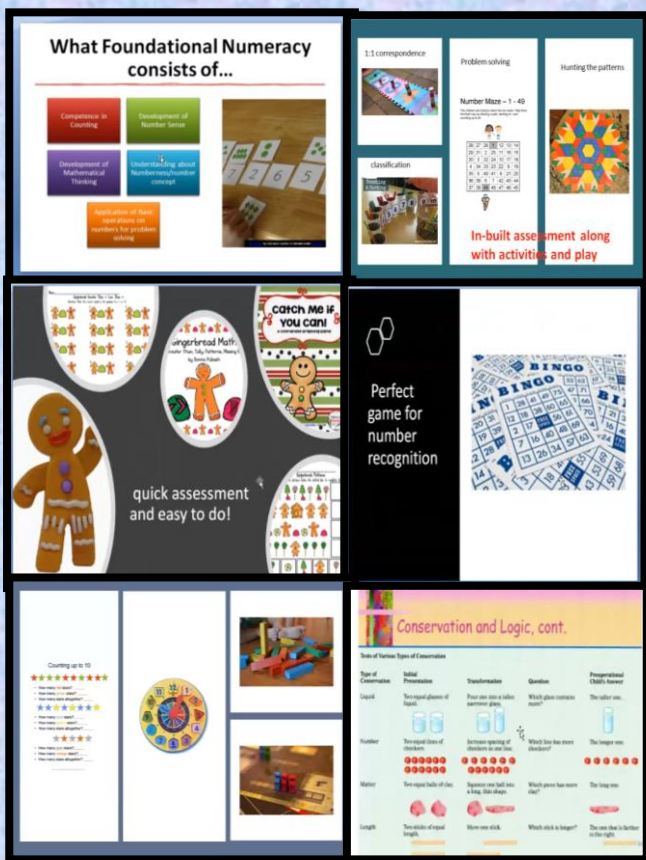
### Major Takeaways of NEP 2020

The ability to read and write, and perform basic operations with numbers, is a necessary foundation

Learning Should be Holistic, Integrated, Enjoyable, and Engaging

Reduce curriculum content to enhance essential learning and critical thinking

Transforming Assessment for Student Development



She also encouraged the facilitators to develop a mathematical atmosphere around each child to teach the five core set of foundational numeracy skills as: – competency in counting, development of number sense, development of mathematical thinking, understanding about numeracy/number concept and application of basic numbers for problem solving. She suggested that the facilitators should support the process of developing Mathematical Thinking in young children by introducing everyday concepts through enjoyable activities along with mathematical language, e.g. with solids, liquids and powder etc. These opportunities in the form of activities will carry perceptual understanding in a child to facilitate conceptual understanding.

### Learning outcomes

It was indeed a wonderful session as many mathematical skills like Classification, Pattern making and problem solving were discussed as a tool of assessment in pedagogy. The development of rubrics should be based on qualitative real time observations. The presenter showed the models of various in – built & adaptive assessment tools along with play way activities, board games, bingo, toys, worksheets and puzzles and explained the requirement of multiple sources of assessment in the present scenario. Hence, as teacher facilitators, we need to educate and motivate the children as active participants to do the mathematical activities at a very early age with happiness at the same time and encourage parents to get involved comfortably as co-facilitators.

**Building the Concept of Number**

- Patterns
- Number relationships
  - One to one correspondence
  - More, less, same
  - Rote counting
  - Rational counting (counting with meaning)
  - Counting sets
  - Numeral Set association (number, the number name, written symbol)

The enriching and enlightening presentation made by Dr Sandhya Sangai has been compiled in the form of a PPT , which has been attached for reference and perusal. [Click here](#) to view the PPT.

Report Prepared By : Ms K Sood & Ms N Sharma

HM(PP) : Ms Sarika Passi