



GLOBAL  
SCHOOLS  
FORUM



# Early Childhood Education Learning Series

## Module 5, February 2021

## In Attendance Today:

13 GSF-Member organisations which run or support schools in **18 countries** and impact over **a million children**.



Scholé



## About GSF's ECE Offer:

- Based on members' needs to improve their ECE programmes
- Specific to the context and needs of low-resource environments in which our members operate
- It is not a one-time webinar/session; it is a six-month long engagement with peers and Hippocampus
- Designed for individuals who make ECE decisions for their organisations



## Objectives of Module 5

# Impact Evaluation

Participants will learn about:

- **Tools and methods that Hippocampus uses to capture and collect student data** across its network of schools
- How Hippocampus **uses data to prioritise areas of growth and improvement** at the school and organisational levels
- Learnings from Hippocampus' recently conducted **RCT to evaluate student learning outcomes**



## Norms and to-do's:

- Keep the video on, if possible
- Stay on mute when not speaking
- Please type your questions in the chat-box. The moderator will either read them out or ask you to say the question out loud.





# ASSESSMENT OF KINDERGARTEN CHILDREN

The Hippocampus experience



# Pedagogy & Curriculum

Activity based learning, Play way, Montessori, IB, Reggio...

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## Statutory

- Policy
- Curriculum guidelines
- Regulation



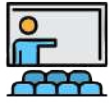
## Age groups

- 6 months -2 years
- 3 years
- 4-6 years



## Classrooms

- Pupil to Teacher ratio
- Investment per classroom



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## Parents

- Parent aspiration
- Parent engagement



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## Teachers

- Teacher ability & qualification
- Teacher support, training and mentoring



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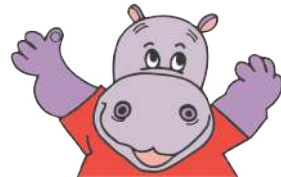


# CHALLENGES AND CONSTRAINTS





2011 —  
NO COMMON GROUND ON  
ASSESSMENTS FOR PRESCHOOLERS  
ACROSS THE WORLD



# ASSESSMENT OF PRESCHOOLERS IS COMPLEX, TIME-CONSUMING AND STRESSFUL

Standardized written tests are not possible

Assessments need to be holistic

Assessments need to be done individually and takes time

Assessments are stressful for both evaluators and children

The results must be presented in a simple manner for a teacher to understand and take corrective action

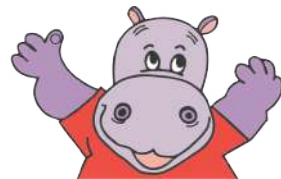




# ASSESSMENT DESIGN



IT TOOK US 18 MONTHS OF OPERATIONS TO  
START WORKING ON A STANDARDIZED  
APPROACH TO ASSESSMENTS





WE WANTED A TOOL BY WHICH A TEACHER  
COULD UNDERSTAND THE PERFORMANCE **BY**  
**CHILD**, AND THE PERFORMANCE **BY**  
**LEARNING INDICATOR** FOR THE CLASS

THE TOOL SHOULD FACILITATE DATA ANALYSIS  
AND RESEARCH OF LEARNING OUTCOMES  
LONGITUDINALLY

WE WANTED TO USE GRADES, BUT NOT ABCD.  
CALLED OUR RATING SYSTEM - **STEP**.  
THIS ADDITIONALLY HELPED CREATE AN  
IDENTITY FOR ASSESSMENTS

S - D

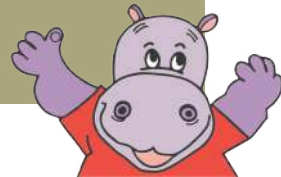
T - C

E - B

P - A



# LEADING TO THE DESIGN OF A VERY INNOVATIVE WAY OF ASSESSMENTS





# THE MONTHLY ASSESMENT TRACKER

Codes for assessment

Tracking each child

Tracking each Learning outcome

**HIPPOCAMPUS**  
LEARNING CENTRES



**STUDENT ASSESMENT TRACKER**  
**Beginner H00 Sessions 1-20** **Kannada**

Centre: \_\_\_\_\_

Teacher: \_\_\_\_\_

STUDENT'S NAME

Student's Attendance		STUDENT'S NAME										TOTAL NO. OF 'S'	TOTAL NO. OF 'T'	TOTAL NO. OF 'E'	TOTAL NO. OF 'P'	
EL 01	Follows instructions given in English															
EL 02	Recites 2 rhymes															
ER 01	Identifies the sound of a, b <sup>1</sup> Question- Identifies the sound of 'c-f'															
ER 03	Names objects/words starting with a,b sounds <sup>2</sup> Question- Names objects/words starting with the sounds of 'c-f'															
ER 07	Identifies small letters a, b <sup>1</sup> Question- Identifies small letters 'c-f'															
KL 01	Follows simple instructions given in Kannada															
KL 02	Recites Kannada rhyme of the month															

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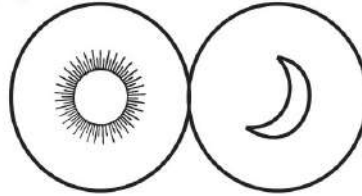


# RUBRICS TO SUPPORT TEACHER

## MO 07 Understands concept of time.

Grade

Let the child do the worksheet - Match the timings to the picture.  
Tick (✓) the correct answers.



### Rubrics

S = Is able to match 1-3 pictures

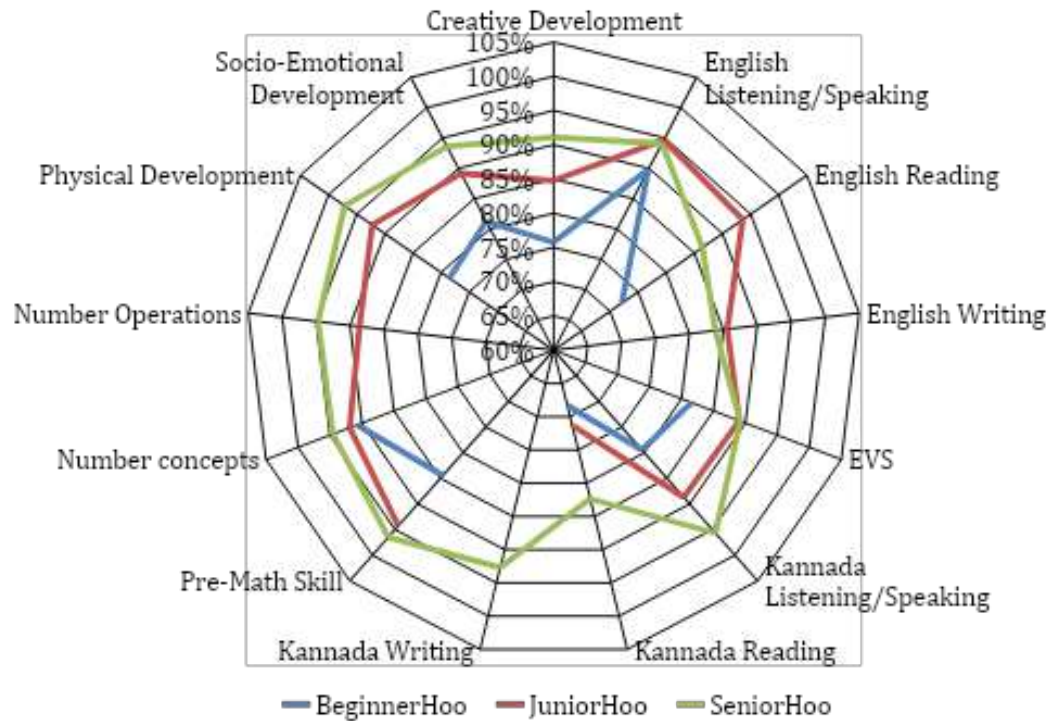
E = Is able to match 5-6 pictures

T = Is able to match 4-5 pictures

P = Is able to match all 7 pictures



## Performance by Kindergarten Grade





# TEACHER ASSESSMENTS



## Classroom Delivery

- Adherence to session plan
- Use of TLMs
- Precise directions to children
- Pace of delivery of curriculum
- Content Accuracy (spelling, pronunciation, calculations, facts, etc.)



## Student Management

- Feedback to students
- Student behavior management
- Handling quick learners
- Handling struggling learners



## Student Learning

- Verify previous tracker result (ask any 4 students) - at least one from each level
- Student spot check for the current topic (ask any 6 students)



## Compliance – Data entry

- Student assessment
- Lesson Plan details



# SCIENTIFIC STUDY BY JPAL TO EVALUATE OUTCOMES



# JPAL RCT STUDY OF OUR KINDERGARTEN PROGRAM

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5-year project started in 2016, with baseline at start of Kindergarten

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3 end lines - 1<sup>st</sup> at end of 2 years of kindergarten, 2<sup>nd</sup> at end of grade 1, and 3<sup>rd</sup> end line at end of grade 3

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RCT is based on encouragement design, scholarship is to encourage parents and children to take up the activity of interest

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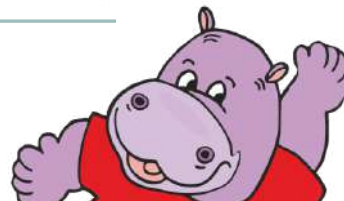
Covering 808 students across 71 villages, 10 districts of Karnataka

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Focused primarily on poor students in the village

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Funded by UBS and USAID



# TESTS USED IN THE RCT IN 2016 – AGAIN, NO COMMON GROUND ON ASSESSMENTS

Table 1: Child development sub-tests by domain and source

	WPPSI	DIAL	Individually Sourced
Reasoning	Matrix Reasoning	Problem Solving	
Memory	Picture Memory Bug Search Animal Coding		
Language	Vocabulary Receptive Vocabulary Picture Naming	Alphabet Color Naming Action Identification	ASER Kannada
Math		Counting Balls	Panamath ASER Math
Creativity			Divergent Thinking
Motor Skills		Physical Actions Body Parts Copying	

Dr. Azzurra Ruggeri, a developmental psychologist at the Max Planck Institute, helped with the child development tests



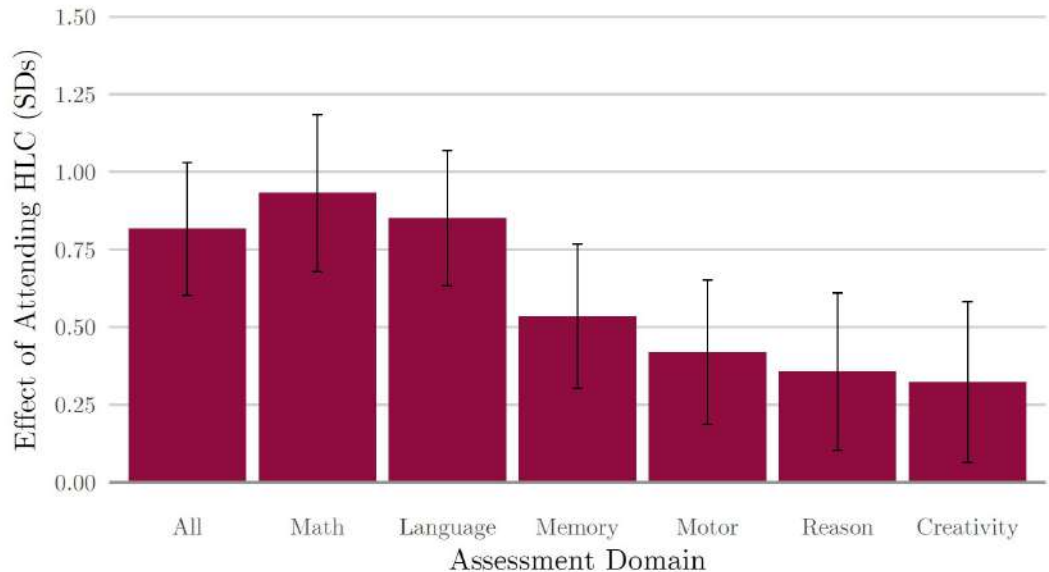
# LEARNING DIFFERENCE AT END OF KINDERGARTEN

Child who attended HLC scored **0.82 standard deviations** better

This means that attending HLC **roughly doubled** a child's natural cognitive development

Recent research on the **Head Start program in the U.S. found gains less than half this size.**

Difference Between Treatment and Control on Test Performance



# GOOD CURRICULUM MATTERS

## ENDLINE 1

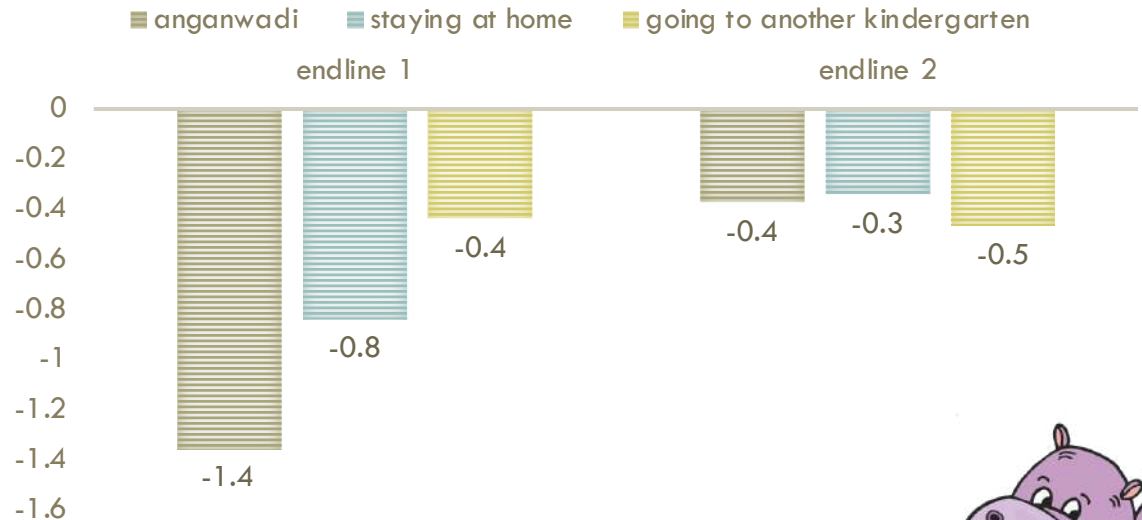
- Going to a Kindergarten seemed to have helped children

## ENDLINE 2

- Going to a non HLC Kindergarten has made no difference to children

HLC kindergarten children perform better than other private kindergartens end of C1 too

## DIFFERENCE BETWEEN GOING TO HLC AND





# SOME LEARNINGS FROM THE RCT

1. Schools are primed to teach language and Math
2. Kindergartens need to focus on skills of learning
3. Socio emotional performance needed work within Hippocampus

## NEXT STEP: WHY WHY CENTRES



**THANK YOU!**

