

General Guides for the Requirements of Basic Academic Attainments at Infant Education Level

1. Foreword

Curriculum Framework for Formal Education of Local Education System and ‘Requirements of Basic Academic Attainments’ will be in force at infant education level from academic year 2015/2016. Schools will reform infant education curriculum comprehensively based on this curriculum framework in conjunction with their own characteristics and education philosophy.

In particular, ‘Requirements of Basic Academic Attainments’ has indispensably impacted the objectives of teaching of various grades, selection and arrangement of teaching content, organisation of teaching activities, as well as employment of teaching materials and assessments at infant education level. ‘What to teach’, ‘how to teach’ and ‘how to assess’ are every teacher’s concern. It is believed that the introduction of ‘Requirements of Basic Academic Attainments’ can provide some direction which teachers may follow.

2. What is ‘Requirements of Basic Academic Attainments’?

What is ‘Requirements of Basic Academic Attainments’?

‘Requirements of Basic Academic Attainments’ refers to the basic qualities formulated by the government that students should attain upon completion of various education levels, including basic knowledge, skills, abilities, emotions, attitudes and values.

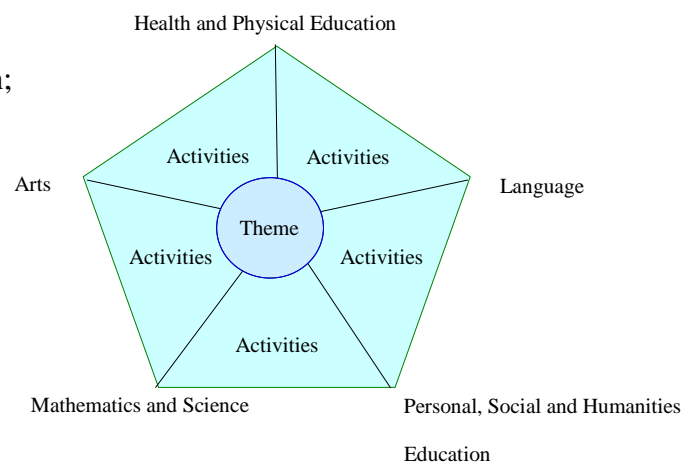
‘Requirements of Basic Academic Attainments at Infant Education Level’ is a set of infant development-oriented standards that Macao infants should attain; with teaching autonomy, schools and teachers can design appropriate teaching contents and assessment strategies by themselves. Through ‘Requirements of Basic Academic Attainments at Infant Education Level’, schools and teachers can obtain reference and basic standards in curriculum organisation and development, selection of teaching materials and teaching content of various learning areas, as well as the education and learning, and devising of

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learning activities; it also serves as the metrics in management and evaluation of curriculum, guidance and regulation of teaching as well as the education quality of the school.

‘Requirements of Basic Academic Attainments at Infant Education Level’ is based on five learning areas, thus schools must guarantee that education at infant level shall cover these five areas:

- (1) Health and Physical Education;
- (2) Language;
- (3) Personal, Social and Humanities Education;
- (4) Mathematics and Science;
- (5) Arts



3. Principles and Content of Requirements of Basic Academic Attainments at Infant Education Level

What fundamental qualities should students who have completed infant education level in Macao attain? On which principles are these fundamental qualities designed? We shall introduce them to you one by one.

3.1 Principles in Formulation of Requirements of Basic Academic Attainments at Infant Education Level

Early childhood is the initial stage of knowing the world and self-development. Infant education curriculum should attach importance to young children’s learning, and pay attention to their overall life. Through different life and learning experiences, children’s comprehensive development is promoted, including: physical and mental development,

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personality and socialisation. The requirements of basic education attainments for infant education follow the basic ideas as follows:

(1) Pay attention to the comprehensiveness and initial characteristics of infant education

Infant education is the initial education for young children ; it should stress on fostering young children's interest in nature and society as well as developing their daily life habits; it underscores the development of good morals and personality in tandem with physical development and health, so as to establish a basis for their subsequent learning and comprehensive development.

(2) Comply with the physical and mental development law of young children, as well as their educational needs

At infant education level, focus should be put on young children's curiosity and the construction of a learning environment that suits the law of physical and mental development and the need of young children. The design and organisation of educational activities should pay attention to young children's individual differences, avoid arranging inappropriate academic requirements that do not suit their physical and mental characteristics and development stage.

(3) Pay attention to the comprehensiveness of curriculum, organise curriculum and teaching in the form of integrated themes

Owing to the physical and mental development stage of young children, the organisation of infant education curriculum should value its comprehensiveness. Through the form of integrated themes and in accordance with young children's learning needs, the contents of different learning areas are integrated; so as to achieve the interaction of the learning experiences in different learning areas, thus promote the overall development of young children.

(4) Learning activities should be based on young children's daily life experience, taking games as a fundamental learning activity approach

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Infant education curriculum should be based on young children's daily life experience and take games as the fundamental learning activity approach. Young children should be allowed to explore, discover, feel and learn in life and games; they gain experience through direct perception, personal experience and hand-on practice; thus they grow with the accumulated experience.

Furthermore, 'Requirements of Basic Academic Attainments at Infant Education Level' conforms to the objectives of infant education as stated in Law no. 9/2006 - *Fundamental Law of Non-tertiary Education System* and the development guidelines in various education levels listed in Administrative Regulation no. 15/2014 - *Curriculum Framework for Formal Education of Local Education System*. Meanwhile, considering students' future development and life-learning, the Requirements embody comprehensiveness, coherence and development.

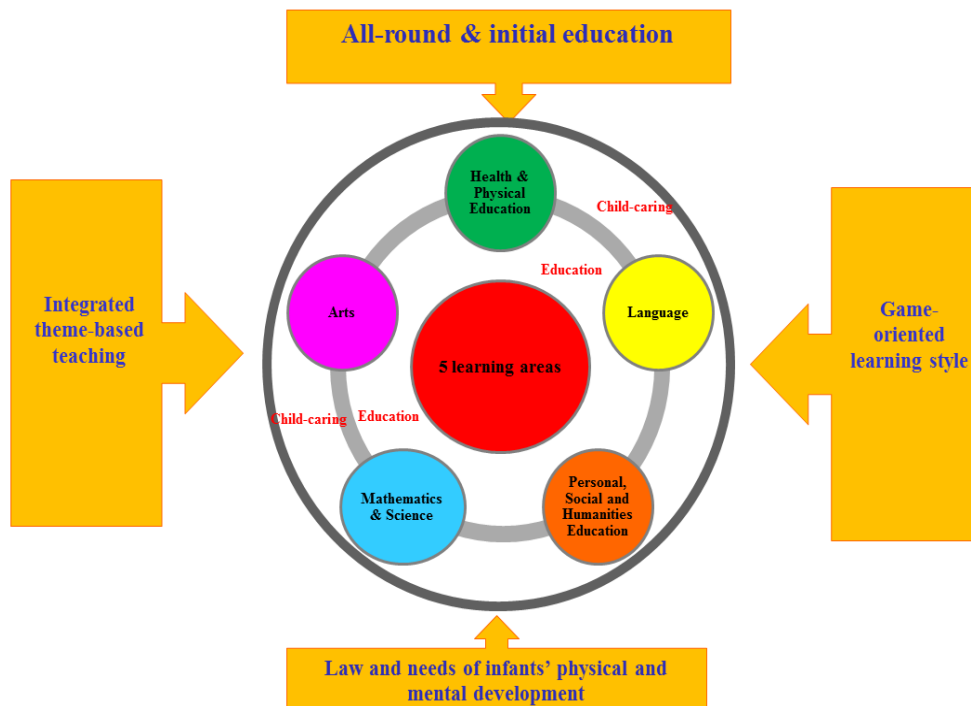


Fig.: Philosophy for the development of infant education curriculum

3.2 Concrete Content of ‘Requirements of Basic Academic Attainments at Infant Education Level’

To maintain consistency of infant education curriculum, the facilitation of teachers to materialise the requirement of basic academic attainments in school teaching, and the enhancement of the connection between requirement of basic academic attainments and learning areas, ‘Requirements of Basic Academic Attainments at Infant Education Level’ is formulated based on the five learning areas determined in *Curriculum Framework for Formal Education of Local Education System*, namely:

- ◆ Health and Physical Education
- ◆ Language
- ◆ Personal, Social and Humanities Education
- ◆ Mathematics and Science
- ◆ Arts

Relevant Instructions for the five learning areas are as follows:

(1) Health and Physical Education

Recreation and sport are a crucial component of infants’ daily life. Through simple and assorted physical activities, infants are allowed to understand themselves gradually, and get familiar with the peripheral environments to which they are closely connected, and establish the relationship between them and these environments.

Infants usually like to explore with different parts of their bodies and create various movements in the early stages of their growth. While evaluating and recognising their own abilities, they constantly encounter new challenges. Through overcoming these challenges, infants improve themselves, thus optimising their capabilities. The physical activities for infants can be divided into two categories:

- Following the gradual physiological development of infants, they move delightfully and voluntarily through step-by-step movements, such as precise expressions like dance and gymnastics to accumulate more experience and outcome from various activities.

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- Invoking infants' creativity with physical activities with objectives and specific games to satisfy their needs.

Physical activities are a means of uncovering infants' knowledge and experience that are closely related to themselves in daily life; it guides infants to routine and the keeping of early hours. Moreover, it is equally important to detail safety rules for infants which they can pay attention to and comply with.

Consequently, the requirements of basic academic attainments in the learning area '**Health and Physical Education**' include four domains: knowing the body, self-protection, mental health, and physical training and sports.

Requirements of Basic Academic Attainments *

Learning Domain 1: Knowing the body

- A-1-1 Be able to tell the names, main functions and features of eye, ear, mouth, nose and limbs;
- A-1-2 Be able to notice changes in their own growth;
- A-1-3 Know that there are differences between male and female;

Learning Domain 2: Self-protection

- A-2-1 Have the habit of maintaining personal hygiene and the awareness of maintaining environmental hygiene;
- A-2-2 Be able to maintain dietary hygiene and a balanced nutrition;
- A-2-3 Have the awareness and habit of keeping a regular daily routine;
- A-2-4 Be able to dress appropriately according to the weather and occasions;
- A-2-5 Maintain good excretory habits and pay attention to cleanliness;
- A-2-6 Have good sitting, sleeping, standing and walking habits;
- A-2-7 Recognise common safety signs, be able to identify common dangerous objects and situations in life, observe basic safety rules and rules of the road;
- A-2-8 Have safety awareness and master the basic methods of self-protection;
- A-2-9 Know how to seek help in an emergency;
- A-2-10 Know how to prevent common infectious diseases, be willing to accept physical examination, preventive vaccination and treatment of disease;

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Learning Domain 3: Mental health

- A-3-1 Be able to distinguish and express emotions;
- A-3-2 Be able to frequently maintain happy emotions and alleviate negative emotions through activities;
- A-3-3 Show an optimistic attitude and have the basic quality of tolerance;
- A-3-4 Basically have the ability to adapt to different environments;
- A-3-5 Be able to face difficulties and show confidence in activities;

Learning Domain 4: Physical Training and sports

- A-4-1 Like sports and be able to experience the fun of sports;
- A-4-2 Be able to comply with sports regulations and demonstrate sportsmanship in sports and games;
- A-4-3 Be able to do simple sports and maintain coordinated body movement;
- A-4-4 Be able to use simple sports equipment;

(2) Language

Infants who have just entered kindergarten should have mastered and understand the language that they learn at home. The development of infants' language skills is complimentary to other cultivations: infants understand more in oral activities, as in so doing their thinking is enhanced; more important is the delight they attain throughout. In the development of infants' linguistic skills, the ability to learn others' dialogue is foremost, and then they have to articulate their own experience with correct pronunciation and appropriate vocabulary. Language is an important tool of knowledge promotion and formation; infants' language skills can be strengthened through conversation, listening to stories, reciting nursery rhymes, riddles, reading books and handwriting practice so that they can master listening, speaking, reading and writing skills, fostering good and elegant morals in language learning.

As a result, Requirements of Basic Academic Attainments of the learning area '**Language**' include four domains: listening, speaking, reading and writing.

Requirements of Basic Academic Attainments *

Learning Domain 1: Listening

- B-1-1 Be able to distinguish different sounds, feel the different tones of voice and intonations;
- B-1-2 Be able to listen to others quietly and attentively;
- B-1-3 Like listening to children's literature and understand its content;
- B-1-4 Be able to understand the words in everyday use and instructions, and act according to the given instructions;
- B-1-5 Be able to understand and speak a simple second language;

Learning Domain 2: Speaking

- B-2-1 Speak politely and confidently;
- B-2-2 Pronounce clearly and correctly, and be able to utter relatively complete and coherent sentences with appropriate volume, speed and intonation;
- B-2-3 Be able to clearly express one's living experience, needs and emotions; and to describe simple things and the sequence of their development completely;
- B-2-4 Be willing to talk to others and participate in discussion, and be able to express their personal opinions;
- B-2-5 Be able to tell stories, sing nursery rhymes, perform drama expressively, and be willing to try to perform;

Learning Domain 3: Reading

- B-3-1 Like reading and develop good reading habits;
- B-3-2 Be able to read independently and attentively, preliminarily master the ways of reading;
- B-3-3 Be able to identify common symbols and signs in books and daily life and know their meaning;
- B-3-4 Be interested in words and be able to recognise and pronounce simple words;
- B-3-5 Be able to tell the main content of the read children's literary works, and express one's own understanding in the way they like;
- B-3-6 Be able to continue to develop or adapt a story in accordance with the pictures and story plots in a book;

Learning Domain 4: Writing

- B-4-1 Be interested in writing;
- B-4-2 Basically know the proper way to hold a pen and the correct writing posture;
- B-4-3 Be able to use pictures, symbols or along with words, to record the experiences of life and feelings, and create stories;

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(3) Personal, Social and Humanities Education

Infancy is a key stage for socialising and the foundation of a healthy personality. Teachers need to take an important role in infants' entry from family life to schools and social life; they should teach infants concepts, skills and approaches to socialising and employ an open-minded attitude for infants, offering them more attention and care so that the infants can become physically and mentally healthy and confident, happy children.

The requirements of basic academic attainments of this learning area are the concrete capabilities that individuals need in society. The curriculum primarily allows infants to build up concepts about aesthetics, morality and ethics, inspiring infants' good sentiments within society whilst enhancing their basic understanding of society through the learning environment, interpersonal relationships, communication and actions (i.e.) school-life experience, so that infants can develop decent socialising behaviour to get along with others, including: contentment with oneself, sociability, social environment and cultural diversity, etc.

For this reason, the requirements of basic academic attainments in the learning area '**Personal, Social and Humanities Education**' include four learning domains: I, I and others, I and social organisations, and I and Environment.

Requirements of Basic Academic Attainments *

Learning Domain 1: I

- C-1-1 Know about oneself and appreciate one's uniqueness, and be content with and accept oneself;
- C-1-2 Be willing to do their own things by themselves and have a basic sense of responsibility;
- C-1-3 Basically know how to respect and cherish life;
- C-1-4 Like learning, and be willing to participate in learning activities;
- C-1-5 Have a basic self-esteem and the character of honesty;
- C-1-6 Have the basic ability to think about and solve simple problems;

Learning Domain 2: I and others

- C-2-1 Like to interact with others, and be polite and amicable when getting along with others;
- C-2-2 Be able to appreciate, respect, love and help people;
- C-2-3 Be willing to communicate, co-operate and share with others;

Learning Domain 3. I and social organisations – family, school and community

- C-3-1 Be willing to participate in group activities;
- C-3-2 Understand and comply with the basic rules of conduct in daily life;
- C-3-3 Show filial piety to parents and respect the elderly;
- C-3-4 Basically understand one's surrounding communities and environment;
- C-3-5 Basically know the important festivals and their significance;
- C-3-6 Basically know places of historic interest and scenic beauty in Macao;
- C-3-7 Basically appreciate the cultural diversity of Macao;

Learning Domain 4: I and environment

- C-4-1 Be conscious of protecting the environment and cherishing resources, and show a basic sense of responsibility in this respect;

(4) Mathematics and science

Science teaching at infant level is regarded as the foundation and enlightenment of science education. Of course, realistic expectations should be set at an initial level without imposing demanding and heavy requirements; focus should be put on stimulating infants' interest and leading them to explore.

Natural objects and phenomena such as wind, rain, thunder, lightning as well as flowers, birds, fish, insects, etc., which infants are exposed to in everyday life, are the various topics of the natural sciences. These fascinating science topics are ideal materials for curious infants to learn about, and will certainly arouse their strong interest. Through encounter, observation, enquiry and confirmation, infants can have a more profound understanding of their surrounding objects and phenomena whilst experiencing the fun of science through exploration.

Mathematics is also a critical part of science education. Infants always encounter the concept of 'number' and its application to daily life; in fact, their living environment and experiences set the foundation for further learning basic mathematical concepts and developing basic cognitive ability.

For this reason, there are six learning domains in the requirements of basic academic attainments of the learning area '**Mathematics and Science**'; they include logic and deduction, shapes and space, number and quantity, scientific attitudes, scientific skills and scientific phenomena.

Requirements of Basic Academic Attainments *

Learning Domain 1: Logic and Deduction

- D-1-1 Like to observe things and phenomena relevant to mathematics in daily life, willing to use simple maths to solve problems in life;
- D-1-2 Be able to identify the relationship between a part and the whole;
- D-1-3 Be able to compare, classify and sort objects according to their properties, such as size, weight, quantity and shape;
- D-1-4 Be able to tell, in order, the four seasons, months, days of the week, dates and time;
- D-1-5 Be able to tell, in order, the events of daily life, as well as their causes and effects;

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Learning Domain 2: Shapes and Space

- D-2-1 Recognise basic plane figures such as circles, squares, triangles, etc.;
- D-2-2 Recognise basic three-dimensional shapes such as cubes, cuboids, spheres, cylinders, etc.;
- D-2-3 Be able to point out the location of an object and its spatial relationship to other objects;
- D-2-4 Be able to perform simple statistics and try to create charts accordingly with others' help;

Learning Domain 3: Number and Quantity

- D-3-1 Be able to recognise and write general numeric symbols correctly;
- D-3-2 Be able to basically understand the relationship between numbers and quantities;
- D-3-3 Be able to group and divide quantities within 10 with the assistance of real objects or pictures; and perform simple addition and subtraction;
- D-3-4 Recognise common measuring tools and make simple measurements;

Learning Domain 4: Scientific attitude

- D-4-1 Like to get close to the nature, and show interest and curiosity in the natural environment;
- D-4-2 Like animals, plants and care about the surrounding environment;
- D-4-3 Like to be exposed to new experiences and be willing to raise questions and try to find the answers;
- D-4-4 Actively participate in scientific activities, be willing to cooperate with others and share the result of exploration;
- D-4-5 Be able to experience the relationship between science and life, have interest in science and the courage to express personal point of view;

Learning Domain 5: Scientific skills

- D-5-1 Be able to explore natural and scientific phenomena with sensory organs;
- D-5-2 Be able to try to compare the differences and similarities of various phenomena and materials in the natural environment;
- D-5-3 Be able to tell processes and results of observations and record them in one's familiar ways;
- D-5-4 Be able to, in an appropriate and safe manner, use simple scientific tools and common materials to conduct simple scientific experiments and production;

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Learning Domain 6: Scientific Phenomena

- D-6-1 Be able to be conscious of the common scientific phenomena in life such as light, heat, sound and the motion of objects, etc.;
- D-6-2 Basically know the features of common living and non-living things in the natural world;
- D-6-3 Be able to distinguish the changes of the weather and the features of the four seasons;
- D-6-4 Be able to basically understand the relationship between human beings and common animal, plants and the environment;
- D-6-5 Be able to tell the importance of the main natural resources related to everyday life;

(5) Arts

There is no standard or unique answer for arts form. The expressive objectives may not fully represent students' behaviour or the results of works but in most cases represent the situational expectations students receive during the creative process, and a positive and enthusiastic effect resulting from the situation. Such original and precise effect is what teachers should long for and recognise - they are valuable assets for the development of infants.

We live in a cyberspace mingling the real with the virtual, and infants mostly imitate others and need assistance in their world of art. The main idea of arts is to enable infants to experience the beauty of form in symmetry and balance, rhythm and cadence, variance and unity in literature, art, music and other activities, and to appreciate and feel the manifestation of external beauty, connotation, and content through elements such as sound, tone, colour, line, composition. Therefore, the infants' world of art is full of spontaneity, while it also requires recognition from surrounding people.

For this reason, there are three learning domains in the requirements of basic academic attainment of the learning area of 'arts'; namely, experience, appreciation, and expression & creation.

Requirements of Basic Academic Attainments *

Learning Domain 1: Experience

- E-1-1 Be able to feel and experience the goodness of people and things in life;
- E-1-2 Like to appreciate art works and be able to experience their beauty;
- E-1-3 Be able to understand simple forms and ways of artistic expression;
- E-1-4 Be able to feel the interest of different materials; enjoy the fun of using different materials in art expression and creation;
- E-1-5 Be able to experience the fun of free expression and creation through participating in different music and performance activities;

Learning Domain 2: Appreciation

- E-2-1 Show interest in one or more art genres;
- E-2-2 Be happy to display one's art works, be willing to appreciate and briefly evaluate the artistic creation of others;
- E-2-3 Be able to identify the features of sound such as the high/low pitch, long/short notes, fast/slow tempo, and strong/soft tone;
- E-2-4 Be able to distinguish the difference between colours, shapes and lines in the environment and in the artistic works;
- E-2-5 Be able to feel and understand the types and characteristics of general performances in life;
- E-2-6 Be able to notice the changes in sounds, colours and people's body movements in the living environment;

Learning Domain 3: Expression and Creation

- E-3-1 Be able to hum and follow the beat of the music heard and show body movements and facial expressions according to the meaning of the lyrics;
- E-3-2 Be able to create simple works with different arts and crafts materials;
- E-3-3 Be willing to participate in mimicry performances and creative activities;
- E-3-4 Be able to, under teachers' guidance, use different tools and props to create arts and learn to explore the ways for artistic creation;
- E-3-5 Be able to express and enjoy sharing with others the feeling of artistic creation.

* English version is for reference only. Official Chinese and Portuguese versions are available on Printing Bureau website at <http://images.io.gov.mo/bo/i/2015/30/despsasc-118-2015.pdf>).

4. Highlights from implementing ‘Requirements of Basic Attainments at Infant Level’

The design and implementation of school curriculum basically comprises the following four steps: formulating objectives, selecting teaching contents that will lead to desirable objectives; organise and implement teaching activities, in addition to assessment. Therefore, to implement the ‘Requirements of Basic Academic Attainments at Infant Level’, they must be converted into the four steps abovementioned, by means of what are hereby summarised as follows:

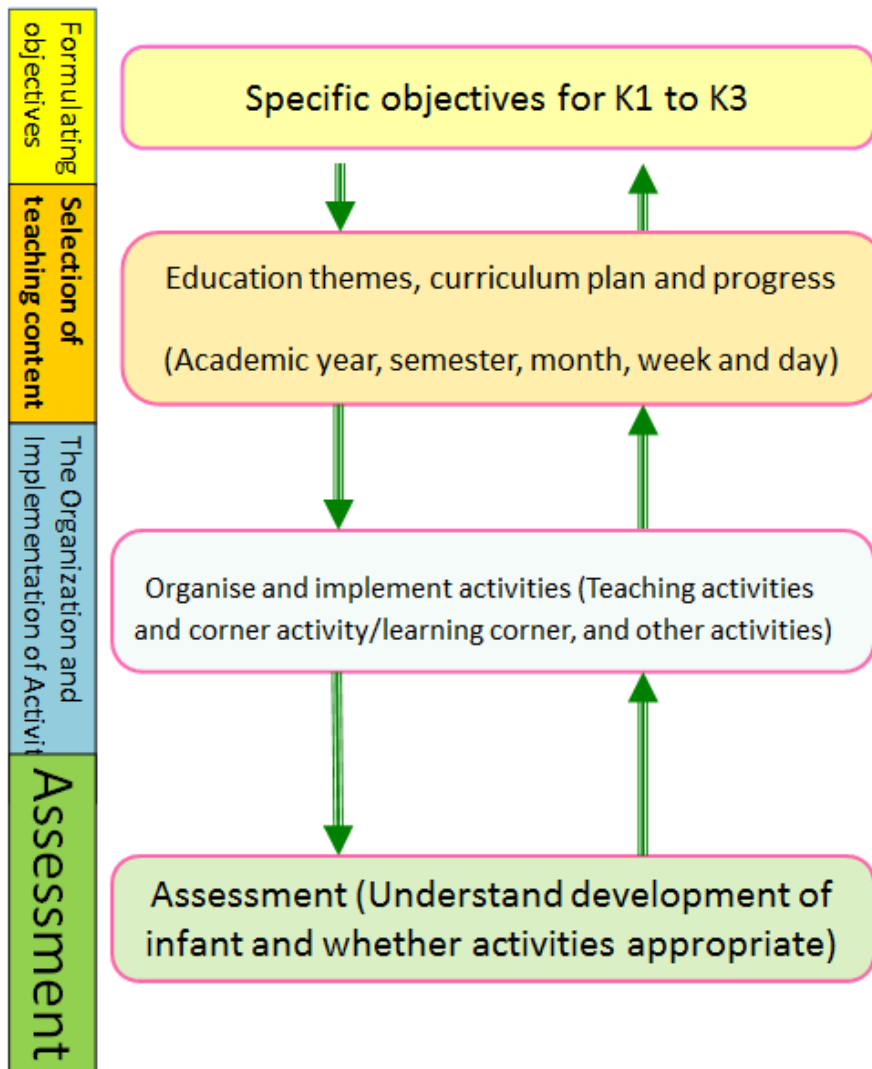


Figure Conversion of Requirements of Basic Academic Attainments at Infant Level in school curriculum.

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4.1 Formulating objectives

‘Requirements of Basic Attainments at Infant Level’ are the basic qualities of infants acquired after three years of learning; thus, school must effectively arrange and implement these contents and activities to reach specific objectives respectively in K1, K2 and K3. Examples are as follows:

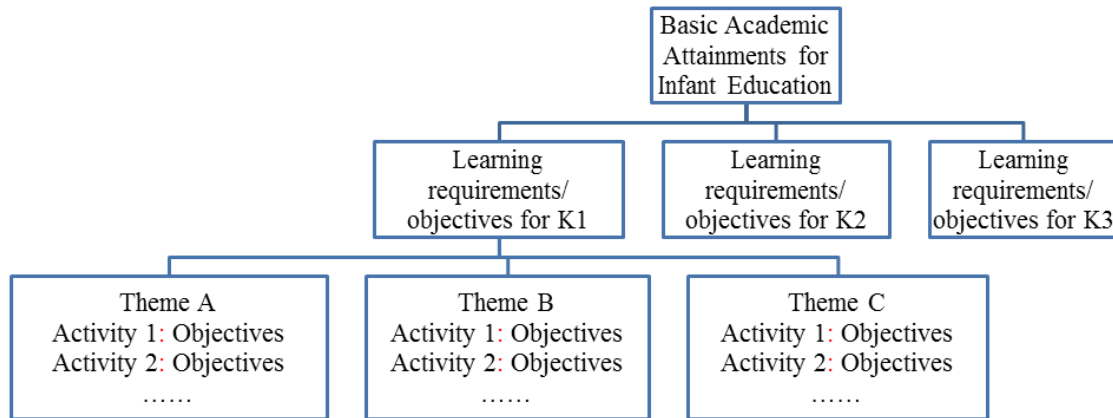


Figure Detail description of various themes and activities for different grades in implementation of the requirements of basic academic attainments at infant level

Example 1 : Select one option from ‘Requirements of Basic Academic Attainments’ and convert it into specific objectives of K1 to K3 infant education.

Learning area	Requirements of Basic Academic Attainments	Learning requirements/objectives of each grade level	Objectives of teaching activities
Language	B – 2 – 4 Be willing to talk to others and participate in discussion, and be able to express their personal opinions	K1: Be willing to talk to others and dare to express their opinions	Conversation activities: To be willing to talk with teachers and classmates.
		K2: Be willing to talk to others; be able to participate in simple discussion and express their views.	Story activities: To be willing to discuss about the plot and content of the story and express their views.
		K3: Be willing to talk to others; be able to discuss about a certain subject/topic and fully express their thoughts.	Early reading activities: To be able to express their thoughts clearly and completely to and discuss with teachers and classmates according to the content of the reading.

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Example 2: Select various options from ‘Requirements of Basic Academic Attainments’ and convert them into specific objective of teaching activity.

Name of Activity: ‘Seac Pai Van Park in my Mind’		Grade: K3	
Learning Area	Basic Requirements of Academic Attainments	Learning Requirements / Objectives of K3 Infant Education	Objective of Teaching Activities
Arts	E-1-4 Be able to feel the interest of different materials; enjoy the fun of using different materials in art expression and creation	Be able to feel the interest of different materials; enjoy using different materials in art expression and creation.	1. Actively participate in discussion and design of ‘Seac Pai Van Park in my Mind’, experience interest and satisfaction in group creation; 2. Let imagination run wild around the theme of ‘Seac Pai Van Park in my Mind’ and use various tools, materials to create; 3. Co-operate with others during activity and perform independently.
	E-3-2 Be able to create simple works with different arts and crafts materials	Use different kinds of art and craft materials to perform simple creation.	
Personal, Social and Humanities Education	C-2-3 Be willing to communicate, co-operate and share with others	Like to communicate, co-operate and share with others;	
Language	B-2-4 Be willing to talk to others and participate in discussion, and be able to express their personal opinions	Actively share and exchange learning experience with other students. Express personal views and participate in simple discussion.	

4.2 Selection of teaching content

In conjunction with ‘Curriculum Framework’ and ‘Requirements of Basic Academic Attainments at Infant Level’, schools are required to formulate specific teaching themes and design teaching plans and schedule, so that teaching themes and lesson activities coping with Requirements of Basic Academic Attainments can be conducted in school year in orderly manner. As shown below:

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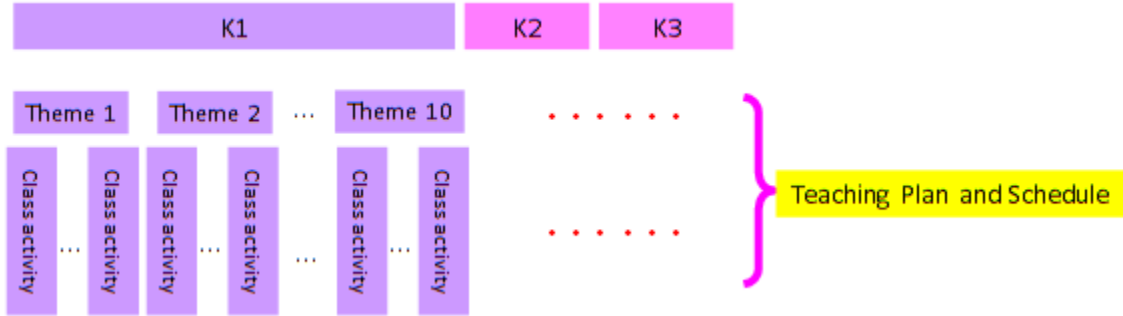


Figure Design lesson plan and schedule complying with Requirements of Basic Academic Attainments at Infant Level

In the process of selecting curriculum contents and teaching activities, schools should follow the basic principles of infant education as follows:

- (1) **Life-Oriented:** Choose contents that infants can often see in their daily lives, be more familiar with, and can always see.
- (2) **Enlightenment:** Choose contents that are understandable for infants that they can directly explore.
- (3) **Objectives-Oriented:** Contents should be able to cope with the implementation of the original curriculum and teaching activities, and helps in reaching the teaching objectives.
- (4) **Comprehensiveness:** Contents should be comprehensive and able to integrate the contents across the five learning areas.
- (5) **Expansibility:** Choose contents corresponding the level and needs of infant development, and those that are related to the past experience, cognition and acceptability of the infant.
- (6) **Connectivity:** When choosing contents, the longitudinal sequence and transverse connections amongst contents should be taken into account.
- (7) **Territoriality and temporality:** Choose contents that comply with the characteristics of Macao and the actual situation of kindergartens; get in line with festivals, seasonal change, social environment, natural environment, and so on.

4.3 The Organization and Implementation of Activities

When the school has formulated the full-year teaching plan and schedule, different teaching activities, corner activity/learning corner, or other educational activities shall be carried out in coordination with various teaching themes, and the actual needs of class activity, in order to allow students to achieve the Requirements of Basic Academic Attainments through activities. Examples are as follows:

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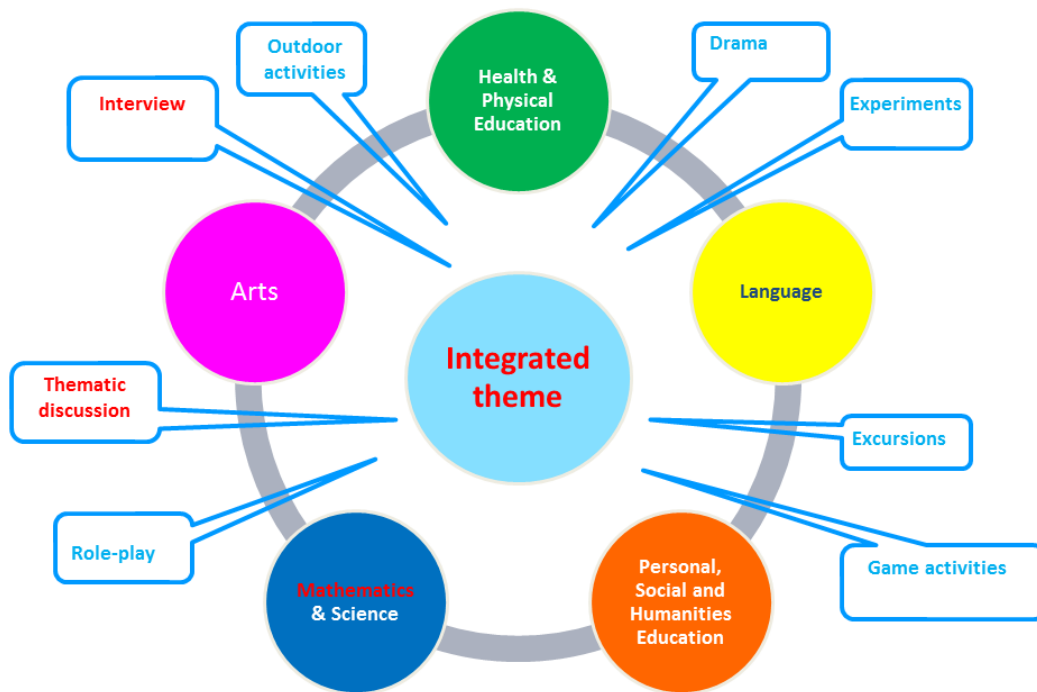


Figure Concepts of Organization and Implementation of Thematic Teaching

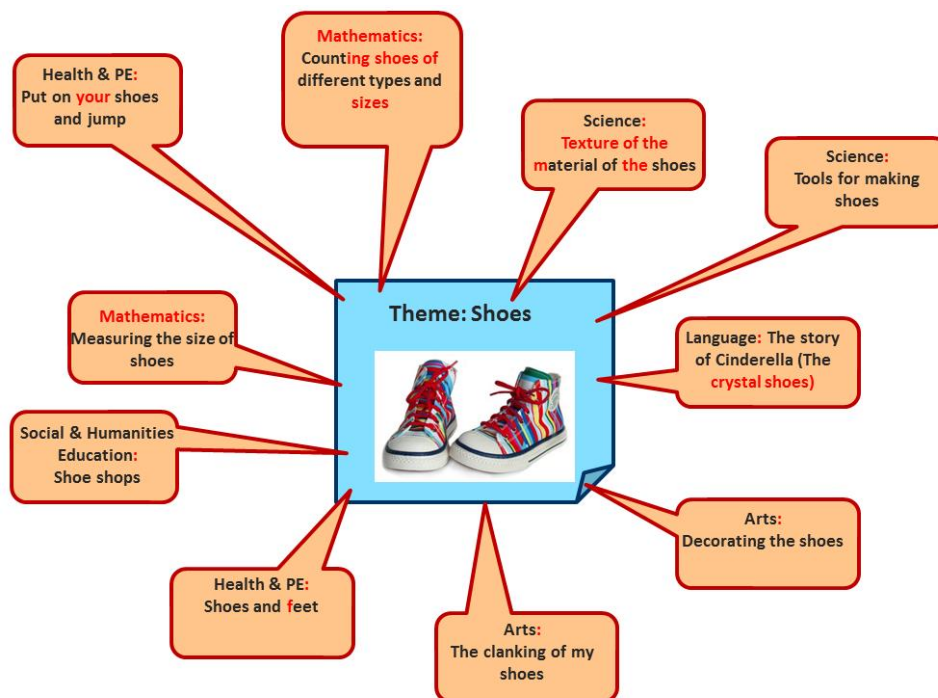


Figure Organization and Implementation of Thematic Teaching (With the theme "Shoes" as an example)

4.4 Assessment

Assessment enables the school to understand the infants' academic performance and learning outcomes, whereby school curricula and teaching methods are adjusted, and an appropriate learning programme for infants are developed. Thus assessment shall be integrated in the learning and teaching process, rather than a separate event.

When the school designs and implements school curriculum and teaching, it is necessary to consider the purpose, content, approach of assessment. When the courses are actually being carried out, and when collaboration has been formed during the process of learning, it is the time for assessment. Pluralistic approach in assessment is suggested for school teachers to review curriculum management and evaluate whether the curriculum implementation helps in promoting infants development.

In the process of assessment, teachers may reviews infants' learning progress, and compares it with the initial teaching objectives, in order to make slight adjustment or amendment on teaching strategies; comparison of infants' performance in different stages could be made to serve as a reference for next teaching theme or teaching plan.

The assessment for infants shall include formative and conclusive assessment; the formative assessment shall be regarded as the major approach, while the conclusive assessment is the supplementary approach to be carried out by the end of school year.

- Formative Assessment: During the educational activities in school (kindergarten), teachers observe the demeanor, movement and language of the infants according to the teaching objectives, make anecdotal records with respect to each objective of the activities.
- Conclusive assessment: Once a semester, teachers assess infants based on daily observations, subjective or other approaches; also, teachers assess every infant individually and comprehensively at the last stage of infant education based on the Requirements of Basic Academic Attainments.

Assessment of education at infant level highlights the issues and performance may occur in the practical life of infants, thus assessment shall be carried out in the actual teaching environment: teaching is equivalent to assessment, an assessment emphasising the interaction between and participation of students and teachers or between infants; assessment is necessary in line with the learning and life experience with infants, so that infants have a real opportunity to make use of knowledge, skills and perform their capability. Commonly used methods of assessment include:

- ◇ Observation
- ◇ Conversation
- ◇ Work Analysis
- ◇ Growth Portfolio

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- ✧ Performance Assessment
- ✧ Rating Scale Assessment

5. Conclusion

“The Requirements of Basic Academic Attainments at Infant Education Level” is a set of infant development-oriented standards that Macao infants should attain; with teaching autonomy, schools and teachers can design appropriate teaching contents and assessment strategies by themselves. Through “The Requirements of Basic Academic Attainments at Infant Education Level”, schools and teachers could get reference and basic standards in curriculum organisation and development, selection of teaching material and teaching content of various learning areas, as well as the education and learning, and devising learning activities; it also serve as the metrics in management and evaluation of curriculum, guidance and regulation of teaching as well as the education quality of the school.

For details of “The Requirements of Basic Academic Attainments at Infant Education Level”, and the relevant “Curriculum Guidelines” and “Curriculum Pilot Project”, please refer the information on the Curriculum Development Website of DSEJ: <http://www.dsej.gov.mo/crdc>.