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# DEVELOPMENT OF A LEARNING PERFORMANCE ASSESSMENT FRAMEWORK FOR PHASE A STUDENTS AGED 6-7 YEARS IN ELEMENTARY EDUCATION

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***ABSTRACT***

*Assessing learning performance in Phase A students (6–7 years old) is crucial for promoting their cognitive, socio-emotional, and psychomotor development during this foundational stage of education. However, existing assessment frameworks often fail to address the holistic and developmental needs of this age group. This study aims to develop a comprehensive learning performance assessment framework tailored to Phase A students in elementary education. The framework was created through a systematic process involving a review of existing literature, expert judgment, and field testing in elementary schools. Its dimensions encompass cognitive skills, socio-emotional competencies, psychomotor skills, and creativity. Validation procedures included statistical analysis and expert panel reviews to ensure the framework's reliability and applicability in diverse educational settings. The results demonstrate that the proposed framework effectively addresses existing gaps in assessment practices, providing educators with a robust tool to support holistic student development. The findings emphasize the importance of integrating multiple developmental dimensions into learning assessments and offer practical recommendations for classroom implementation. This study contributes to advancing educational assessment practices by advocating for tools aligned with the developmental characteristics of young learners. Future research should focus on longitudinal applications of the framework and its adaptability across various cultural and educational contexts.*

***Keywords***: *Learning Performance, Assessment Framework, Phase A Students, Holistic Development, Elementary Education*

## INTRODUCTION

The early years of elementary education, particularly for Phase A learners aged 6-7 years, are crucial for cognitive, socio-emotional, and motor skill development. This developmental stage is characterized by significant growth that lays the foundation for future academic success and personal development. Effective assessment of learning performance during this period is essential, yet it poses unique challenges for educators and researchers due to the complexity of the developmental processes involved. Research indicates that socio-emotional development is significantly influenced by the quality of relationships that children have with their caregivers, including teachers. Secure attachments foster positive socio-emotional outcomes, which are critical predictors of later success in various life domains, such as educational attainment and

mental health (Duarte et al., 2023). Furthermore, the involvement of parents in their children's education has been shown to enhance socio-emotional skills, which are vital for navigating the school environment and beyond (Arnott, 2018). The role of educators in facilitating these relationships cannot be overstated, as they are pivotal in creating supportive learning environments that promote emotional well-being (Voicu, 2018).

In the context of teaching lower-class students, educators face numerous challenges, including adapting teaching methods to suit the unique characteristics of this age group. Early childhood in lower-class students often comprehend contextual cues faster than the language used, necessitating innovative instructional strategies that engage them effectively (Ridhwan et al., 2022). For instance, employing methods such as Total Physical Response (TPR) can enhance engagement and facilitate language acquisition by aligning with the natural learning processes of young children (Rokhayani, 2017). Additionally, teachers must navigate diverse classroom dynamics, as children come with varying backgrounds and learning needs, which can complicate the assessment of their performance (Kai Jian & Syahtia Pane, 2020).

Assessment tools must be carefully designed to reflect the developmental stage of young learners. Traditional assessment methods may not adequately capture the nuances of their learning processes. Instead, formative assessments that incorporate self-assessment techniques can empower students by fostering self-awareness and encouraging active participation in their learning journey (Babaii et al., 2016; Punhagui & De Souza, 2013). Such approaches align with the principles of self-regulated learning, which emphasize the importance of students taking an active role in monitoring their progress (Coelho et al., 2019; Zimmerman & Schunk, 2015).

Moreover, the impact of external factors, such as parental education and socio-economic status, on early childhood development cannot be overlooked. Studies have shown that higher maternal education levels correlate with better developmental outcomes for children, as educated parents are more likely to engage in stimulating activities and support their children's educational endeavors (Cuartas, 2021; Skoufias & Vinha, 2021). This underscores the need for educational policies that promote access to quality education for parents, thereby enhancing the developmental environment for children. The early years of elementary education are a pivotal time for cognitive and socio-emotional development. Effective assessment during this stage requires an understanding of the unique characteristics of early childhood, the importance of supportive relationships, and the influence of external factors. Educators must employ innovative assessment strategies that reflect the developmental needs of children while fostering a positive and engaging learning environment.

Current learning performance assessments in elementary education often emphasize academic achievements, which can lead to a narrow understanding of child development. While these assessments provide valuable insights into cognitive skills, they frequently overlook broader dimensions of growth, such as creativity, problem-solving, emotional regulation, and physical coordination. This gap highlights the need for a comprehensive framework integrating

multiple developmental domains into the assessment process, ensuring a more holistic view of young learners' growth.

Research indicates that early childhood education should facilitate diverse developmental areas, including cognitive, social, emotional, and physical domains. Ackah-Jnr (2018) emphasize that quality early childhood education must cater to children's rights and diversity, advocating for inclusive practices that stimulate all six developmental areas. This perspective aligns with the notion that assessments should not only focus on academic skills but also consider emotional and social competencies, which are critical for overall development. Similarly, Lee et al. (2023) points out that early literacy milestones should be assessed within the context of play, suggesting that play-based assessments can capture a wider range of developmental indicators.

Moreover, the role of guided play in early childhood education has been highlighted as a means to foster creativity and problem-solving skills. Ndabezitha & Gravett (2024) and Weisberg et al. (2016) are discuss how guided play can enhance children's engagement and learning outcomes, thereby supporting a more comprehensive assessment of their abilities. This approach aligns with the cultural-historical psychology perspective, which recognizes the importance of social interactions in learning processes. By integrating play into assessments, educators can better evaluate children's emotional regulation and social skills, which are often neglected in traditional academic-focused assessments.

The implications of neglecting these broader dimensions are significant. For instance, research by Phillips & Boyd (2023) indicates that children who do not participate in structured early childhood education may experience adverse developmental outcomes, underscoring the importance of providing diverse learning experiences. Furthermore, the assessment of developmental vulnerabilities, as discussed by O'Hare et al. (2023) reveals that various domains—such as physical health, social competence, and emotional maturity—are interconnected and essential for understanding a child's overall development. This interconnectedness suggests that assessments must be multidimensional to accurately reflect children's developmental progress.

Incorporating a comprehensive framework for assessment not only benefits children but also informs educators and policymakers. By recognizing the multifaceted nature of child development, stakeholders can design interventions that address the specific needs of children from diverse backgrounds. For example, research by Aurino et al. (2023) demonstrates that social-emotional development can be effectively assessed through various subtasks, which can inform targeted educational strategies. This approach can help educators identify areas where children may need additional support, fostering an environment conducive to holistic growth. The current focus on academic achievements in elementary education assessments is insufficient for capturing the full spectrum of child development. A comprehensive framework that integrates multiple developmental domains is essential for understanding and supporting the growth of young learners. By adopting such an approach, educators can ensure that assessments

reflect the holistic nature of child development, ultimately leading to better educational outcomes and personal growth for children.

Despite the growing recognition of the importance of holistic education, there is a lack of standardized, developmentally appropriate assessment frameworks tailored to Phase A students. Many existing models fail to address the interplay between cognitive, socio-emotional, and psychomotor domains, leading to fragmented evaluations that do not fully capture a child's learning performance. This limitation poses challenges for educators seeking to support and enhance the learning trajectories of their students. This study aims to develop a comprehensive learning performance assessment framework designed for 6-7-year-old elementary school students. The framework seeks to bridge the gap between theory and practice by addressing the holistic needs of young learners, providing educators with actionable insights for fostering their growth.

The proposed framework can potentially revolutionize early education assessment practices by offering a multidimensional approach to evaluating student performance. By capturing the full spectrum of developmental milestones, this framework can inform instructional strategies, curriculum design, and policy development, ultimately enhancing the quality of education for Phase A learners. This paper presents the development, validation, and application of the framework, aiming to provide a practical and theoretical contribution to the field of early childhood education.

## RESEARCH METHOD

The development of instruments for assessing the learning performance of Phase A students (6–7 years old) followed a structured and rigorous approach to ensure theoretical grounding and practical applicability. The process began with conducting theoretical studies related to the concept of learning performance, synthesizing existing knowledge to define the conceptual and operational aspects of student learning performance. Based on this synthesis, a grid of assessment instruments was created, comprising aspects and indicators of learning performance. From this grid, specific assessment items were developed, followed by theoretical validation through expert reviews. The construct formulation was informed by a synthesis of various variables, ensuring alignment with the developmental characteristics of the target group. This comprehensive approach provided the foundation for a multidimensional framework encompassing cognitive, socio-emotional, psychomotor, and creative skills.

The involvement of 15 highly experienced experts in elementary education, child psychology, and educational assessment was instrumental in shaping the framework. Their diverse expertise ensured that the framework was comprehensive, theoretically grounded, and practical. Through iterative consultations, the experts identified and refined critical dimensions, indicators, and descriptors that reflected the developmental needs of young learners. These consultations validated the inclusion of cognitive, socio-emotional, motor, creativity, and behavioral dimensions, reinforcing the holistic nature of the assessment. Teachers and

curriculum developers also contributed practical insights, particularly regarding the framework's implementation in real-world classroom settings. This collaborative effort balanced theoretical rigor with practical relevance, paving the way for subsequent field testing.

Field testing involved 200 students from diverse urban and rural areas in Indonesia and 20 Phase A teachers, offering valuable insights into the framework's applicability across different contexts. The inclusion of both urban and rural students highlighted disparities in performance across dimensions, with urban students excelling in creative and fine motor tasks, while rural students performed better in gross motor skills. These findings underscored the need for context-specific interventions to address environmental factors such as access to resources. Teachers provided critical feedback on the framework's usability, highlighting its clear indicators and actionable outcomes while suggesting refinements in areas such as time management and creativity assessment. Their input ensured the framework's alignment with classroom realities, making it both practical and effective.

The development of the framework integrated a multifaceted methodology that combined systematic literature reviews, expert consultations, and field testing, resulting in a validated and comprehensive assessment tool. The literature review played a pivotal role by identifying significant gaps in existing assessment practices, guiding the foundational design of the framework. Expert consensus was achieved through the Delphi Method, which refined key dimensions and ensured relevance to educational contexts. Additionally, semi-structured interviews and focus group discussions provided valuable insights from practitioners, enabling the incorporation of real-world considerations into the framework. Field-testing efforts, including classroom observations and teacher feedback, further honed its applicability by addressing the diverse needs of educators and students.

The data analysis process employed a rigorous quantitative approach, complemented by qualitative assessments. Descriptive statistics illuminated performance trends across dimensions, offering a detailed understanding of key patterns. Cronbach's alpha was utilized to evaluate internal consistency, ensuring the reliability of the framework's components. Exploratory factor analysis further assessed its structural coherence, providing insights into the interrelationships between dimensions. The framework's robustness was validated through its correlation with standardized test scores, confirming its concurrent validity and practical relevance. By integrating quantitative metrics and qualitative feedback, the study offered a nuanced and thorough evaluation of the framework's effectiveness.

This multidimensional approach underscores the critical importance of holistic assessment in education. By bridging theoretical constructs with practical application, the study not only provides educators with a versatile tool for supporting students' comprehensive development but also contributes to the broader advancement of educational assessment methodologies.

## RESULTS AND DISCUSSION

### Framework Components

The comprehensive learning performance assessment framework for Phase A students was finalized with five key dimensions as in Table 1.

Table 1 Framework Components

| Dimension | Indicators | Key Finding |
|---|---|---|
| Cognitive Development | - Literacy: reading comprehension, vocabulary usage<br>- Numeracy: basic arithmetic, pattern recognition<br>- Problem-solving skills | Significant variability in problem-solving scores, highlighting differences in exposure to task-based learning activities. |
| Socio-Emotional Competencies | - Emotional regulation<br>- Peer collaboration<br>- Empathy<br>- Self-confidence | Students involved in group activities scored higher in peer collaboration and emotional regulation, emphasizing the value of social interaction in early learning. |
| Motor Skills | - Fine motor: handwriting, drawing<br>- Gross motor: physical coordination in games | Consistent gross motor performance across settings; disparities in fine motor skills between urban and rural schools, likely due to resource availability. |
| Creativity and Innovation | - Tasks: drawing, storytelling, imaginative problem-solving | Higher creativity scores were observed in classrooms with unstructured playtime and open-ended assignments, indicating the importance of fostering creative freedom. |
| Behavioral and Attitudinal Indicators | - Engagement<br>- Motivation<br>- Perseverance<br>- Classroom behavior | Engaged and motivated students performed better across all other dimensions, highlighting the importance of intrinsic motivation in learning. |

Source: Author's Analysis Results, 2024

The variability in students' problem-solving skills reflects differences in teaching approaches and resource availability across schools. Students exposed to task-based learning methods, such as real-world problem-solving and group projects, demonstrated superior analytical and strategic thinking abilities. This underscores the importance of incorporating hands-on, practical activities into the curriculum to stimulate cognitive development. Schools should prioritize contextual and exploratory learning to help students cultivate critical thinking skills essential for addressing real-world challenges.

In the socio-emotional domain, students who regularly participated in collaborative activities exhibited stronger emotional regulation and peer interaction skills. These abilities, including empathy, teamwork, and conflict resolution, are crucial for success in various aspects of life. Research suggests that positive social interactions from an early age enable students to better understand and manage their emotions. Therefore, integrating group activities such as cooperative games and group discussions is an effective strategy to enhance socio-emotional competencies and build essential interpersonal skills for the future.

Regarding motor skills, findings indicate that most schools have successfully integrated physical activities to improve gross motor coordination, such as running, jumping, and throwing. However, significant disparities were observed in fine motor skills, such as drawing, writing, or cutting, between urban and rural students. Urban students often have greater access to tools like colored pencils, activity books, or art supplies, while rural students face limited resources. Addressing this gap requires collective efforts from governments, schools, and communities to provide adequate learning materials and structured programs across all regions.

Creativity also emerged as a critical area of development. The findings reveal that unstructured playtime and open-ended tasks significantly impact students' creative growth. Activities like free drawing, building with blocks, or role-playing enable students to express their ideas without restrictions. A flexible curriculum that fosters exploration and innovation is key to supporting creativity. Conversely, rigid, results-oriented teaching methods may stifle students' potential to think outside the box. Schools are encouraged to introduce creative and exploratory sessions that not only enhance innovative thinking but also make learning more enjoyable.

Finally, motivation and engagement were found to be pivotal in students' academic success and overall development. Students with higher levels of motivation tend to be more engaged in learning, more eager to try new things, and more consistent in their efforts. This highlights the need for teaching strategies that nurture intrinsic motivation, such as setting realistic goals, recognizing efforts, and providing constructive feedback. By creating a supportive learning environment that fosters confidence and enthusiasm, schools can help students achieve strong academic outcomes while cultivating a positive attitude toward lifelong learning.

The findings highlight the critical importance of adopting a holistic approach to assessing learning performance in Phase A students, emphasizing that education should address all aspects of a child's development. Each dimension—cognitive, socio-emotional, motor, creative, and behavioral—plays a distinct yet interconnected role in shaping a comprehensive understanding

of student growth. Cognitive skills underpin problem-solving and academic success, while socio-emotional competencies foster collaboration, resilience, and empathy, which are essential for personal and social development. Motor skills, both fine and gross, provide the physical foundation for engaging in classroom activities, and creative abilities inspire innovation and self-expression. Behavioral indicators, meanwhile, reflect the discipline and adaptability necessary for navigating structured learning environments.

The interdependence of these dimensions underscores the need for a balanced educational approach that nurtures all facets of student development rather than prioritizing one at the expense of others. By addressing disparities—such as those arising from environmental or socioeconomic differences—and emphasizing intrinsic motivation, educators can create learning environments that empower students to reach their full potential. For instance, integrating activities that encourage creativity and motor skills alongside traditional academic tasks can foster more well-rounded development. Moreover, targeted interventions to address specific gaps, such as socio-emotional challenges or limited access to resources, can further enhance outcomes across all dimensions.

**Validation Outcomes**

The validation of the comprehensive learning performance assessment framework for Phase A students involved both statistical validation and expert panel reviews to ensure its reliability, validity, and applicability as in Table 2.

Table 2. Results of Validation Outcomes

| Validation Type | Methodology | Key Findings | Interpretation |
|---|---|---|---|
| Reliability Analysis | Cronbach's alpha | Internal consistency was measured at 0.89, indicating high reliability across all dimensions. | The high reliability suggests the framework consistently measures learning performance dimensions without significant internal contradictions. |
| Construct Validity | Exploratory Factor Analysis (EFA) | Factor loadings > 0.70 for most indicators, aligning well with theoretical constructs. | The framework accurately reflects the conceptual dimensions it was designed to measure, confirming its structural |

| Validation Type | Methodology | Key Findings | Interpretation |
|---|---|---|---|
| | | | soundness and theoretical grounding. |
| Criterion-Related Validity | Correlation with standardized test scores | Strong correlation ($r = 0.78$, $p < 0.001$) with literacy and numeracy scores. | The framework effectively assesses cognitive skills comparable to standardized tools, validating its utility in academic performance evaluation. |
| Criterion-Related Validity | Correlation with socio-emotional and motor skills | Weaker correlations with standardized tests, capturing unique dimensions not measured by them. | The weaker correlations indicate that socio-emotional and motor skills represent distinct aspects of performance that complement cognitive assessments. |

Source: Author's Analysis Results, 2024

The validation process confirmed that the framework is both reliable and valid across its dimensions. The high internal consistency (Cronbach's alpha = 0.89) underscores its robustness, ensuring that it consistently evaluates the intended aspects of learning performance. Construct validity results further affirm that the framework aligns well with theoretical constructs, providing a solid conceptual foundation. The strong criterion-related validity for cognitive skills validates the framework's ability to assess academic performance in line with standardized tests. Meanwhile, the weaker correlations for socio-emotional and motor skills highlight the framework's added value in capturing broader developmental dimensions. This ensures a comprehensive assessment of Phase A students, addressing the limitations of traditional assessment tools and supporting the framework's adoption in diverse educational contexts.

The statistical validation of the framework provided robust evidence of its reliability and theoretical soundness, ensuring that its components consistently measured the intended dimensions of student learning performance. Through techniques such as Cronbach's alpha and exploratory factor analysis, the statistical analysis confirmed the internal consistency and structural coherence of the framework, demonstrating its capacity to accurately capture the multifaceted nature of learning in Phase A students. Complementing this, the expert panel reviews offered critical insights into the framework's practical applicability in real-world

classroom settings. The experts' feedback, grounded in years of experience in elementary education and child development, emphasized its relevance and usability, highlighting how the framework aligns with current pedagogical practices and addresses the developmental needs of young learners. Together, these validation methods underscore the framework's robustness and comprehensiveness, showcasing its ability to provide educators with a reliable and practical tool for holistic assessment. The dual emphasis on theoretical rigor and practical feasibility ensures that the framework is not only conceptually sound but also adaptable to diverse educational contexts. Furthermore, the outcomes of this comprehensive validation process provide compelling evidence for the framework's adoption in elementary education settings. By addressing gaps in traditional assessment methods, this framework represents a significant advancement in evaluating the cognitive, socio-emotional, psychomotor, and creative dimensions of learning, ultimately supporting the broader goal of fostering well-rounded development in young learners.

**Teacher Feedback and Practical Insights**

Teachers who implemented the proposed framework provided valuable feedback, offering practical insights into its usability and effectiveness in the classroom as in Table 3.

Table 3 Teacher Feedback and Practical Insights

| Aspect | Feedback |
|---|---|
| Ease of Used | Teachers reported that the framework was user-friendly, with clear indicators and descriptors for each dimension. |
| Actionable Insights | 85% of teachers agreed that the framework provided practical information that could be used to adapt lesson plans and target specific student needs. |
| Suggested Improvements | Teachers recommended additional training on administering creativity assessments and using socio-emotional strategies in diverse classroom settings. |

Source: Author's Analysis Results, 2024

Feedback from teachers revealed critical insights into the practical application of the framework, providing a balanced view of its effectiveness and areas where enhancements could improve its overall utility. One of the key strengths highlighted was the framework's ease of use. Educators consistently noted that its design was intuitive, with well-structured indicators and descriptors for each learning dimension. This clarity made the framework accessible to teachers, even those with varying levels of experience. Its simplicity allowed them to quickly grasp its components and seamlessly integrate it into their classroom practices, reducing the learning

curve typically associated with new assessment tools. Teachers emphasized that the framework's straightforward nature not only saved time but also boosted their confidence in its implementation, contributing to a smoother adoption process.

Another significant advantage of the framework was its ability to generate actionable insights. An overwhelming 85% of teachers agreed that the framework provided them with practical, data-driven information that directly informed their teaching practices. By identifying specific strengths and areas for improvement among students, the framework enabled educators to tailor lesson plans to meet individual and group needs. This adaptability fostered a more personalized approach to instruction, helping teachers address diverse student needs more effectively. For example, the framework's detailed breakdown of socio-emotional and cognitive dimensions empowered teachers to design targeted interventions, leading to measurable improvements in student engagement and performance. Teachers also appreciated that the framework facilitated continuous monitoring of progress, allowing them to adjust their teaching strategies dynamically as new needs emerged.

Despite these strengths, the feedback also pointed to areas requiring further support to optimize the framework's impact. One of the most frequently cited challenges was the assessment of creativity and socio-emotional dimensions, especially in classrooms characterized by diverse cultural and socioeconomic contexts. Teachers indicated that while the framework included these critical dimensions, they often felt uncertain about how to evaluate them effectively. Creativity, in particular, posed challenges, as it required subjective judgment and an understanding of nuanced student expressions. Similarly, implementing socio-emotional strategies necessitated skills that some teachers felt they had not fully developed, particularly in managing varied emotional and behavioral responses within the classroom.

To address these gaps, teachers suggested the inclusion of professional development opportunities focused on these areas. Training sessions and workshops designed to enhance their understanding and application of creativity assessments and socio-emotional strategies were seen as essential steps toward maximizing the framework's potential. Teachers expressed a preference for hands-on, context-specific training that would equip them with the tools and confidence needed to navigate these complex dimensions. Additionally, they highlighted the importance of creating support networks, such as peer collaboration and mentorship programs, to share best practices and foster a community of learning among educators.

The results demonstrate that the proposed framework effectively captures the multidimensional nature of learning performance in Phase A students. By integrating socio-emotional, motor, and creativity dimensions alongside traditional cognitive measures, it addresses significant gaps present in existing assessment tools. The framework's high reliability and validity are evidenced by statistical measures and positive outcomes observed in both urban and rural school applications.

Positive feedback from educators underscores its practicality and ease of use, highlighting its potential for widespread adoption in elementary education. Teachers found it to be a valuable

tool that not only enhances their understanding of student performance but also informs instructional strategies. The suggested improvements point towards opportunities for further support and training, which could enhance its effectiveness even more. The framework stands out as a comprehensive and practical tool that aligns with the educational goals of fostering holistic student development. Its adoption could lead to more informed teaching practices and better learning outcomes across diverse educational settings.

**Multidimensional Approach in Assessing Children's Learning Performance**

The findings highlight the importance of adopting a multidimensional approach to assess the learning performance of Phase A students. By incorporating cognitive, socio-emotional, motor skills, creativity, and behavioral indicators, the proposed framework captures a holistic view of a child's development. This multidimensionality ensures that assessments align more closely with the unique developmental needs of 6-7-year-olds, addressing gaps in existing frameworks that predominantly focus on academic achievements.

The significant variability in scores across socio-emotional and motor skill dimensions among students highlights the profound impact of environmental and contextual factors, such as access to resources and teaching practices. Research indicates that children's developmental outcomes are heavily influenced by their early environments, which can differ markedly between urban and rural settings. For instance, urban students often outperform their rural counterparts in areas such as creativity and motor skills, which can be attributed to greater exposure to diverse materials and structured activities that are more readily available in urban contexts (Brou et al., 2023). This disparity underscores the necessity for equitable distribution of educational resources and curriculum design that caters to the needs of all students, regardless of their geographical location.

Moreover, the role of parental education in shaping children's developmental trajectories cannot be overstated. Studies have shown that higher maternal education levels correlate with improved child development outcomes, as educated parents are more likely to engage in stimulating activities and ensure their children attend early childhood education programs(Romero-Tena et al., 2024; Wan et al., 2021). This relationship suggests that educational policies aimed at increasing access to quality education for parents, particularly in disadvantaged communities, could lead to significant improvements in children's socio-emotional and cognitive development (Alam et al., 2023; Murray et al., 2018).

Furthermore, the implementation of comprehensive health promotion and educational programs can also play a critical role in mitigating developmental disparities. For example, intervention programs designed to enhance socio-emotional development have demonstrated positive outcomes, particularly in disadvantaged populations (Arnott, 2018). These programs often incorporate elements that address both health-related behaviors and educational practices, thereby fostering a more holistic approach to child development(Catalano et al., 2023; Elicker & Benson, 2018). The evidence suggests that addressing the disparities in educational

resources and parental education is crucial for fostering equitable developmental outcomes among children. By ensuring that all students have access to quality educational experiences and supportive home environments, we can work towards a more inclusive educational landscape that promotes comprehensive developmental support for every child.

The findings of the study have profound implications for educational policy, teaching practices, and curriculum design. Policymakers can utilize the framework established by the study as a foundation for developing standardized yet flexible assessment tools that are tailored to the developmental needs of young learners. This approach aligns with the growing recognition of the importance of holistic assessments that encompass various dimensions of a child's growth, rather than relying solely on narrow, test-focused evaluations (Fjørtoft, 2020; Henri et al., 2017; Nicholas, 2020). For instance, the integration of formative assessments that consider socio-emotional and cognitive development can lead to more comprehensive educational strategies that support diverse learning needs (Babakr et al., 2019; Papageorgiou et al., 2016).

Educators can leverage the actionable insights derived from the framework to design targeted interventions that foster the holistic development of their students. By implementing practices that emphasize guided play and self-regulation, teachers can create learning environments that promote active engagement and autonomy among young learners (Coelho et al., 2019; Kucirkova & Kamola, 2022). Such pedagogical strategies not only enhance academic outcomes but also contribute to the development of critical socio-emotional skills, which are essential for lifelong learning (Chen & Liu, 2019; Yelland & Wai Man Vivienne, 2018). Furthermore, the emphasis on teacher training and professional development is crucial, as it equips educators with the necessary skills to implement these innovative assessment and teaching practices effectively (Mpofu & Maphalala, 2018).

Moreover, the framework serves as a model for future assessment tools, advocating for a shift away from traditional evaluation methods towards a more comprehensive approach that values all dimensions of a child's growth. This shift is supported by evidence suggesting that holistic assessments can lead to improved educational outcomes, particularly in resource-constrained settings (Nachbauer & Kyriakides, 2020; Yu et al., 2020). By prioritizing the development of assessment tools that reflect the multifaceted nature of learning and development, educational systems can better address the diverse needs of students and promote equity in educational opportunities (Brown & Green, 2015; Drew, 2019). The implications of the study's findings extend beyond mere assessment; they call for a transformative approach to educational policy and practice that recognizes the interconnectedness of various developmental domains. By adopting a comprehensive framework for assessment and intervention, stakeholders can work towards creating an inclusive educational environment that nurtures the potential of every child.

## CONCLUSION

This study developed and validated a comprehensive learning performance assessment framework tailored for Phase A students (6-7 years old) in elementary education. By incorporating five key dimensions—cognitive development, socio-emotional competencies, motor skills, creativity, and behavioral indicators—the framework addresses the limitations of existing tools that often prioritize academic outcomes while neglecting holistic development. The findings demonstrate that the framework is both reliable and valid, with strong correlations to standardized academic assessments and unique contributions from socio-emotional and motor skill dimensions. The field testing also revealed its practical applicability, with teachers reporting positive feedback on its usability and the actionable insights it provided for supporting student growth. However, challenges such as resource disparities and implementation complexities underscore the need for targeted interventions and training to ensure equitable and effective use. The framework's multidimensional approach aligns with the developmental characteristics of 6-7-year-olds, providing a valuable tool for educators, researchers, and policymakers. It enables a more nuanced understanding of learning performance and informs strategies to foster the holistic development of young learners. Future research should focus on the longitudinal impact of the framework, its adaptability across diverse cultural and educational settings, and the integration of technology to enhance its scalability. By prioritizing the holistic development of young learners, this framework has the potential to transform assessment practices, fostering more inclusive and equitable education systems worldwide.

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