

Assessment in early childhood education

- ❖ Assessment is designed to discover what children know and understand, based on what they write, draw, say and do.
- ❖ Assessment tools, processes and approaches are used to build on prior learning, avoid duplication and add value.
- ❖ Early childhood professionals need to understand that families play a vital role in their children's learning and development.

Categories of assessment practices in early childhood education

❖ **Assessment of Learning and development.**

- This is the assessment of a child learning at a particular point in time, and that summarizes all of the learning and development that preceded it.

❖ **Assessment as Learning and development.**

- This is the process the child has the opportunity to monitor what they are learning and use feedback to make adjustments to their understanding

❖ **Assessment for learning and development.**

- This refers to the formative assessment that takes place in order for decision to be made to inform the next stage of learning.

Formative and summative assessment practices in early childhood education

	Formative Assessment	Summative Assessment
What is it?	Gathers information about children’s learning to determine what they are understanding and what they still need to learn to master a goal or outcome.	Assessment that shows that children have learned
When is it used?	During a lesson or unit of study. Is used continually by providing descriptive feedback.	At the end of a lesson or unit study. Is presented in a periodic report
Why is it used?	To track student’s progress. To make changes to instruction. To improve teaching and learning.	Evaluates what students learn. For placement and promotional decisions. To provide evidence of what students learned. To assign a grade to students’ understanding. To certify.
Formality	Usually informal	Usually formal
Examples	Observations, Homework, Portfolios, Reflections, Games, Discussions, Informal interviews	End of term exams, Mid-term exams, Projects, Portfolios, In-class examinations, National examinations

Importance of assessment in early childhood and development

- ❖ It helps to make programmes and intervention decisions for extending the child's learning and development in future.
- ❖ It monitors children's learning and development progress.
- ❖ It helps make decisions about programmes to advance learning and development.
- ❖ It communicates a child's learning and development with families and other professionals.
- ❖ It helps evaluate programme's effectiveness.
- ❖ It helps make children learning visible to themselves.
- ❖ Inform teacher's practice.
- ❖ Respond effectively to children's learning and development.
- ❖ Provide the best possible advice and guidance to children and their families.

How do we achieve best practices in effective assessment?

- ❖ Effective assessment incorporates children's view on their learning.
- ❖ Effective assessment takes families perspective into account.
- ❖ Effective assessment is meaningful for children when it is authentic.
- ❖ Effective assessment uses multiple approaches that are appropriate for each child's competency.
- ❖ Multiple assessments occur over time and are holistic contribute to a complete picture of each child.
- ❖ Professionals take objective, non-judgmental and accurate assessments of children's learning and development.
- ❖ Consider children in context of their families and provide support to families when necessary.
- ❖ Value the culturally specific knowledge embedded within communities about children's learning and development.

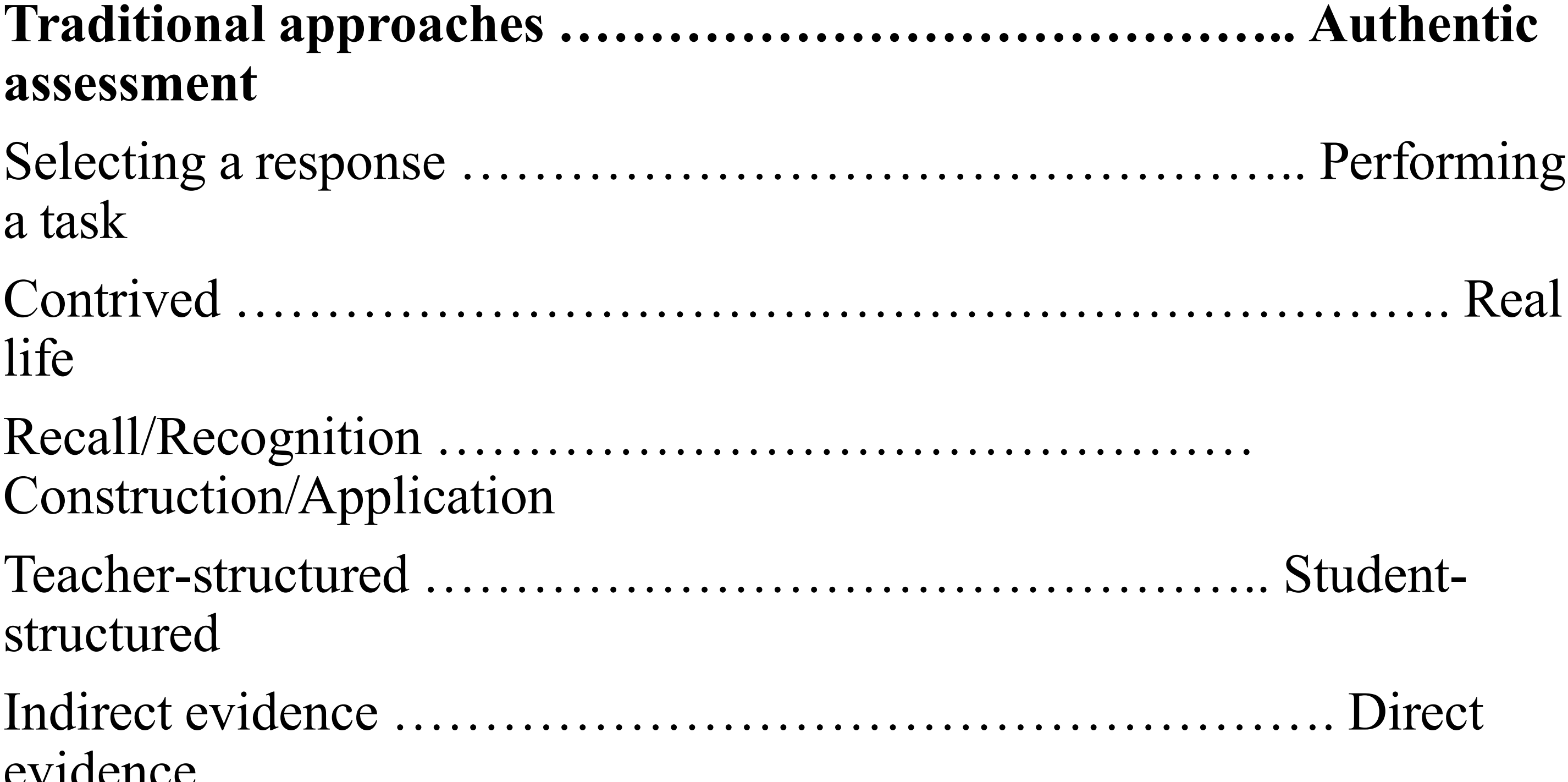
Implications for achieving the best outcomes for children

- ❖ Early childhood professionals require the knowledge and skills to undertake non-judgmental assessment.
- ❖ Assessment needs to be undertaken collaboratively with children, families and professionals.
- ❖ Children are active participants in their own learning and co-construct knowledge with early childhood professionals.
- ❖ A culture of evidence-based practice decisions must be promoted.
- ❖ Effective assessment is dynamic and ongoing, like children's learning and development.
- ❖ A systematic and rigorous approach is needed to support systematic assessment of children's and development across services.

Using authentic assessment in early childhood education

- ❖ Authentic assessment allows teachers to capture children's strengths and weaknesses in natural environments and scenarios
- ❖ It is based on multiple forms of assessment, including observations and documentation of children's skills, knowledge and behaviors
- ❖ In authentic assessment, children have many opportunities to show their capabilities
- ❖ It occurs over time in multiple contexts, including classroom, playground

Continuum of assessment between traditional approaches and authentic assessment



Goals of authentic assessments

- ❖ Authentic assessments allow teachers to capture children's abilities:
 - ❖ Enhance children's development of real-world skills
 - ❖ Encourage children's development of higher-order cognitive skills, such as, analysis, synthesis and evaluation
 - ❖ Promotes children's active construction of creative, novel ideas
 - ❖ Enhance children's ability to self-assess their own learning
 - ❖ Inform practice

Authentic assessment process

- ❖ The authentic assessment process is circular
- ❖ The first step is to observe children within a natural setting (e.g. circle time, learning centres)
- ❖ The second step is documentation. Teachers collect anecdotal evidence, pictures, videos or work samples highlighting child's skills
- ❖ The third step is review and interpretation. Teachers rate children's competencies and skills
- ❖ The fourth step is incorporating information on identified children's strengths and weaknesses into lesson planning

Observations in authentic assessment

- ❖ Plan time to observe
- ❖ Consider what you want to find about child or children
- ❖ Observations may be short and frequent throughout a day
- ❖ Decide whether to observe without direct engagement or to engage with child to ask questions
- ❖ Plan what to look for and how to document what you find
- ❖ Have a pencil/pen, notepad or other means of recording
- ❖ Write observations down right away

Example of a daily assessment areas chart

Week of: 3/12	Monday	Tuesday	Wednesday	Thursday	Friday
What to assess:	Balancing skills	Playing with peers	Phonological awareness	Using language to express needs	Sorting
Week of: 6/12					
What to assess	Number operations	Knowledge of self	Emergent writing	Self awareness	Sharing with peers

❖ This chart is used to remind teachers of which areas of learning will be the focus of assessment each day

Authentic assessment tools for documentation

- ❖ Anecdotal notes/ event samples
- ❖ Narratives and running records
- ❖ Skill assessment checklists
- ❖ Photographs
- ❖ Videos
- ❖ Work samples
- ❖ Portfolios

An example of anecdotal note/event sample

Name:	Observer:	Date:
		Time:
General Context:		
<hr/>		
Social Context:		
Challenging Behavior:		
Social Reaction:		
POSSIBLE FUNCTION:		

An example of skill assessment checklist

Child name:		Domain: Expressive language		
Date	Skills or steps			Comments
	Retells one event	Retells two events in logical order	Retells three or more events in logical order	
3/03/22		x		
9/03/22		x		
8/04/22			x	Retold three events but not in correct order

❖ An example of a child's progress in retelling a story on three data collection points

What challenges will teachers in Ghana face using authentic assessments?

- ❖ Students should brainstorm challenges they might face using authentic assessments

THANK YOU