

It should however be noted that standardised norm referenced assessment tests are not good for pre-school children since they pressure the children and seem to put more emphasis to academic excellence rather than the areas of development.

## Assessment Tools for Use in Pre-school

### Observation

Observation is the most common tool used by pre-school teachers. Brief and accurate information or performance of each child in terms of interest, ability and achievement in all developmental areas should be made. It may be used to identify any problems in children. It can also be used to establish the presence or absence of a particular skill or behaviour in children.

### Oral Questions

Children have learnt a lot of information from home, school, from their peers etc. To establish how much they know, oral questions could be asked. From their answers, the teacher discovers what areas in particular children need reinforcement.

### Oral Discussions

The teacher engages children in a discussion to find out how well they can communicate. The teacher can also listen to children conversing amongst themselves and note down children's strengths and weaknesses in order to take corrective intervention measures.

### Practical Work

Children's strengths and capabilities can be sought through giving them practical work and observing how well they do it. It provides a good opportunity for the teacher to discover children's weaknesses and to provide appropriate support. It can also help the teacher evaluate the effectiveness or failure of his/her choice of teaching methods with the view to improve.

### Preparing Children's Progress Records

Children's progress in all developmental areas should be monitored. The following are samples of some of the records that can be used to assess or measure children's performance in pre-school.

#### Sample of Children's Language Activities Progress Record

|   | Child's Name | News telling/<br>oral fluency | Story telling | Picture reading/<br>Naming | Picture/<br>object description | Recitation of alphabet | Recognition of sound "a - i" |
|---|--------------|-------------------------------|---------------|----------------------------|--------------------------------|------------------------|------------------------------|
| 1 |              |                               |               |                            |                                |                        |                              |
| 2 |              |                               |               |                            |                                |                        |                              |
| 3 |              |                               |               |                            |                                |                        |                              |
| 4 |              |                               |               |                            |                                |                        |                              |

#### NOTE:

Provide a key to show progress:

|             |               |                  |                        |
|-------------|---------------|------------------|------------------------|
| <b>Key:</b> | <b>Good</b> ♣ | <b>Average</b> ● | <b>Below average</b> ▲ |
|-------------|---------------|------------------|------------------------|