

Impact of Preschool Teachers' Assessment Methods on Learning Outcomes in Sierra Leone

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Abstract – This study examined the impact of preschool teachers' assessment methods on learning outcomes in Sierra Leone. 3,005 teachers, head teachers, parents, and Ministry of Basic and Senior Secondary School officers formed the population of the study, 223 of them were selected through purposive, and simple random sampling techniques for this study. The study observed that preschool teachers' assessment methods play a big role on learning outcomes. It concludes that observation checklists, play-based methods and portfolios are the commonly used methods in preschools in Sierra Leone. It is suggested that teachers continue to embrace play-based assessment, observation, and portfolios as holistic methods that capture children's creativity, communication, and social skills. Also, teachers should use assessment results to guide instruction and provide individualized feedback to learners.

KEY WORDS: *Head Teacher, Learning Outcome, MBSSE Officer, Parent, Preschooler, Teacher*

I. Introduction

Early childhood education is widely recognized as the foundation for lifelong learning and development. During the preschool years, children acquire essential skills in literacy, numeracy, socio-emotional growth, and problem-solving that shape their future academic trajectories ^[1]. Teachers' assessment methods play a pivotal role in this process, as they provide insights into children's progress, inform instructional practices, and guide interventions to support diverse learning needs ^[2]. It is an integral component of the teaching and learning process in early childhood education. It provides teachers with valuable information about children's learning progress, strengths, weaknesses, and developmental needs. In preschool education, assessment serves as a tool for monitoring children's cognitive, social, emotional, physical, and language development. Effective assessment practices enable teachers to make informed instructional decisions that support learners' academic growth and overall development. Globally, preschool assessment methods vary widely, ranging from observation and portfolios to standardized testing and performance-based tasks. Observation is often used to capture children's natural behaviours and developmental milestones ^[3]. Portfolios document children's work over time, offering evidence of growth and creativity ^[4]. Standardized testing provides measurable data for literacy and numeracy benchmarks, though it is

often criticized for being developmentally inappropriate ^[5]. Performance-based assessments, meanwhile, evaluate children's ability to apply knowledge in real-life contexts, linking learning outcomes to practical skills ^[6].

Global, educational systems increasingly recognize the importance of assessment as a means of improving learning outcomes among young children ^[7]. Preschool education represents the foundational stage of formal learning where children acquire basic literacy, numeracy, communication, and social skills that prepare them for primary education. During this stage, teachers play a crucial role in identifying children's learning abilities and challenges through various assessment methods. The effectiveness of these assessment methods significantly influences children's readiness for future academic success. Research indicates that appropriate assessment practices contribute positively to learners' achievement and educational development ^[8].

Various assessment methods are utilized in preschool settings worldwide. These include observation, anecdotal records, portfolios, checklists, interviews, performance-based assessments, play-based assessments, and teacher-made tests. Each method provides unique insights into children's learning and development. While some assessment approaches focus on academic achievement, others emphasize holistic child development. The selection and implementation of suitable assessment methods are therefore critical for achieving desired educational outcomes ^[9].

The growing emphasis on quality early childhood education has heightened concerns regarding how assessment practices affect children's academic performance. Educational experts argue that assessment should not merely measure learning outcomes but should also support learning by identifying areas where intervention is required. Continuous and formative assessment approaches have been found to enhance learning by providing timely feedback to both teachers and learners ^[10].

In developing countries, including Sierra Leone, early childhood education has gained increased attention due to its role in promoting lifelong learning and human capital development. In Sierra Leone, preschool education has gained increasing attention as part of national efforts to strengthen foundational learning. The government has implemented policies aimed at improving access to and quality of pre-primary education. These efforts are aligned with international commitments such as the Sustainable Development Goal Four (SDG 4), which advocates for inclusive and equitable quality education for all children ^[11].

Despite these policy initiatives, concerns remain regarding the quality of assessment practices employed in many preschool institutions across Sierra Leone. Many preschool teachers possess varying levels of professional training, which may influence their ability to utilize appropriate assessment methods. Consequently, differences in assessment practices may contribute to disparities in learners' performance and school readiness.

Assessment methods used by preschool teachers influence how children engage with learning activities. Observation-based assessments, for example, allow teachers to monitor children's behavior and participation in natural learning environments, while portfolio assessments provide evidence of learners' progress over time. When effectively implemented, these methods enable teachers to tailor instructional strategies to meet individual learning needs, thereby enhancing performance ^[12].

Research conducted in several African countries has revealed that inadequate assessment practices often hinder the achievement of quality learning outcomes among preschool learners. Challenges such as overcrowded classrooms, insufficient teaching resources, lack of assessment tools, and limited teacher training negatively affect assessment effectiveness. These challenges are also evident in many preschool institutions in Sierra Leone, where educational resources remain constrained ^[13].

Furthermore, the transition from preschool to primary school depends significantly on the quality of assessment practices employed during early childhood education. Appropriate assessments help identify children who require

additional support before progressing to higher educational levels. Consequently, assessment methods can directly influence children's academic preparedness, confidence, and subsequent educational success.

The concept of school performance among preschoolers extends beyond examination scores to include competencies in literacy, numeracy, problem-solving, communication, creativity, and social interaction. Effective assessment methods provide a comprehensive understanding of these competencies and help teachers monitor developmental milestones. Such information is essential for designing interventions that support learners' academic growth.

In Sierra Leone, limited empirical studies have specifically examined the relationship between preschool teachers' assessment methods and preschoolers' school performance. Most existing studies focus on primary and secondary education, leaving a gap in knowledge regarding assessment practices in early childhood settings. This gap necessitates further investigation to generate evidence that can inform educational policy and practice.

Therefore, this study seeks to examine the impact of preschool teachers' assessment methods on learning outcomes of preschoolers in Sierra Leone. The findings are expected to contribute to improving assessment practices, enhancing teacher effectiveness, and promoting better learning outcomes among preschool children.

1.1 Statement of the Problem

Although the Government of Sierra Leone has expanded access to pre-primary education, relatively little attention has been devoted to understanding how teachers assess children's learning and development. In many preschool settings, assessment practices may not adequately capture learners' developmental progress, potentially affecting educational outcomes.

Despite global recognition of the importance of assessment in preschool education, there is limited empirical evidence on how teachers in Sierra Leone implement these practices and how they influence learning outcomes. International studies highlight both the potential and limitations of different assessment methods (Carr, 2011; Shepard, 2019), but contextual challenges such as resource constraints, training gaps, inadequate instructional materials and assessment tools, large class sizes and cultural relevance may affect their applicability in Sierra Leone.

Evidence from educational research suggests that effective assessment positively influences learning outcomes by informing instructional planning and intervention strategies. However, there is insufficient empirical evidence regarding the extent to which preschool teachers' assessment methods affect preschoolers' performance in Sierra Leone.

The lack of localized research on this issue creates challenges for policymakers, school administrators, and teacher training institutions seeking to improve early childhood education. Without adequate evidence, interventions designed to strengthen assessment practices may not effectively address existing challenges. It is against this background that the study seeks to investigate the impact of preschool teachers' assessment methods on learning outcomes of preschoolers in Sierra Leone, with the aim of providing evidence-based recommendations for improving early childhood education.

1.2 Research questions

The following questions formed the basis for this research:

1. What assessment methods are commonly used by preschool teachers in Sierra Leone?
2. How do preschool teachers' assessment methods influence preschoolers' performance?

1.3 Purpose of the study

The Purpose of the study is to explore:

- The impact of preschool teachers' assessment methods on preschoolers learning outcomes.

1.4 Significance of the study

- This study will benefit preschool teachers as it will heighten their awareness on the effective assessment methods that supports children's learning and development. The findings may help teachers improve instructional planning and classroom practices.
- The study will benefit preschool learners by promoting assessment approaches that identify their strengths and learning needs.
- Parents will benefit from the study through increased awareness of how assessment contributes to their children's educational development. The findings may encourage stronger parental involvement in supporting learning at home.
- The Ministry of Basic and Senior Secondary Education (MBSSE) will benefit from evidence that can guide policy formulation and implementation regarding preschool assessment practices.

Teacher training institutions may utilize the findings to strengthen curriculum content related to assessment in early childhood education programs.

- Researchers and scholars will benefit from the study by obtaining empirical literature that can serve as a reference for future studies in early childhood education.

1.5 Scope of the study

- The study will focus specifically on preschool teachers' assessment methods and their impact on preschoolers' academic performance.
- The study was conducted in selected preschool institutions in Western Area urban and Western Area Rural districts in Sierra Leone.
- The study involved preschool teachers, learners, Parents, head teachers and Ministry of Basic and Senior Secondary Education (MBSSE) officers.

II Materials and Methods

The study adopted a descriptive survey research design which utilized both quantitative and qualitative approaches in which the responses of the participants (teachers, head teachers, parents, and MBSSE officers) were collated and analyzed statistically to establish the influence of the assessment methods on learning outcomes based on the variables measured.

2.1 Population of the study

The population of the study is 3,005 which consisted of 2,201 preschool teachers, 489 preschool head teachers, 300 parents and 15 MBSSE officers.

2.2 Sample and Population

223 participants including teachers, headteachers, parents and MBSSE officers were selected for the study. The head teachers and MBSSE officers were selected through purposive sampling while teachers and parents were

selected through simple random sampling. 40 schools were also selected, 20 from Western urban and 20 from Western rural through stratified sampling.

The validity of the research instruments was ensured through experts review by educational research experts, and early childhood education experts.

The reliability of the research instruments was established through a pilot study conducted in two schools outside the main sample. This preliminary testing allowed the researcher to identify ambiguities, refine questions, and ensure that the tools were both understandable and contextually appropriate for preschool teachers, parents, and administrators. Following the pilot, the internal consistency of the questionnaire items was measured using Cronbach's Alpha, which produced a coefficient of 0.74. According to ^[14], a Cronbach's Alpha value above 0.70 is generally considered acceptable for social science research, indicating that the items reliably measure the intended constructs.

The results were analyzed using frequencies and percentages.

Table 1: Distribution of sample respondents

Category	Population	Sample
Head teachers	40	40 (17.7%)
Teachers	2,201	120 (53.3%)
Parents	300	60 (26.6%)
MBSSE officers	15	5 (2.2%)
Total	3,005	225 (99.8%)

Source: Field Survey, 2026.

Table 1 shows the population and sample of the research, it shows that 3,005 respondents were identified for the research. From this number 120 teachers, 60 parents and 5 MBSSE officers were selected. It further shows that no sampling was done for head teachers.

However, two teachers from Western rural did not return the questionnaires which reduced their sample from 120 to 118. Therefore, the total sample for this research is 223 which was drawn from 40 preschools, twenty from Western Area urban and 20 from Western Area rural through a stratified sampling technique.

III. Results

The results were presented using descriptive statistics based on the objectives of the research.

Table 2: Teachers Responses on the Frequently used Assessment Methods

Assessment Method	No.	Percentage
Observation Checklist	101	85.6
Anecdotal Records	84	71.1
Portfolios	76	64.4
Play-Based Assessment	98	83.0

Rating Scales	64	54.2
Teacher-Made Tests	51	43.2

Source: Field Survey, 2026.

In **Table 2** the teachers were requested to indicate the assessment methods commonly used in their classrooms. The table shows that observation 101 (85.6%) and play-based assessment 98 (83.0%) are the most widely practiced methods, indicating strong reliance on interactive and child-centered approaches. Anecdotal records 84 (71.1%) and portfolios 76 (64.4%) are also commonly applied, though at slightly lower levels, rating scales were used by 46 (54.2%) reflecting just over half of the respondents. In contrast, teacher-made tests 51 (43.2%) are the least used, suggesting that more formal testing is less favoured in preschool settings compared to observational and play-based strategies.

Table 3 Parents awareness of assessment methods

NO	Question	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
1.	I am aware of the assessment methods used by my child's preschool teacher	0 (0%)	0 (0%)	0 (0%)	0 (0%)	60 (100%)
2.	My child's teacher regularly informs me about the assessment methods being used	25 (41.6%)	4 (6.6%)	3 (5.0%)	22 (36.6%)	6 (10%)

Source: Field Survey, 2025.

The data in table 3 show that all 60 (100%) parents strongly agreed that they are aware of the assessment methods used by their children's preschool teachers. This unanimous response indicates a complete consensus among parents.

Also, the data reveal that majority of the parents (28 respondents, 46.6%) either agreed or strongly agreed that teachers regularly inform them about assessment methods. However, the presence of 3 neutral responses (5.0%) and 29 negative responses (48.2%) suggests that communication is not uniformly experienced. Some parents may receive irregular updates or may not fully understand the information provided. This inconsistency can create gaps in parental involvement, which research shows is vital for reinforcing learning at home and supporting children's learning progress (Hoover-Dempsey et al., 2005)

Table 4 Head Teachers Response on Assessments Practices of Preschools

Question	Response	No.	Percentage
Common assessment methods in preschool	Observation checklists, Rating Scales, Portfolios, Play-based assessment, Teacher-made tests	40	100
Frequency of assessment	Frequently	40	100
Teachers utilization of assessment results to improve teaching and learning	By modifying teaching strategies	40	100

Most effective assessment methods	Play-Based assessment, Observation Checklists, Portfolios	40	100
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Source: Field Survey, 2025.

From the interviews conducted with head teachers, the table shows the following results: Observation checklists, rating scales, portfolios, play-based assessment, and teacher-made tests were all reported by 40 (100%) of respondents as the common assessment methods. All head teachers indicated that assessment is conducted frequently 40 (100%). Every respondent stated that assessment results are used to improve teaching and learning by modifying teaching strategies 40 (100%). Play-based assessment, observation checklists, and portfolios were identified as the most effective by 40 (100%) head teachers.

The data shows unanimous agreement among head teachers (100%) across all variables, indicating that assessment is universally practiced, frequently applied, and consistently used to guide instructional improvement, with play-based and observational methods viewed as the most effective.

Table 5 MBSSE Officers on the Assessment Methods Used in Preschools

Question	Response	No. Responding	Percentage Response
What types of assessment methods that are currently practiced in preschool classrooms under your supervision?	Observation checklists, Rating Scales, Portfolios, Play-Based assessment, Teacher-Made tests	05	100
How are these methods introduced or standardized across schools?	Policy and curriculum frameworks, Teacher training and Quality assurance,	05	100
In your own opinion which assessment methods are most suitable for preschool learners in Sierra Leone and why?	Observation checklists, play-based assessment, portfolios. Because they holistically develop the child	05	100

Source: Field Survey, 2025.

In **Table 5**, the MBSSE officers reported that the types of assessment used in preschools are Observation checklists, rating scales, portfolios, play-based assessment, and teacher-made tests 05 (100%). On the Introduction of assessment methods in schools all 05 (100%) of them said they are introduced into the schools through policy and curriculum frameworks, teacher training, and quality assurance. The most suitable assessment methods for preschool in Sierra Leone for them are observation checklists, rating scales, and portfolios because they develop the child holistically 05 (100%).

The table shows that all five officers interviewed were in complete agreement (100%) across the three areas: the types of assessment methods, the mechanisms for introducing them, and their suitability for holistic child development.

Table 6 Teachers Responses on the Impact of Assessment Methods on Learning Outcomes

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Assessment methods help identify pupils' strength and weaknesses	72 (61.0%)	46 (38.9%)	0 (0%)	0 (0%)	0 (0%)
Assessment improves pupils' literacy skills	52 (44.0%)	66 (55.9%)	0 (0%)	0 (0%)	0 (0%)
Assessment improves pupils' numeracy skills	52 (44.0%)	66 (55.9%)	0 (0%)	0 (0%)	0 (0%)
Assessment helps teachers' plan instruction effectively	31 (26.2%)	87 (73.7%)	0 (0%)	0 (0%)	0 (0%)
Continuous assessment enhances academic performance	49 (41.52%)	69 (58.47%)	0 (0%)	0 (0%)	0 (0%)
Assessment promotes school readiness among preschoolers	46 (38.9%)	49 (41.5%)	23 (19.4%)	0 (0%)	0 (0%)
Play-Based assessment supports children's learning	93 (78.8%)	25 (21.1%)	0 (0%)	0 (0%)	0 (0%)
Observation provides useful information about learners	45 (38.1%)	73 (61.8%)	0 (0%)	0 (0%)	0 (0%)

Source: Field Survey, 2025.

The results show that assessment methods are widely perceived as beneficial to children's learning. A majority of teachers strongly agreed 72 (61.0%) and agreed 46 (38.9%) that assessment helps identify pupils' strengths and weaknesses. Similarly, assessment was seen to improve literacy skills with 52 (44.0%) strongly agreeing and 66 (55.9%) agreeing, and numeracy skills with 52 (44.0%) strongly agreeing and 66 (55.9%) agreeing.

Assessment was also considered effective in guiding instruction, with 31 (26.2%) strongly agreeing and 87 (73.7%) agreeing that it helps teachers plan effectively. Continuous assessment was reported to enhance academic performance, with 49 (41.5%) strongly agreeing and 69 (58.5%) agreeing.

On school readiness, 46 (38.9%) strongly agreed and 49 (41.5%) agreed, though 23 (19.4%) were undecided, showing some mixed views. Play-based assessment was strongly endorsed, with 93 (78.7%) strongly agreeing, while 25 (21.1%) disagreed. Observation was also valued, with 45 (38.1%) strongly agreeing and 73 (61.8%) agreeing that it provides useful information about learners.

TABLE 7 Parents Perceptions on the Influence of Assessment Methods on Learning Outcomes

NO	Question	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
1	Assessment methods used by teachers help improve my child's learning	5 (8.3%)	4 (6.6%)	1 (1.6%)	38 (63.3%)	12 (20.0%)
2	Observation by teachers help identify my child's strengths and weaknesses	0 (0%)	0 (0%)	0 (0%)	38 (63.3%)	22 (36.6%)
3	Play-Based assessment enhances my child's creativity and problem-solving skills	0 (0%)	0 (0%)	8 (13.3%)	21 (35%)	31 (51.6%)

4	Portfolio assessment (sample of children's work) provide clear picture of my child's progress	0 (0.0%)	0 (0.0%)	6 (10%)	50 (83.3%)	4 (6.6%)
5	Teacher-made tests are useful in measuring my child's performance	16 (26.6%)	13 (21.6%)	1 (1.6%)	14 (23.3%)	16 (26.6%)

Source: Field Survey, 2025.

The data reveal that a large majority of parents (50 respondents, 83.3%) either agreed or strongly agreed that assessment methods used by teachers help improve their child's learning. However, the presence of 9 respondents (14.9%) who disagreed or strongly disagreed indicates that a notable minority of parents are skeptical about the effectiveness of assessment methods in improving learning.

On the question of whether observation helps teachers identify children's strengths and weaknesses, the data reveal a complete consensus among parents that teacher observation is effective in identifying children's strengths and weaknesses. With 60 respondents (100%) either strongly agreeing or agreeing, this finding underscores the central role of observation as a trusted and valued assessment method in preschool education.

Also, for play-based a large majority of parents (52 respondents, 86.6%) either strongly agreed or agreed that play-based assessment enhances their child's creativity and problem-solving skills. This strong consensus underscores the value parents place on play as a meaningful and developmentally appropriate assessment tool in preschool education. The 8 neutral responses (13.3%) suggest that some parents may be uncertain about how play translates into measurable learning outcomes. Importantly, no parent disagreed, which indicates universal acceptance of play as a positive contributor to children's growth.

Similarly, the data reveal an overwhelming majority of parents 54 (89.9%) either strongly agreed or agreed that portfolios provide a clear picture of their child's progress. This strong consensus highlights the effectiveness of portfolios as an assessment method in preschool education. The 6 neutral responses (10 %) suggest that a small group of parents may not fully understand or appreciate the role of portfolios in assessment. This could be due to limited exposure to how portfolios are compiled or explained. No parent disagreed or strongly disagreed, which indicates that portfolios are universally accepted as a positive assessment tool.

For teacher-made tests the data reveal a mixed perception among parents regarding the usefulness of teacher-made tests in measuring their children's performance. On one hand, 30 respondents (49.9%) either strongly agreed or agreed, indicating that nearly half of the parents view teacher-made tests as a valuable tool for assessing learning outcomes. On the other hand, 29 respondents (48.2%) disagreed or strongly disagreed, showing that slightly more than half of the parents question the effectiveness of teacher-made tests. This skepticism may stem from concerns that such tests emphasize rote memorization rather than deeper understanding, creativity, or problem-solving skills. The 1 neutral response (1.6%) reflect a very small group of parents who remain undecided, possibly due to limited exposure to alternative assessment methods or uncertainty about how teacher-made tests are applied in preschool contexts.

Table 8 Head Teachers Response on Preschoolers Performance

Question	Response	No.	Percentage
Influence of assessment methods on performance	Significant influence	40	100

Improvement in literacy, numeracy, communication, social skills	Remarkable improvement	40	100
Indicators of learners' performance	Better assessment scores, good communication, active social interaction, class participation, appropriate routine behaviour	40	100

Source: Field Survey, 2025.

In **Table 8**, the head teachers unanimously 40 (100) reported that there is significant influence of assessment on learners' performance. On improvement in literacy, numeracy, communication, and social skills: All head teachers described the improvement as remarkable 40 (100%). Similarly, on indicators of learners' performance: Better assessment scores, good communication, active social interaction, class participation, and appropriate routine behavior were all identified by 40 (100%) of respondents.

Cumulatively, the data shows complete agreement among head teachers that assessment methods have a significant impact on preschoolers' performance, leading to remarkable improvements across key developmental domains, with clear indicators consistently observed.

Table 9 MBSSE Officer Responses on the Relationship Between Assessment Methods and Learning Outcomes

Question	Response	No. Responding	Percentage Responding
How do you think the assessment methods in preschools influence children's learning outcomes?	Determines how teachers identify children's needs, guide daily instruction, and foster developmental growth	05	100
Can you provide examples where assessment practices have positively or negatively affected preschool learners' performance?	Positive effects Identifies learning needs, Tracks growth, Guide teaching, Informs parents Negative Effects Causes stress on children, limits curriculum, lowers motivation, Inaccurate results from games, toys stifle preschoolers play	05	100
In your view, how do assessment methods prepare children for transition into primary education	By identifying developmental milestones, tracking academic and social progress, enabling targeted support	05	100

Source: Field Survey, 2025.

Table 9, indicates that all MBSSE officers 05(100%) reported that assessment determines how preschool teachers identify children's needs, guide daily instruction, and foster developmental growth. Also, assessment practices identify learning needs, track growth, guide teaching, and inform parents 05 (100%). However, they stated that assessment practices can cause stress on children, limit the curriculum, lower motivation, and produce inaccurate results when games and toys stifle preschoolers' play 05 (100%). In stating how assessment Prepares pupils for

transition into primary education; all MBSSE officers 05 (100%) affirmed that assessment identifies developmental milestones, tracks academic and social progress, and enables targeted support.

All five officers interviewed were in complete agreement (100%) that preschool assessment methods strongly influence children's learning outcomes by shaping instruction and developmental growth. While assessments have positive impacts (supporting individualized learning and parent-teacher communication), they also have negative impacts (stress, reduced motivation, and limitations on play). Assessment is viewed as essential for preparing preschoolers for primary education, ensuring readiness through milestone identification and targeted support.

3.1 Discussion

The study aims to explore the impact of preschool teachers' assessment methods on learning outcomes in selected schools in Western Area Urban and Western Area Rural district in Sierra Leone. The researcher seeks to establish the significance of assessment methods on learning outcomes in preschools in Sierra Leone using descriptive statistics namely frequencies and percentages. The findings show that preschool teachers used a variety of assessment methods as follows: Observation checklists, Play-based assessment, Portfolios, Rating scales and Teacher-made tests (see Table 1) with Observation, portfolios and play-based being the commonly used methods, this shows a high agreement among all categories of respondents in the study which aligns with ^[15], ^[16] who stated that observation is often used to capture children's natural behaviours and developmental milestones, portfolios document children's work over time, offering evidence of growth and creativity.

The findings also revealed that assessment methods used by preschool teachers in Sierra Leone contribute very much to improving preschoolers' literacy, and numeracy skills. This supports ^[17], ^[18] who stated that during the preschool years, children acquire essential skills in literacy, numeracy, socio-emotional growth, and problem-solving that shapes their future academic trajectories, and that global educational systems increasingly recognize the importance of assessment as a means of improving learning outcomes among young children. It indicates that respondents overwhelmingly recognize assessment as a powerful tool for strengthening children's foundational academic abilities. Also, head teachers emphasized that teachers' use assessment results to improve teaching and learning by modifying their strategies. This agrees with ^[19] that assessment methods play a pivotal role as they provide insights into children's progress, inform instructional practices, and guide interventions to support diverse learning needs. This indicates that assessment is not merely about recording outcomes but is actively shaping instructional practices, allowing teachers to adapt lessons to meet children's needs more effectively.

IV. Conclusion and Recommendation

The study concludes that preschools employ a wide range of assessment methods, including observation checklists, rating scales, portfolios, play-based assessment, and teacher-made tests. Among these, play-based assessment, observation, and portfolios emerged as the most valued approaches; as they holistically capture children's creativity, communication, literacy, numeracy, and social development. These methods were consistently recognized for guiding instruction, identifying strengths and weaknesses, and preparing children for the transition into primary education.

Keeping in mind the findings and results of this study the following recommendations are suggested.

To Teachers

- ❖ Continue to embrace play-based assessment, observation, and portfolios as holistic methods that capture children's creativity, communication, and social skills.
- ❖ Use assessment results to guide instruction and provide individualized feedback to learners.
- ❖ Engage in continuous professional development to enhance skills in child tracking and developmental monitoring.

To Head Teachers

- ❖ Create more conducive and supportive classroom environment and space for play-based activities.
- ❖ Ensure proper record-keeping systems are in place to track children's progress consistently.
- ❖ Provide adequate and standardized assessment materials to reduce reliance on improvised tools.

To Ministry of Basic and Senior Secondary Education (MBSSE)

- ❖ Strengthen policy frameworks to standardize assessment practices across preschools nationwide.
- ❖ Increase monitoring and quality assurance to ensure consistency between urban and rural schools.
- ❖ Invest in teacher training programs focused on child-centered assessment methods and continuous evaluation.
- ❖ Allocate resources equitably to address disparities in materials and infrastructure.

To Parents

- ❖ Actively participate in their children's learning by engaging with teachers on assessment results.
- ❖ Provide support at home that complements classroom activities, especially in literacy and numeracy.
- ❖ Encourage play and social interaction outside school to reinforce developmental skills observed in assessments.

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