

Exploring Teachers' Understanding and Practices in Assessing 5+ Pre-Primary Age Children of Government Primary Schools

By

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A thesis submitted to BRAC Institute of Educational Development in partial fulfillment of
the requirements for the degree of
Master of Science in Early Childhood Development

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BRAC University
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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

Title of Thesis Topic: Exploring Teachers' Understanding and Practices in Assessing 5+ Pre-Primary Age Children of Government Primary Schools

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1. Source of population: Pre-primary classroom teachers of government primary schools in Dhaka city.
2. Does the study involve (yes, or no)
 - a) Physical risk to the subjects (No)
 - b) Social risk (No)
 - c) Psychological risk to subjects (No)
 - d) discomfort to subjects (No)
 - e) Invasion of privacy (No)
3. Will subjects be clearly informed about (yes or no)
 - a) Nature and purpose of the study (Yes)
 - b) Procedures to be followed (Yes)
 - c) Physical risk (N/A)
 - d) Sensitive questions (Yes)
 - e) Benefits to be derived (Yes)
 - f) Right to refuse to participate or to withdraw from the study (Yes)
 - g) Confidential handling of data (Yes)
 - h) Compensation and/or treatment where there are risks or privacy is involved (Yes)
4. Will Signed verbal consent for be required (yes or no)
 - a) from study participants (N/A)
 - b) from parents or guardian (Yes)
 - c) Will precautions be taken to protect anonymity of subjects? (Yes)
5. Check documents being submitted herewith to Committee:
 - a) Proposal (Yes)
 - b) Consent Form (Yes)
 - c) Questionnaire or interview schedule (Yes)

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Abstract

This study aimed to explore pre-primary teachers' conceptual understanding of assessment, their assessment practices, and the challenges encountered during the implementation of the Pre-Primary Curriculum 2022 in government primary schools in Dhaka Division. A quantitative survey design was employed, and data were collected from 274 pre-primary teachers using a structured questionnaire through Google Form. Descriptive statistical analysis was conducted to interpret the findings. The results indicate that teachers demonstrate strong conceptual understanding of formative assessment principles and recognise the importance of recording and using assessment data to support children's learning and development. However, implementation practices are uneven. While prioritising students' joyful and active participation in learning, communicating students' progress to guardians and giving positive feedback are regularly practised, systematic documentation using short narratives, planning based on play observation and learning needs are less consistently applied. Major challenges identified include large class size, time constraints in maintaining portfolios, and limited parental cooperation. The study concludes that although teachers are conceptually prepared to implement formative assessment, contextual constraints hinder full realisation of curriculum intentions. Policy support, reduced teacher-child ratios, targeted professional development, and strengthened parental engagement are recommended to ensure effective assessment practices at the pre-primary classrooms.

Keywords: Pre-primary; Formative assessment; Teacher's understanding; Play-based observations; Recording assessment data; Children's learning portfolio

Dedication

I dedicate this thesis to my beloved parents, my supportive wife, and my two loving sons, Nusair and Umais. Their unconditional love, constant encouragement, and unwavering belief in my potential have been the driving force behind every milestone in my academic journey.

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List of Acronyms

DPE	Directorate of Primary Education
ECE	Early Childhood Education
EFA	Education For All
HSC	Higher Secondary School Certificate
MoE	Ministry of Primary Education
MoPME	Ministry of Primary and Mass Education
NCTB	National Curriculum and Textbook Board
PPE	Pre-primary Education
SDG	Sustainable Development Goals
TG	Teacher's Guide

Chapter I: Introduction & Background

Introduction

Early childhood is the most important span of time of human development; it lays the foundation for lifelong learning, physical development, and personal well-being. Pre-primary education (PPE), as a component of early childhood care and education, plays a pivotal role in shaping children's cognitive, social, emotional, and physical competencies that prepare them for formal schooling and future success (UNESCO, 2015; Britto et al., 2017). Quality PPE enables children to develop school readiness skills, fosters creativity and curiosity, and supports holistic growth across multiple developmental domains (UNICEF, 2019). Consequently, international frameworks such as the Education for All (EFA) Jomtien Declaration (1990), the Dakar Framework for Action (2000), the Millennium Development Goals (MDGs, 2000), and the Sustainable Development Goals (SDGs, 2015) have all emphasised expanding access to quality early learning opportunities for all young children.

At the beginning of pre-primary education initiatives in Bangladesh, the governments and development partners worked together to formulate a policy named 'Operational Framework for Pre-primary Education 2008'. Considering the policy framework, Bangladesh has made remarkable progress in expanding access to PPE over the past two decades. The country's commitment to early childhood education was institutionalised through the National Education Policy 2010, which mandated one year of pre-primary education for five-year-old children and expressed intent to expand this provision to four-year-olds. Later, the government introduced one-year pre-primary education for 5+ children across the country in 2011. Besides, the implementation at the field level, the PPE curriculum was finalised by the NCTB in 2014. These noteworthy initiatives helped

the government to make school readiness of millions of students, which ultimately helped to increase gross enrolment and alleviate gender parity in access to education (DPE, 2022).

After the successful implementation of 5+ pre-primary education across the country, the Ministry of Primary and Mass Education (MoPME) has introduced a two-year pre-primary education (4+ and 5+ aged children) in 2023. Besides government schools, a good number of private schools also provide pre-primary education. As of 2024, 65,537 government schools out of the total number of 104,508 educational institutions offering pre-primary education, which seems the government schools are the highest provider. According to the recent data published by DPE in 2024, a total of 3,496,423 children were enrolled in pre-primary classes across all types of schools in 2024, comprising 1,729,531 boys (49.5%) and 1,766,892 girls (50.5%), reflecting the achievement of the milestones of SDG (DPE, 2024). This data suggested the government is implementing the two-year (4+ and 5+ aged children) PPE programme across the country, gradually and successfully. So, it is important to explore the pre-primary teachers' understanding of curriculum, teaching and learning assessment. Different study findings suggest that the Bangladeshi teachers are not aware of students' formative and alternative assessments, and most of them rely on paper-and-pencil tests in early grades. Exploring teachers' knowledge, practices and challenges in assessing young learners will help us to visualise the field-level pictures of teachers' capabilities in assessing pre-primary children and also inform teacher professional development, which ultimately enhance the quality of pre-primary education across the country.

Statement of the Problem

In educational settings, besides learning activities, assessment is an important part of teaching. In early childhood education, this assessment plays a major role in tracking the young learners' learning progress. The assessment at the pre-primary level should be formative and flexible, as it provides necessary information about each child's developmental progress, ensures support for individual needs and informs teachers to change their teaching instructions (Dunphy, 2010; Clarke-Midura, 2023). The relevant literature also suggests that in early childhood, the assessment should not focus on giving grades only or comparing results with individuals. Rather, the assessment should observe young learners' behaviour, document their milestones, and plan for teaching to scaffold their holistic development (McLachlan, Fler, & Edwards, 2018). To do these assessment activities effectively, teachers should be aware of formative assessment principles and motivated to conduct the assessment activities appropriately. So, the successful implementation of assessment practices at the early grades solely depend on teachers' understanding of assessment and skills in using a variety of assessment techniques in school settings (Gotch & French, 2014; Hull & Vigh, 2025). On the contrary, teachers who have a lack of understanding of the concept of formative assessment and lack confidence in applying modern assessment strategies mostly rely on summative assessment and fully fail to capture the young learners' learning progress (Shepard, Penuel, & Pellegrino, 2018).

Sometimes, teachers interchangeably use the terms assessment, examination, and testing while they are doing assessments in school settings. One study reported that the teachers who teach at the early grades often confuse or misunderstand the formative assessment mechanism with the testing, documentation and inspection. Most of them are not aware that these formative approaches are an integral part of daily teaching (Hujala et al., 2016).

Some studies conducted in the Bangladeshi context revealed that teachers ask oral questions, give written exercises and fill out some record checklists in the early grades, but the teachers did these without any proper planning for formative assessment. Moreover, the teachers are not aware of the development indicators as stated in the national curriculum (World Bank, 2020; Islam, 2024). For this, the effective assessment is not fully implemented at the school level, which ultimately hinder to generate assessment driven data effectively. Moreover, it is also reported in academic studies that the teachers are sometimes overloaded with learners' checklists and record sheets, and they cannot manage time to fill out those forms during school hours, which is mandatory as part of the administrative process. Most of the teachers often struggle with balancing the documentation requirements with planning child-centred learning (Rahman, Islam & Boyd, 2025). Apart from this, the Bangladeshi teachers received only 15-day-long pre-primary training after recruitment, but this training mostly focuses on curriculum and teaching methodology, not highlighting the assessment and its practices. This limited training on early-grade formative assessment approaches makes the teachers lack confidence and creates inconsistencies between policy expectations and classroom practices (World Bank, 2020). These barriers, including limited training, lack of confidence and being overloaded with documentation, create a gap between teachers' understanding of formative assessment and their early childhood assessment practices in school settings (Pyle & DeLuca, 2016; Braund et al., 2021).

An assessment guideline detailing the learning progress indicators and the administration process enacted in the Teacher's Guide (TG), which is developed by the National Curriculum and Textbook Board. The pre-primary teachers are supposed to follow this assessment guideline while they assess the young learners. The NCTB suggested a 12-point learning progress checklist to track the young learners' physical development,

language development, communication development, cognitive development, moral development, socio-emotional development and aesthetic development. Moreover, these indicators includes learners regular school attendance, active participation in play activities, hygiene practices and safety awareness. In the Teacher's Guide, the teachers are directed to keenly observe the activities of the learners following the assessment indicator checklist; the teachers are not advised to do paper-pencil test at the pre-primary level. The teachers are instructed to observe each child monthly and record progress against each indicator using a simple categorical scale: *A (Good)* or *B (Needs Improvement)*. Based on accumulating monthly reports, a quarterly progress report is to be prepared by class teachers to inform the learning progress of each individual to the guardians. The teachers are advised to consult with the students' guardians each quarter and inform them of the students' learning progress. These are all suggestive directions for the pre-primary teachers to follow while assessing and recording the learning progress of the young learners. Despite the specific assessment guidelines, there is still concern about how far the teachers understand the 'learning progress indicators' as stated in the TG, and how they exercise the assessment practices in school settings. The introduction of systematic observation, interpretation of learners' behaviours, documentation of learners' progress, and instructional support requires a level of assessment understanding and pedagogical skills that may not be uniformly developed among teachers.

As the government took the initiative to expand and implement two-year (4+ and 5+) pre-primary education across the country, and there is a curriculum direction on how to assess the young learners, it is imperative to explore teachers' understanding and practices in assessing young learners. But, there is no study explicitly found in the Bangladeshi context that focuses on teachers' conceptualisation of formative assessment, how the teachers administer assessment tools, how they track students' learning records

and address the assessment-related challenges. Without these evidence-based understandings, it would be challenging to implement the national pre-primary across the country and ensure the quality of early learning in school settings. So, this study attempted to address the knowledge gap by exploring teachers' understanding and practices in assessing 5+ pre-primary children as outlined in the Pre-Primary Curriculum 2022. It is believed that the insights generated from this study will help to redesign teacher development activities and formulate a comprehensive assessment mechanism for the young learners.

Purpose of the study

The purpose of this study is to explore pre-primary teachers' understanding and practices related to the assessment of 5+ children in government primary schools in Bangladesh. As the government expands pre-primary education to include both 4 and 5-year-old children, the effective implementation of assessment becomes crucial for ensuring quality learning experiences. However, there was limited empirical evidence on how teachers understand and apply assessment principles within early childhood education in the Bangladeshi context.

This study, therefore, aimed to explore how pre-primary teachers working in government primary schools understand and implement assessment practices aligned with the Pre-primary Curriculum 2022. Specifically, the study aimed to explore teachers' understanding of the Learning Progress Assessment Indicators as outlined in the curriculum. These indicators are students' attendance, participation in physical activities, hygiene behaviours, safety awareness, socio-emotional expression, language and communication, early literacy and numeracy skills, and creative engagement in class activities. The study further aimed to know teachers' practices in applying the

curriculum's required procedures, including monthly observations and recordings, quarterly progress determinations, documentation of children's joyful participation, and the provision of remedial support. Additionally, the study intended to identify the challenges teachers face in carrying out these assessment responsibilities, such as maintaining continuous observation, using assessment data to support individual learning needs, and engaging parents when necessary. Ultimately, the study aimed to generate insights that can help to reform teacher training policies and strengthen assessment mechanisms for the pre-primary education in the Bangladesh government schools.

Significance of the study

Students' assessment in early childhood education plays a crucial role in understanding each child's needs, their learning progress, and also for teachers in designing an appropriate pedagogical plan for the learners (McLachlan, Fleer & Edwards, 2018; Pyle & DeLuca, 2016). At the pre-primary level, assessment not only focuses on just measuring students' learning progress, but it also focuses on children's holistic growth, including cognitive, social, emotional and communication domains (Shepard, Penuel, & Davidson, 2018). So, an appropriate assessment mechanism at the pre-primary level and its effective practices help to generate a detailed picture of students' developmental growth and also help teachers make informed instructional decisions, which eventually enhance children's learning experiences at school settings (Formosinho & Pascal, 2016).

In the last two decades, Bangladesh has formulated the Operational Framework for Pre-primary Education 2008, the National Pre-primary Curriculum 2022 and Expansion plan of Pre-primary Education policies regarding pre-primary education (DPE, 2024). But there is limited evidence on how these policies are implemented at the pre-primary level, especially the students' assessment, which is a grey area (Sikder & Banu, 2018;

UNESCO, 2022). Besides, the pre-primary teachers did not receive any specific training on how to assess the young children, so the teachers of government primary schools lack understanding of early childhood pedagogy and assessment, which leads to inconsistent practices that may not align with the developmental indicators of 4+ and 5+ children (Rashid & Akkari, 2020). Apart from this, the study findings also revealed that Bangladeshi teachers often face numerous challenges in teaching at the early grades, which include large class sizes, insufficient resources, and inadequate guidance on child-centred assessment methods (Shohel et al., 2025). The above issues highlighted the need for research evidence on teachers' understanding of assessment and their practices to inform professional development and assessment reforms (World Bank, 2020).

This study is significant because it provided quantitative evidence on pre-primary teachers' understanding of assessment within the national education system. By examining teachers' knowledge and practices, the study identified key areas where professional capacity building is required. The findings would help policymakers, education planners, and teacher educators understand how well teachers are prepared to implement formative and developmentally appropriate assessments in early learning classrooms. Moreover, the evidence drawn from this research will contribute to ongoing efforts toward achieving Sustainable Development Goal 4.2, which calls for ensuring access to quality early childhood care and pre-primary education for all children by 2030 (UN, 2015).

Research Questions

The study aimed to explore teachers' understanding and practices in assessing 5+ pre-primary children as outlined in the Pre-Primary Curriculum 2022. The following research questions guided the researcher in conducting this study within the time.

- 1) What understanding do pre-primary teachers have regarding the assessment of 5+ pre-primary children as outlined in the Pre-Primary Curriculum 2022?
- 2) What assessment practices do pre-primary teachers use to assess the learning progress of 5+ pre-primary children?
- 3) What challenges do pre-primary teachers face in conducting assessments of 5+ pre-primary children?

Operational Definition

In quantitative research, operational definitions specify how abstract concepts are measured or observed in practice (Babbie, 2020). The following operational definitions are adopted for this study:

Assessing Pre-primary Age Children: In this study, the assessment referred to the assessment of 5+ children who enrolled in the government primary schools and were assessed in alignment with early childhood curriculum competencies.

Understanding of Assessing Students: This referred to teachers' cognitive understanding of assessment principles, including concepts such as formative versus summative assessment, assessment purposes, validity and alignment with curriculum competencies.

Practices of Assessing Students: This referred to teachers' reported use of strategies to assess learners' progress, and recording and using of assessment data, including observations, portfolio assessments and feedback techniques.

Chapter II: Literature Review

The literature review examined existing theoretical and empirical studies related to assessment in early childhood education (ECE), particularly focusing on teachers' assessment knowledge, practices, and associated challenges. Reviewing the relevant literature helps the researcher to understand the broader context of the study, key issues related to the study, study design and frameworks and to identify the research gaps that the study intends to address (Machi & McEvoy, 2016).

Learners' assessment at the pre-primary level is mostly focused on the process of observing children's learning activities, documenting their achievements of milestones and planning pedagogical activities considering learners' learning needs, which ultimately support children's individual growth (McLachlan, Flear & Edwards, 2018). Unlike a traditional paper-pencil test, the assessment in the early grades emphasises developmentally appropriate, play-based, flexible and formative strategies that capture the overall children's learning experiences in school settings (Formosinho & Pascal, 2016). In the early grades, formative assessment means the ongoing process of collecting evidence about children's learning progress and adapting instructional methodologies to enhance children's learning (Pyle & DeLuca, 2016). It is evident that the formative assessment approaches are mostly followed in assessing the early grade students. It contrasts with summative assessment, which typically evaluates learning through paper-pencil test at the end of an academic cycle.

2.1 Conceptualising Assessment in Early Childhood Education (ECE)

Assessment in early childhood education (ECE) is a multifaceted process through which young children's learning progress is gathered systematically, documenting children's

developmental progress and interpreting the evidence to support teaching practice while leading towards improved educational outcomes (Buchanan, 2011). Assessment in early childhood settings is designed to learn how children are learning and not just what they know, as is the case with traditional assessments used for formal schooling (Formosinho & Pascal, 2016). It provides a developmental and holistic perspective in relation to how children learn through play, social interaction, as well as exploring their world or environment (Carr & Lee, 2019).

In Early Childhood Education, the practitioners often draw a line between formative and summative assessment. Formative assessment is an ongoing process by which teachers obtain information about the learning of children to make day-to-day teaching decisions (Black & Wiliam, 2018). This includes approaches like observation, documentation, interviews with children and analysing children's work samples. On the other hand, summative assessment is carried out more periodically and makes an infrequent judgment about a child's attainment or developmental progress. Although summative data is useful for making program decisions, it can lead to an over-reliance that compromises the insights and ongoing nature of early childhood learning (McAfee et al., 2016).

Like formative assessment, the authentic assessment is also an emerging concept in early childhood education. This authentic assessment occurs in a real-life context and reflects children's real-world learning experiences (Griffin, 2014). Different types of assessment tools and techniques are used in this assessment, which include children's portfolios, participation in learning activities, learning stories and play-based observations, which allow teachers to capture children's strengths, interests, and developmental activities (Carr & Lee, 2019). Besides, highlighting the individuality of learning, the authentic

assessment approaches are also closely linked to constructive theories that endorse learning as a process of meaning-making through interaction with the surrounding environment (Quinlan, Sellei & Fiorucci, 2024).

2.2 Teachers' Assessment Knowledge

Teachers play a key role in assessing students and reporting on their progress. Teachers' knowledge about assessment is an important component of teaching-learning; this assessment knowledge helps the classroom teachers to gather, interpret, and use evidence of children's learning to inform instruction and support children's learning effectively. Renowned educator Stiggins (1991) first used the term *assessment literacy* to describe teachers' ability to understand and apply assessment principles and practices that enhance students' learning (Gotch, 2022). Later, the concept evolved and included a broader extent of knowledge, skills, and attitudes of teachers that are required to plan, design, administer assessment activities effectively and interpret the assessment data appropriately to inform teaching instructions (Xu & Brown, 2016). In early childhood education (ECE), the term assessment literacy of teachers ranges beyond measuring cognitive outcomes; it involves understanding the developmental appropriateness of young learners, the purposes of assessment, and approaches to assessing young learners (Shepard, Penuel, & Pellegrino, 2018).

In teaching the early grade students, the teachers must understand that assessment practices should be developmentally appropriate, play-based, observational and embedded within daily class activities (Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005). It is evident that the assessment at the early grades focuses on observation, documentation, and child participation to capture authentic evidence of learning, which is not seen in traditional assessment (Seitz, 2023). Therefore, assessment literacy in ECE

not only concerns technical proficiency but also teachers' beliefs and attitudes toward the value of formative assessment for children's growth (Kanjee & Mthembu, 2015).

2.3 Teachers' Perceptions of Assessment and Its Role in Supporting Learning

Teachers' perceptions of assessment play a pivotal role in shaping how assessment is understood and implemented in early childhood education (ECE). Their beliefs influence not only what is assessed but also how assessment information is interpreted and used to support children's learning and development. In early learning contexts, assessment is most effective when teachers view it as a formative process that informs instruction, guides learning, and supports holistic child development (Earl, 2013; McLachlan, Fleer, & Edwards, 2018). Conversely, when assessment is perceived primarily as a tool for accountability or evaluation, it often leads to practices that emphasise testing or product-oriented outcomes rather than children's learning processes (Brown & Harris, 2016).

Teachers who have a positive belief about assessment as a learning process may contribute to the implementation of reflective, continuous, and child-centred assessment practices (Pyle & Danniels, 2016). The work of Broadhead, Howard and Wood (2010) highlights that some teachers view assessment as an essential part of play and everyday learning experiences, which can be evidenced through their observations, documentation and conversations with the children. They rely on formative assessment tools such as anecdotal records, learning stories, and portfolios that reflect children's growth across multiple domains (note the similar design), rather than typically using standardised tests. (Shepard et al., 2018) This practice supports curriculum planning and also develops children's self-confidence, motivation, and self-regulation.

2.4 Pre-primary Education in Bangladesh

Early childhood education (ECE) has been regarded as an important issue in Bangladesh for the past three decades since its institutional history began. The Government of Bangladesh has been instrumental in bringing the pre-primary issues forward with several policy initiatives, like the Pre-primary Operating Framework (2008), National Education Policy (2010), *National Children Policy (2011)*, and the *Early Childhood Care and Development (ECCD) Policy (2013)*. The National Education Policy 2010 also emphasised the need for gradual expansion of pre-primary provision, starting with five-year-olds and then rolling out for four-year olds to ensure school readiness in formal schooling (Ministry of Education, 2010).

Following the policy commitments, the Ministry of Primary and Mass Education (MoPME) started implementing a one-year pre-primary education programme (5+ aged children) in government primary schools in 2013. This initiative is linked to Sustainable Development Goal (SDG) Target 4.2, which emphasises the universal access to quality early childhood education by 2030. As of 2024, the government primary schools continued to serve as the main providers of pre-primary education in Bangladesh, representing approximately 62.7% of the 104,508 institutions. Enrollment data from the same year indicate that 3,496,423 children participated in pre-primary education across all school types, with near gender parity (DPE, 2024).

Consistent with the new *National Curriculum Framework 2021*, the government launched a two-year pre-primary pilot programme (for children aged 4+ and 5+) in 3,214 selected government primary schools in 2023, transitioning from a one-year to a two-year pre-primary model. This initiative was further expanded in 2025, when an additional 5,000 government schools were selected to implement the 4+ pre-primary programme.

By 2026, a total of 8,214 schools were operating the two-year pre-primary (4+ and 5+) pilot programme, marking a significant milestone in the expansion and institutionalisation of early childhood education in Bangladesh.

2.5 Pre-primary Teachers' Understanding and Practices of Assessment

In the Bangladeshi context, teachers' perceptions of assessment in pre-primary classrooms remain underexplored. However, insights from studies conducted at the preschool, primary, and secondary levels offer important indications of prevailing assessment cultures and instructional practices that are likely to influence pre-primary classrooms. The study findings suggested that the Bangladeshi teachers view assessment as a tool for measuring cognitive development and reporting the progress to the school authority or guardians, but they did not focus on individual students' learning needs (Salim, 2025).

At the pre-primary schools, it is still found that the assessment is teacher-directed and paper-pencil test oriented. Banu (2012) conducted a study and found that preschool classrooms in Bangladesh were driven by teacher-centred pedagogy, memorisation-focused learning and examination-oriented teaching, which aimed at preparing young children for formal primary school entry. These types of practices are not aligned with the assessment in early childhood education, rather the assessment should be observational, play-based and age-appropriate. If the teachers are not aware of the modern approaches to assessment, they might not prepare themselves properly and limit their opportunities to engage in formative assessment activities effectively.

The same types of problems were also observed at the primary level in Bangladesh, particularly in conducting formative or classroom assessment activities. Rahaman conducted a study in 2021 and reported that the government primary schools

acknowledged the value of formative assessment, but the implementation of assessment practices is not satisfactory at the field level. The school teachers reported different types of barriers, including large class sizes, high teacher–student ratios, time constraints, heavy workloads, pressure from guardians to take summative assessments, and limited assessment-focused training. If these barriers are persistent in school level, there is a gap remaining between teachers’ conceptual understanding of assessment and their classroom practices.

The above study findings suggest that the assessment practices at the school levels in Bangladesh influence by a broader culture of examination, guardian’s pressure, administrative accountability, a high teacher-student ratio, lack of specific training on assessment and limited professional support at the school level. On the other hand, the pre-primary curriculum 2022 highlighted observation-based assessment focused on children’s joyful participation and holistic development. So, it is evident that there is misalignment between policy expectations and classroom realities. This highlights the need to explore how pre-primary teachers conceptualise assessment and how these beliefs shape their classroom practices.

2.6 Learning Progress Indicators and Guidelines in the Pre-primary Curriculum

The National Curriculum and Textbook Board (NCTB) developed the national pre-primary curriculum 2022. Based on the pre-primary curriculum, a detailed Teacher’s Guide (TG) was subsequently developed. The TG outlined a framework for assessing the learning progress of 4+ and 5+ children, which is mostly structured. The assessment guidelines emphasise children’s holistic development and are grounded in keen observation rather than formal testing. To report children’s learning progress monthly, a

set of 12 learning progress indicators was identified, and the guidelines on how the teachers will administer them are clearly stated in the TG.

2.6.1 Learning Progress Measurement Indicators

The learning progress indicators reflect multidimensional issues, covering everything from school readiness to the child's early development. These twelve indicators focus on children's cognitive development, physical development, communication development and socio-emotional development.

The twelve indicators are as follows: Indicator 1: Attends school regularly; Indicator 2: Participates confidently in exercises, games, and daily activities using different parts of the body; Indicator 3: Practices proper hygiene in daily life; Indicator 4: Understands the sources of danger and practices staying safe and avoiding risks; Indicator 5: Shows respectful behaviour toward family and social customs and national traditions; Indicator 6: Understands and expresses ideas in different way; Indicator 7: Develops and applies concepts of comparison, position, size, shape, and measurement; Indicator 8: Observes various natural phenomena in daily life and responds or acts accordingly; Indicator 9: Can name commonly used technological tools or devices and uses the with safety; Indicator 10: Uses classroom and surroundings materials and objects with care; Indicator 11: Expresses emotions appropriately with family members and friends based on the situation; Indicator 12: Creates different toys using easily available materials (NCTB, 2024).

Overall, these indicators are stated in the Teacher's Guide of NCTB, which reflects the learning progress of children as an integrated approach rather than just measuring academic achievements.

2.6.2 Guidelines for Measuring Learning Progress

There are specific guidelines given for teachers on how to administer and record the learning progress of each individual. The NCTB suggests that this assessment should be a continuous and formative approach through systematic observations and recordings. Teachers are instructed to observe each child monthly and record performance against each indicator using two qualitative categories: 'A = Good' and 'B = Needs Improvement.' This simplified rating structure makes teacher documentation feasible for regular use.

There are clear instructions for the pre-primary teachers for parental consultation when necessary. To measure the health-hygienic practices and safety measures, the class teachers are obliged to talk to parents. Moreover, in every quarter, the class teachers should communicate the children's progress with their guardians. This parental engagement strengthens the home-school partnership, which is an important factor in implementing early childhood education.

In the guidelines, a great emphasis is given on acknowledging children's joyful participation in learning activities. In assessing a child's learning progress, the pre-primary teacher should consider the child's joyful and active participation in the activities. This guideline is aligned with the play-based and child-centred pedagogy, which reinforces that active engagement and enthusiasm are the core indicators of meaningful learning at the pre-primary level.

It is seen that the learning progress indicators and guidelines for administering assessment activities reflect a formative, observation-based and age-appropriate framework; these indicators also highlight the holistic development of each child.

2.7 Research Gaps

Reviewing the above literature, it is found that all the studies highlighted that the assessment in the pre-primary levels plays a critical role in improving children's learning, holistic development and school readiness. The studies conducted in the developed and developing country contexts (Black & Wiliam, 2018; McLachlan, Fler, & Edwards, 2018; Shepard, Penuel, & Pellegrino, 2018) also emphasise developmentally and age-appropriate assessment for the young learners, which enables the pre-primary teachers to understand children's individual learning needs and adapt their pedagogical interventions accordingly.

Besides, the study findings also underlined teachers' knowledge, skills and beliefs about assessment, which is essential to ensuring that assessment practices are purposeful, developmental, and aligned with child-centred pedagogy (DeLuca, LaPointe-McEwan, & Luhanga, 2016; Xu & Brown, 2016). The study evidence also reported that the pre-primary teachers who possess a good understanding of assessment literacy tend to implement formative assessment practices that integrate observation, documentation, and reflection of learning (Carr, 2001; Pyle & DeLuca, 2016).

The study findings suggest that the assessment practices at the school levels in Bangladesh influence by a broader culture of examination, gurdian's pressure, administrative accountability, a high teacher-student ratio, lack of specific training on assessment and limited professional support at the school level (Salim, 2025). Though the government implemented the two-year pre-primary programme (4+ and 5+ aged children) in government schools across the country, there is limited empirical evidence on how these pre-primary education activities are working. Few studies have been conducted on students' assessment in the Bangladeshi context; most of them are qualitative and cover

the secondary classroom practices (Talukdar, 2024). There are no studies found that explored pre-primary teachers' understanding of formative assessment, what assessment tools they use, or how their professional background influences their assessment practices. On the other hand, the pre-primary curriculum 2022 highlighted observation-based assessment focused on children's joyful participation and holistic development. So, it is evident that there is misalignment between policy expectations and classroom realities. This highlights the need to explore how pre-primary teachers conceptualise assessment and how these beliefs shape their classroom practices.

This gap underscores the need for a quantitative investigation into pre-primary teachers' understanding of assessment and their practices. This study is important for generating evidence about teachers' knowledge, perceptions, and classroom assessment practices. Addressing this gap is the purpose of the study, which aimed to explore teachers' understanding, practices, and challenges in assessing pre-primary-aged children within the national education settings.

Chapter III: Methodology

The Methodology chapter describes the research design, sampling techniques, and data collection tools used to investigate teachers' understanding, practices and challenges in assessing 5+ age pre-primary children. Additionally, this chapter elaborates on the data collection process and the strategies for triangulating and analysing the data.

Research Approach and Design

This study employed a cross-sectional quantitative survey design to explore pre-primary teachers' understanding and practices in assessing the young learners in government primary schools. A cross-sectional survey is appropriate when the aim is to measure variables at a single point in time and to analyse relationships among them within a defined population (Gay, 1996). In this case, the design enabled the collection of data on teachers' assessment knowledge, reported practices, teaching challenges, as well as how these variables are associated with overall teachers' capacity in assessing young learners.

Research Site

This study covered the government primary schools located in Cantonment, Demra, Gulshan, Lalbagh, Mohammadpur, Mirpur, Ramna, Sutrapur, Tejgaon, Dhanmondi, Kotwali and Motijheel Thanas in the City Corporation and in Dhamrai, Dohar, Keranigonj, Nawabganj and Savar Upazilas under the Dhaka district.

Research Participants

In the Dhaka district, a total of 7665 school teachers are deployed to conduct classes from Pre-primary to Grade 5 level in 950 government primary schools (DPE, 2024), but one teacher in each school is assigned to conduct the teaching-learning activities at the pre-primary level. So, considering the key respondents, 950 teachers who teach at the pre-primary 4+ and 5+ level were the participants for this study.

Sampling Procedure/Participants Selection Procedure

Taking the total population of 950 teachers into consideration, the following formula (Cochran, 1977) was used to estimate the sample for the study.

$$n = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \frac{z^2 \times p(1-p)}{e^2 N}}$$

Based on this calculation, the minimum required teacher's sample size is 274 at 95% confidence level, and 5% margin of error. So, the final sample size for the study was **274**.

The respondent, 274 pre-primary teachers, were selected using non-probability convenience sampling. Convenience sampling, a type of non-probability sampling, involves selecting participants who are easily accessible to the researcher (Etikan, Musa & Alkassim, 2016). Due to time constraints, it was not possible to collect data in-person from the 274 respondents, and also not possible to collect 274 teachers' personal email addresses. It was planned to collect data using a Google Form. The Google Form link was shared among the teachers' WhatsApp groups. As the entire population was accessible, the response rate was uncontrollable due to the online nature of the distribution. For this, the non-probability convenience sampling was considered appropriate for this proposed study (Link, 2018).

Data Collection Tool

The study utilised a structured survey questionnaire using a Google Form to collect data online from the sample respondents. The survey was administered in Bangla to ensure clarity, accessibility, and cultural appropriateness for the participants. The tool was a self-administered survey questionnaire. The survey tool consisted of four major sections: Section A, Demographics and Teaching Background; Section B, Understanding of Students' Assessment; Section C, Practices of Students' Assessment; and Section D, Challenges in Students' Assessment. The items reflect different issues related to learners'

assessment in early childhood, including formative assessment strategies, documentation of children's learning progress, feedback practices, and the use of assessment data.

Data Collection Method and Procedure

The researcher collected data using online modality rather than in-person data collection due to time limitations. The survey question was designed using a Google Form. The Google Form link was shared with the local education officers so that they can distribute the Google Form to the Cluster-wise WhatsApp groups of teachers. Teachers were asked to voluntarily participate, and the study's purpose and confidentiality issues were explained clearly. A consent form was attached at the beginning of the Google Form.

Data Management and Analysis

After the data collection phase, data cleaning procedures, including checking for missing values and inconsistencies, were done before analysis. As the study followed a quantitative design, the descriptive analysis was conducted throughout the study. Frequencies and percentages were calculated to summarise demographic information (e.g., gender, qualifications, teaching experience). Besides, the distribution of the knowledge and practices was presented in terms of percentages to show the overall level of teachers' assessment literacy.

Validity & Reliability

To ensure the validity, reliability, and appropriateness of the research instruments, the draft tools were first validated by two ECE and Pre-primary curriculum experts and then piloted with the non-sampled respondents. The pilot data were analysed to evaluate each item's validity and reliability, and necessary revisions were made based on the feedback from the supervisor, BRAC IED.

Ethical Issues

The study followed the ethical guidelines for educational research for human participants, within the BRAC IED ethical guidelines, as well as internationally suggested guidelines. All participating teachers were fully informed about the purpose, scope, and voluntary nature of the study. Informed consent was obtained before participation, and respondents were free to retain the right to withdraw at any stage without penalty. Confidentiality was maintained by assigning codes to responses instead of using personal identifiers.

Limitations of the Study

The study acknowledges the following limitations throughout the study. First, the teachers who are comfortable in using smartphones and have prior experience in filling out Google Forms are more likely to respond to this survey compared with those who are not experienced with smart devices. Second, the teachers who are more enthusiastic about assessment-related issues may be more likely to respond, which could limit the generalizability of the findings.

Third, the survey questionnaire was distributed through teachers' WhatsApp groups, which means that the teachers who have access to smartphones and internet connectivity are more likely to respond. Fourth, the survey tool was a self-administered questionnaire, which depended on participants' self-reported information rather than actual classroom observations. This is why the study is unable to capture teacher-student behaviour in real settings.

Finally, the study was limited to the Dhaka district, which might not reflect the broader aspects of teachers' understanding of assessment. Therefore, the results could not be generalised to teachers in rural, remote, or socio-economically disadvantaged regions.

Chapter IV: Findings & Discussion

This chapter presents an analysis of the data collected to explore teachers' understanding, practices and challenges in conducting assessments in government pre-primary classrooms in Dhaka City. Drawing on quantitative summaries, the analysis and discussion focus on teachers' basic knowledge about pre-primary assessment, understanding and practices of assessment guidelines, documentation and utilisation of assessment data and teachers' challenges in conducting pre-primary assessments. The chapter is organised into themes that emerged from the data, aligned with the study's research questions.

Findings

4.1 Teacher's Demographics

The demographics of the respondents, especially their gender, academic qualifications and teaching experiences, are described below.

Table 4.1 5 Demographic information of the respondents

Number of respondents		Percentage of academic qualifications			Percentage of years of teaching experiences			
Male	Female	HSC	Graduation	Masters	1-3 years	3-6 years	6-10 years	10 years above
63	211	8.4%	22.6%	69%	12.8%	5.5%	20.1%	61.6%

Table 4.1.1 shows the demographic information of the respondents. For this study, data were collected from a total of 274 teachers. Out of them, 63 are male, and 211 are female teachers. It is seen that most of the females are recruited as pre-primary teachers. Besides, it was found that 69% of teachers hold a Master's degree, and 22.6% of teachers have a Graduation degree, and only a small number of the teachers (8.4%) possess an HSC

(Higher Secondary School Certificate) as their highest qualification. Moreover, it was observed that 61.6% of the respondents have more than 10 years of teaching experience. Besides, 20.1% of the teachers have between 6 and 10 years of experience. A smaller portion of the teachers (12.8%) have 1 to 3 years of experience, while the smallest group (5.5%) has been teaching for 3 to 6 years.

4.2 Teachers' basic knowledge about pre-primary assessment

The following Table 4.2.1 presents teachers' responses to three foundational knowledge items related to pre-primary assessment. These items capture core conceptual understanding: the overall purpose of assessment, appropriate strategies for assessing learning progress, and the inclusion of social and emotional development within assessment practices.

Table 6.2.1: Distribution of knowledge about pre-primary assessment

Variables	Percentage of Teachers Responded Correctly
Purpose of the assessment in pre-primary	44.2
The appropriate strategy for assessing students' learning	45.6
The inclusion of social and emotional behaviours in assessment	97.1

It was found in Table 4.2.1 that only 44.2% of teachers correctly identified the overall purpose of assessment in pre-primary education. This indicates that more than half of the respondents do not have a fully accurate understanding of why assessment is conducted at this level. Second, 45.6% of teachers correctly identified the appropriate strategy for assessing students' learning progress. Similar to the first item, this result shows that less than half of the teachers possess accurate knowledge of developmentally appropriate assessment strategies. In contrast, the understanding of the inclusion of social and

emotional behaviours in assessment is exceptionally strong. The highest 97.1% of teachers correctly recognised that behaviours such as sharing and expressing feelings should be included in pre-primary assessment.

4.3 Teachers' understanding of the assessment guidelines

Teachers' understanding of specific assessment guidelines outlined in the Pre-Primary Curriculum 2022 and the teachers' practices in implementing the guidelines are discussed below.

Table 4.3.1: Distribution of teachers' understanding related to assessment guidelines

Variables	Percentage of Teachers Responded Correctly
Students' attendance as part of the assessment	97.4
Students' concepts of numbers.	98.2
Students' joyful participation is considered in the assessment	100
Students' outdoor play is included in the assessment properly	2.6

Table 4.3.1 presents teachers' understanding of specific assessment guidelines outlined in the Pre-Primary Curriculum 2022 and related NCTB directions. 97.4% of the teachers correctly identified that recording students' attendance is considered part of the assessment process. Similarly, 98.2% of them correctly understood that assessing students' concept of number through counting object activities is an appropriate approach. Moreover, all of the teachers acknowledged that students' joyful participation is part of the assessment. However, a dramatic contrast emerges in relation to outdoor play observation. Only 2.6% of teachers correctly understood that observing children during outdoor play does not generate assessment data related to cognitive development progress.

4.4 Teacher's understanding of assessment data documentation

The knowledge of teachers regarding the documentation of assessment data in pre-primary settings is discussed below.

Table 4.4.1: Distribution of teachers' knowledge about the documentation

Variables	Percentage of Teachers Responded Correctly
Selection of the assessment checklist for different ages	71.2
Ratings for each quarter in recording a student's progress	86.9
Tools for documenting students' learning progress	86.1
Teacher observation and students' work samples are part of the documentation	99.3

Table 4.4.1 presents teachers' knowledge regarding the documentation and recording of assessment data in pre-primary settings. In comparison with other variables, knowledge regarding the appropriate selection of assessment checklists for different age groups is comparatively lower, with 71.2% responding correctly. Similarly, 86.1% of teachers correctly identified various tools used for documenting students' learning progress. Understanding of quarterly progress recording is also relatively strong. A total of 86.9% correctly recognised that the most frequent monthly ratings should be considered when consolidating a child's progress for each quarter. Moreover, 99.3% of teachers correctly understood that both teacher observation and children's work samples should be considered as part of documenting assessment activities.

4.5 Teachers' understanding of feedback and parental engagement

Teachers' conceptual understanding of feedback provision and parental engagement is discussed below.

Table 4.7.1: Distribution of teachers' understanding of feedback and parental engagement

Variables	Percentage of Teachers Responded Correctly
Know the way of giving formative feedback	99.3
Know the engagement of parents to assess children's hygiene-related tasks	39.1

Table 4.5.1 presents teachers' conceptual understanding of two key aspects of pre-primary assessment: formative feedback and the assessment of hygiene-related tasks. 99.3% of teachers correctly identified the appropriate way of giving formative feedback to pre-primary children. In contrast, only 39.1% of teachers correctly understood how to assess children's hygiene-related tasks involving parents or caregivers. This indicates that more than 60% lack accurate knowledge in this area.

4.6 Teachers' understanding of utilising assessment data

Teachers' knowledge regarding the utilisation of assessment data in pre-primary settings is described below.

Table 4.8.1: Distribution of teachers' knowledge about utilising assessment data

Variables	Percentage of Teachers Responded Correctly
The uses of formative assessment data in planning teaching	93.1
Ways of using the children's assessment data for learning	98.5

Table 4.6.1 presents teachers' knowledge regarding the utilisation of assessment data in pre-primary settings. A substantial 93.1% of teachers correctly understood the uses of formative assessment data in planning teaching. Furthermore, 98.5% of teachers reported correct knowledge regarding how to use children's assessment data. The high

percentages across both items suggest that teachers conceptually internalise the principle that assessment and instruction are interconnected processes.

4.7 Teachers' practices in following the assessment guidelines

Table 4.7.1: Distribution of teachers in practising the assessment guidelines

Variables	Never (%)	Rarely (%)	Sometimes (%)	Often (%)	Always (%)
Observing and noting the child's development monthly.	0.7	2.6	26.6	32.5	37.6
Observing the counting activities to report children's concept of numbers.	-	-	6.2	21.5	72.3
Prioritizing children's joyful participation	-	-	2.6	8.8	88.7

Table 4.7.1 presents teachers' self-reported practices concerning the implementation of assessment guidelines related to child observation. First, regarding monthly observation and documentation of children's development, 37.6% of teachers reported 'Always', and 32.5% reported 'Often', meaning that approximately 70% conduct regular monthly observation as recommended in the guidelines. Second, observation of counting activities to assess children's understanding of numbers demonstrates very strong implementation. 72.3% reported 'Always', and 21.5% reported 'Often', with only 6.2% indicating 'Sometimes'. Third, prioritising children's joyful participation when assessing performance also shows extremely high implementation. 88.7% of teachers reported 'Always', and 8.8% reported 'Often', with only 2.6% indicating 'Sometimes'.

4.8 Teachers' practices in documenting and recording assessment data

The teachers' self-reported practices regarding the documentation of assessment data are discussed below.

Table 4.8.1: Distribution of teachers' practices related to documentation

Variables	Never (%)	Rarely (%)	Sometimes (%)	Often (%)	Always (%)
Maintaining a monthly record as per TG	1.5	3.3	17.5	18.6	59.1
Comparing monthly records to determine quarterly progress	0.4	3.3	14.6	23.7	58
Collecting and keeping children's work (drawings, craft, photos)	0.4	3.3	19.7	28.5	48.2
Using short narratives to document children's development	5.1	10.2	29.9	27	27.7

Table 4.8.1 presents teachers' self-reported practices concerning the documentation of assessment data. First, regarding maintaining a monthly record for each learning indicator as per the Teacher's Guide (TG), 59.1% indicated 'Always', and 18.6% indicated 'Often', meaning that nearly 78% regularly maintain monthly records. Second, comparing monthly records to determine quarterly progress, as recommended in the TG, is also widely practised. A total of 58% reported 'Always', and 23.7% reported 'Often', indicating that over 81% regularly synthesise monthly data into quarterly evaluations. Third, the practice of collecting and keeping samples of children's work to build portfolios shows moderately strong implementation. Besides, 48.2% reported 'Always', and 28.5% reported 'Often' in collecting and keeping children's work (drawings, craft and photos, etc.), which means that most of the teachers do this portfolio building regularly. But it is found that only 27.7% of teachers reported 'Always' and 27% reported 'Often' while a substantial 29.9% indicated 'Sometimes', and 15.3% reported 'Rarely' or 'Never' in relation to using short narratives to document developmental progress.

4.9 Teachers' practices related to students' feedback and parental engagement

Teachers' self-reported practices of giving positive feedback to young students and parental engagement are discussed below.

Table 4.9.1: Distribution of teachers' practices related to feedback and parental engagement

Variables	Never (%)	Rarely (%)	Sometimes (%)	Often (%)	Always (%)
Discussing children's progress with parents	-	0.4	3.3	11.7	84.7
Discussing with parents to support backward children	-	-	4.7	17.2	78.1
Giving positive feedback to children	-	0.4	1.5	13.5	84.7
Involving parents in children's assessment.	5.1	2.6	12	19	61.3

Table 4.9.1 presents teachers' self-reported practices related to feedback provision and parental engagement. A substantial 84.7% of teachers reported 'Always', and 11.7% reported 'Often', which means over 96% of teachers regularly communicate children's progress to parents at least in each term. Similarly, discussing with parents to support backward children shows high consistency. A combined 95.3% reported 'Always' (78.1%) or 'Often' (17.2%), with no teacher selecting 'Never' or 'Rarely'. This suggests that teachers not only report progress but also attempt to engage parents in targeted support strategies for children who require additional assistance. The practice of giving positive feedback that helps children try again or improve also shows very strong implementation: 84.7% reported 'Always', and 13.5% reported 'Often'. However, the pattern becomes slightly more varied regarding involving parents' reflections in children's assessment. While 61.3% reported 'Always' and 19% reported 'Often', 12% selected 'Sometimes'.

4.10 Teachers' practices in the use of assessment data

Teachers' practices regarding the utilisation of assessment data in pre-primary settings are described below.

Table 4.10.1: Distribution of teachers' practices related to utilising assessment data

Variables	Never (%)	Rarely (%)	Sometimes (%)	Often (%)	Always (%)
Using assessment information for small-group activities.	-	1.1	13.9	32.1	52.9
Modifying classroom activities based on children's needs.	0.4	0.4	21.5	33.9	43.8
Using observations (notes) during play to plan learning activities.	1.5	4.4	28.5	30.3	35.4

Table 4.10.1 presents teachers' self-reported practices regarding the application of assessment data in instructional decision-making. First, regarding using assessment information or data to formulate small groups in doing class activities, 52.9% reported 'Always', and 32.1% reported 'Often', which means 85% of teachers regularly use assessment data to inform grouping decisions. Second, modifying classroom activities based on children's needs shows that only 43.8% of teachers reported 'Always' and 33.9% reported 'Often', a notable 21.5% indicated 'Sometimes'. Third, the use of observations during play to plan subsequent learning activities shows comparatively lower consistency. Only 35.4% reported 'Always', and 30.3% reported 'Often', while 28.5% selected 'Sometimes'.

4.11 Challenges encountered by the teachers in conducting assessments

Table 4.11.1: Distribution of teachers' challenges in conducting pre-primary assessment

Challenges	Disagree (%)	Neutral (%)	Agree (%)
Large class size hinders record-keeping.	5.1	4.7	90.1
Limited parental support for children's learning.	5.1	2.6	92.3
Lack of time for maintaining students' portfolios.	32.5	20.4	47.1
Lack of clear guidance on using assessment tools	50.4	25.5	24.1
Limited training on using assessment data.	51.5	18.6	29.9

Table 4.11.1 presents teachers' perceptions of the challenges they encounter in implementing pre-primary assessment. The most critical challenge identified by teachers

is large class size, with 90.1% agreeing that it hinders observing and recording every child monthly. An equally challenging issue relates to limited parental cooperation, with 92.3% of teachers agreeing that insufficient parental support affects children's learning and developmental follow-up at home. Regarding time constraints, 47.1% of teachers agreed that lack of time prevents them from maintaining portfolios or detailed records, while 32.5% disagreed and 20.4% remained neutral. In contrast, challenges related to a lack of clear guidance on assessment tools/templates and limited training on using assessment data received comparatively lower levels of agreement. Only 24.1% agreed that there is a lack of clear guidance, while 50.4% disagreed and 25.5% were neutral. In terms of training on using assessment data, only 29.9% agreed that they have limited training, whereas 51.5% disagreed, and 18.6% were neutral in response to the challenge.

Discussion

The discussion interprets the findings retrieved from this study, triangulating them with relevant literature and NCTB assessment guidelines. This section is described following the research questions; first, it discusses the teachers' strong areas and misconceptions of teachers' conceptual understanding, then, how far the teachers were able to translate their understandings into classroom practices, and after that, what types of challenges the teachers face, which mediate the assessment implementation in government schools.

In early childhood education, the assessment should not focus on giving grades only or comparing results with individuals. Rather, the assessment should observe young learners' behaviour, document their milestones, and plan for teaching to scaffold their holistic development (McLachlan, Fleer, & Edwards, 2018). Reflecting this message, the assessment at the pre-primary level focused on formative and flexible approaches, as it provides necessary information about each child's developmental progress, ensures

support for individual needs and informs teachers to change their teaching instructions (NCTB, 2024). To do the assessment activities effectively at the pre-primary level, teachers should be aware of formative assessment principles and motivated to conduct the assessment activities appropriately (Gotch & French, 2014). Besides, the successful implementation of assessment practices depends on teachers' understanding of assessment and skills in using a variety of assessment techniques (Hull & Vigh, 2025). To explore the government pre-primary school teachers' understanding of assessment, fifteen dichotomous items were given to teachers and asked to select which they considered correct. The items were developed following the intention of the pre-primary curriculum 2022 and the twelve learning progress indicators given in the pre-primary teacher's guide (NCTB, 2024).

It is evident that the pre-primary teachers possess a strong conceptual understanding of formative assessment. For example, Table 4.2.1 depicts that 97.1% of teachers believe that the learning progress indicators for pre-primary should include social and emotional behaviours (e.g., sharing, expressing feelings), which also reflects the understanding of the assessment guidelines given in the pre-primary teacher's guide (NCTB, 2024). Besides, Table 4.3.1 shows that all teachers (100%) agreed that 'Joyful participation' should be considered when rating a child's performance on a pre-primary indicator, which is also one of the core principles of the pre-primary curriculum 2022. 98.2% of teachers thought correctly that counting object activities help to assess students' performance indicators related to 'Concepts of number', which reflected that the teachers have a good understanding of the Learning Progress Indicator 7: Develops and applies concepts of comparison, position, size, shape, and measurement (NCTB, 2024). It is also seen that 97.4% of teachers considered the students' assessment as a part of the assessment, which reflected the understanding of the national pre-primary curriculum

that stated teachers should use monthly observation to record whether a child ‘attends school more than 85%’ as an indicator of progress (NCTB, 2022). Regarding the teachers’ knowledge about the issues related to documentation, Table 4.4.1 shows that 99.3% of teachers agreed that the pre-primary teachers should use both teacher observation and children’s work samples to build a comprehensive record of progress. Again, 86.9% of teachers correctly identified that the teachers should primarily record a child’s progress each quarter using the most frequent monthly rating in that quarter. These understandings reflected that the teachers conceptualise the instruction and guidelines properly given in the pre-primary curriculum and the teachers’ guide. Regarding teachers’ understanding of feedback and parental engagement, Table 4.5.1 shows that 99.3% of teachers correctly understand the concept of formative feedback by responding to the item ‘Telling the child what they did well and suggesting an activity to try next time’ - is an example of formative feedback in pre-primary assessment. This also suggests the alignment with the pre-primary curriculum 2022, which emphasises supportive and continuous feedback to young students rather than assessing them through paper-and-pencil tests (NCTB, 2022). Regarding teachers’ knowledge about utilising assessment data, Table 4.6.1 provides that 98.5 of teachers correctly identified that the assessment data should be used to inform instruction and, when needed, to discuss supportive actions with parents. Similarly, 93.1% of teachers correctly reported that formative assessment means observing children’s learning during regular classroom activities to inform teaching. These findings reiterate that the pre-primary teachers have a good understanding of the pre-primary curriculum, which states that the pre-primary assessment should be an ongoing and planning-oriented process for redesigning teaching and supporting students’ learning; this is also consistent with the principles of formative

assessment articulated by Black and Wiliam (1998) and further highlighted the learning assessment in early childhood contexts by McAfee, Leong, and Bodrova (2016).

However, it is found that some pre-primary teachers have a limited understanding of assessment, with some misconceptions, though most of them showed a high rate of understanding in other areas of assessment. Table 4.2.1 shows that only 44.2% of teachers correctly identified the main purpose of assessment in pre-primary; the rest of the teachers thought that the purpose of assessment is to rank children by their abilities, which is also against the philosophy of the pre-primary curriculum and assessment guidelines. Besides, only 45.6 % of teachers identified the appropriate strategies for assessing pre-primary students; the rest of the percentage of teachers still believe that teachers should emphasise assessing the students' learning progress through paper-and-pencil or written tests, which is also against the norm of the pre-primary curriculum 2022 and assessment guidelines. Table 4.3.1, it describes that only 2.6 % of teachers have a good knowledge of outdoor play and students' physical development. According to the pre-primary curriculum 2022, the outdoor play activities are designed with a view to enhancing students' physical development rather than cognitive development (NCTB, 2022). But most of the teachers answered incorrectly in responding to the item 'Teachers can reliably use outdoor play observations to identify a child's cognitive development progress.' This suggests that, even now, some of the teachers have misconceptions about the understanding of students' developmental domains. Likewise, Table 4.5.1 shows that only 39.1% of teachers correctly know how to assess students' hygiene-related tasks (washing hands, brushing teeth, cleaning, etc.) in consultation with their guardians, but still, the majority of the teachers do not consult with the gurdians in measuring the learning progress indicator 3: practices proper hygiene in daily life, which is suggestive as per assessment guidelines (NCTB, 2024). It is evident that if the teachers are not aware

of the modern approaches to assessment, they might not prepare themselves properly and limit their opportunities to engage in formative assessment activities effectively, and also found inconsistency in implementing assessment practices in school level (Ghosh, 2025).

In responding to the second research question, teachers were asked to rate themselves on fourteen 5-scale-Likert items. The teachers' practice-related findings showed varied and inconsistent practices in observing assessment activities, documenting and recoding assessment data, providing feedback and parental engagement, and using assessment data for learning. The literature suggested that the successful implementation of assessment practices at the early grades solely depend on teachers' understanding of assessment and skills in using a variety of assessment techniques in school settings (Gotch & French, 2014; Hull & Vigh, 2025). In Table 4.7.1, 88.7% of teachers reported they 'always' prioritised children's joyful and active participation in class activities while assessing students' learning progress, and 72.3% of teachers observed 'always' the counting activities to report children's understanding of the concept of numbers. These practices reflected that the teachers were able to translate their understanding of assessment (shown in Table 4.3.1) into classroom practices effectively. Table 4.9.1. portrays that 84.7% of teachers rated themselves 'always' in discussing children's learning progress with their guardians, 78% of teachers discuss with parents to provide home support to the backward learners. 87% of teachers also rated themselves as 'always' in giving positive feedback to the pre-primary children. These practice-related findings also reflected the teachers' high level of understanding shown in Table 4.5.1. Regarding teachers' practices related to utilising assessment data, Table 4.10.1 shows that 52.9% of teachers indicated 'Always' and 32.1% indicating 'Often' in using assessment information to group students for small-group activities. This suggests that making small groups based on students' assessment data is well-practised in government schools. Making small groups

based on students' ability also aligns with formative assessment principles, where instructional differentiation is informed by students' learning levels (Black & Wiliam, 2009).

Besides, strong areas of teachers' practices, the data also informed that there are still some areas which could be labelled as the least teachers' practices of assessment activities. In Table 4.7.1, it is found that only 37.6% of teachers rated themselves 'always' in observing and noting the child's developmental behaviours monthly, which is also a basic instruction given in the TG (NCTB, 2024); this could happen due to teachers' workload and high teacher-student ratio. Likewise, only 27.7% of teachers always use short narratives to document children's developmental progress (Table 4.8.1). This reflects that the teachers are not motivated to write qualitative remarks for reporting individual students' learning progress, which is also suggested in the assessment guidelines for the pre-primary teachers to write short narratives (NCTB, 2024). Like that, only 43.8% of teachers 'Always' modify classroom activities based on students' observed needs, while most of the teachers did not do it. This partial implementation suggests that although teachers conceptually understand the importance of utilising assessment data (as shown in Table 4.6.1), classroom practices are not satisfactory in using assessment data in re-designing the teaching plan. Again, it is found that only 35.4% of teachers reported 'Always' in using observations (notes) during play to plan subsequent learning activities. The empirical evidence stressed that the play-based observation is important for early childhood assessment (Levy & Wasmuth, 2025). This finding also suggests that observational assessment during play, although present, is less systematically integrated into the teaching-learning plan. Moreover, the literature suggests that the teachers who have a lack of understanding of the concept of formative assessment and lack confidence in applying modern assessment strategies mostly rely on

summative assessment and fully fail to capture the young learners' learning progress (Shepard, Penuel, & Pellegrino, 2018).

The third research question was focused on teachers' challenges in conducting pre-primary assessments. The pre-primary teachers were asked to rate themselves on a 5-point Likert scale, which has 5 different items. Teachers have identified some structural and systematic barriers that create problems for pre-primary teachers in implementing assessment activities effectively. The most systematic barrier is the large class size, which also denotes that the teacher-student ratio is high. This large class size makes it difficult for teachers to observe and record every child monthly. Early childhood education research emphasises that the appropriate teacher-student ratio is important for authentic and observational assessment, as well as recording students' assessment data (McAfee, Leong, & Bodrova, 2016). Moreover, parental engagement in students' learning also emerges as a major contextual constraint. 92.3% of teachers agreed that the limited parental cooperation makes it hard for them to follow up on children's needs at home. The literature also supported that the effective early childhood assessment relies on strong school-home partnerships (Copple & Bredekamp, 2009). This high percentage of limitation reveal that the assessment processes remain largely school-bound and may not benefit from complementary reinforcement at home. Besides, 47.1% of teachers agreed that the lack of time prevents maintaining portfolios or detailed records, but formative assessment requires regular documentation of students' learning progress and use those assessment data for instructional adjustment (Black & Wiliam, 1998). Without sufficient time, assessment may become procedural rather than reflecting the effective practices. In contrast, the teachers identified a lack of clear guidance on using assessment (only 24.1% of teachers) and limited training on using assessment data (only 29.9% of teachers) as the least challenging areas.

Overall, the coherence is seen primarily in teachers' understanding and curriculum-visible practices (e.g., joyful participation, grouping students, assessing number concept, formative assessment and activity modification). In contrast, practices requiring monthly observation, documentation of learning progress following a template, and reflective interpretation and use of assessment data show a partial alignment. This pattern supports the notion of a moderated theory-practice relationship, where teachers' understanding of assessment is substantial, but their classroom practices vary (Argyris & Schön, 1992).

Conclusion

This study explored the assessment issues implemented in pre-primary classrooms following the Pre-Primary Curriculum 2022, with particular emphasis on teachers' conceptual understanding, teachers' practices and implementation challenges regarding assessing pre-primary students. The findings revealed that a good number of teachers showed a strong sense of understanding in some areas. These are: considering students' joyful and active participation as an assessment criterion, understanding which things need to be considered for documentation, knowing the way of formative feedback of practices, being aware of how to use assessment data to inform instructions, monthly observation for attendance indicators and inclusion of social and emotional behaviours in assessing learning progress of pre-primary children. But still now, some teachers have a moderate understanding, with some misconceptions. Some of them did not identify the overall purpose of assessment in pre-primary, did not identify the appropriate strategy for assessing learning progress, lack of understanding of the purpose of outdoor play and could not understand the importance of involving guardians in assessing young children's hygiene-related tasks.

In terms of teachers' assessment practices, the findings suggested some of the most frequent practice activities, which are: prioritising children's joyful and active participation, communicating children's progress to their parents, giving positive feedback to children and engaging parents in targeted support strategies. On the other hand, the least practised areas are- monthly observation for documentation of children's development, using short narratives to document developmental progress, modifying class activities based on children's learning needs and using observational notes during play. Moreover, teachers have identified some barriers which were structural and contextual rather than conceptual. Most of the teachers faced the constraint that the large class size hindered them from record keeping, followed by limited parental support in home support, lack of time for managing students' portfolios, lack of training on using assessment data and no clear guidance on how to use assessment tools.

In conclusion, the study upholds that most of the teachers are aware of the issues related to assessing pre-primary children, as mentioned in the pre-primary curriculum 2022. However, still now, not all teachers are able to translate their conceptual understanding into classroom practices. A coordinated action addressing class size, workload management, parental engagement, and advanced pedagogical training for implementing the pre-primary assessment guidelines at the school level. Overall, this study contributes as empirical evidence in the area of early childhood assessment reform and provides a grounded basis for policy reform and future research in pre-primary education contexts.

Recommendations

Based on the study findings, the following recommendations are proposed to enhance pre-primary teachers' understanding of assessment and ensure the effective implementation of assessment activities at the pre-primary school level.

- Large pre-primary class size deters effective observation and documentation; formative assessment, as envisioned in the curriculum, may not be fully implementable under current teacher-student ratios. Therefore, policy-level attention to teacher allocation, recruitment of additional pre-primary teachers, or classroom assistants is essential.
- Teachers reported a lack of guidance or limited training, these indicate professional capacity gaps. Thus, periodic curriculum-aligned refresher training should be institutionalised, particularly focusing on assessment indicators as stated in the TG (e.g., play observations, hygiene and self-care assessment).
- Limited parental cooperation as a major challenge suggests the need for national-level family engagement strategies. School authorities could consider integrating parental orientation programmes and school-community partnership initiatives.
- Schools should allocate at least one scheduled period per week exclusively for assessment documentation and portfolio updating. Headteachers can incorporate this into the routine timetable to reduce time pressure and improve the quality of record-keeping.
- As this study relied on teachers' self-reported practice, further study could be done incorporating in-person classroom observation to get in-depth findings on the policy-practice gap in assessing young learners at the pre-primary levels.

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Appendix A: Teacher's Questionnaire

প্রাক-প্রাথমিক শিক্ষকগণের জন্য প্রশ্নমালা

সম্মানিত শিক্ষক/শিক্ষিকা,

আপনাকে ‘Exploring Teachers’ Understanding and Practices in Assessing 5+ Pre-Primary Age Children of Government Primary Schools’ শীর্ষক একটি গবেষণায় তথ্য প্রদানের জন্য আমন্ত্রণ জানানো হচ্ছে। এই সমীক্ষায় আপনার অংশগ্রহণ সম্পূর্ণ স্বৈচ্ছাসেবী এবং আপনার প্রদত্ত সকল তথ্য গোপনীয় ও নামবিহীন (anonymous) রাখা হবে।

এই জরিপটি পূরণ করতে আনুমানিক ১৫ মিনিট সময় লাগবে। এখানে কোনো ব্যক্তিগত পরিচয়সংক্রান্ত তথ্য সংগ্রহ করা হবে না। আপনি চাইলে যেকোনো সময় জরিপে অংশগ্রহণ বন্ধ করতে পারবেন, এতে আপনার কোনো অসুবিধা হবে না।

নিচে “আমি সম্মত” নির্বাচন করার মাধ্যমে আপনি স্বৈচ্ছায় এই গবেষণায় অংশগ্রহণের জন্য অবহিত এবং সম্মতি প্রদান করছেন। এই গবেষণা থেকে প্রাপ্ত তথ্য কেবলমাত্র একাডেমিক গবেষণার উদ্দেশ্যেই ব্যবহার করা হবে।

- ☐ আমি সম্মত
- ☐ আমি সম্মত নই

অংশ ক: তথ্যদাতার তথ্য

১) শিক্ষকের নাম:

২) জেন্ডার:

- ☐ পুরুষ
- ☐ মহিলা

৩) বিদ্যালয়ের নাম:

৪) থানা/ উপজেলা:

- | | | | | |
|----------------|---------------|-------------|----------------|-----------------|
| 1. Ramna | 2. Cantonment | 3. Dhamrai | 4. Motijheel | 5. Lalbagh |
| 6. Sutrapur | 7. Mipur | 8. Demra | 9. Savar | 10. Mohammadpur |
| 11. Keranigonj | 12. Kotwali | 13. Dohar | 14. Nwababgonj | |
| 15. Dhanmondi | 16. Gulshan | 17. Tejgaon | | |

৫) বয়স:

- ☐ ২০-২৯ বছর
- ☐ ৩০-৩৯ বছর
- ☐ ৪০-৪৯ বছর
- ☐ ৫০ বছরের উপরে

৬) সর্বোচ্চ শিক্ষাগত যোগ্যতা:

- ☐ এইচএসসি
- ☐ স্নাতক
- ☐ স্নাতোকত্তর

৭) পেশাগত অভিজ্ঞতা:

- ১-৩ বছর
- ৩-৬ বছর
- ৬-১০ বছর
- ১০ বছরের উপরে

৮) আপনার প্রাক-প্রাথমিক শ্রেণিতে ভর্তিকৃত শিক্ষার্থীর সংখ্যা:-----

অংশ খ: প্রাক-প্রাথমিক শিক্ষার্থীদের মূল্যায়ন বিষয়ে বোধগম্যতা

নির্দেশনা: নিচের বিবৃতিগুলো মনোযোগ দিয়ে পড়ুন এবং আপনার উত্তরটি নির্বাচন করুন।

৯) প্রাক-প্রাথমিক শিক্ষায় মূল্যায়নের প্রধান উদ্দেশ্য হলো শিশুদের শিখন পারগতার ভিত্তিতে মেধাক্রম নির্ধারণ করা।

- হ্যাঁ ○ না

১০) গাঠনিক মূল্যায়ন (Formative Assessment) বলতে শ্রেণি কার্যক্রমের সময় নিয়মিত শিশুদের শেখার অগ্রগতি পর্যবেক্ষণ করে নিজের শিক্ষাদান পদ্ধতি ও কৌশল আরো ভালো করাকে বোঝায়।

- হ্যাঁ ○ না

১১) জাতীয় প্রাক-প্রাথমিক শিক্ষাক্রম অনুযায়ী, কোনো শিশু ‘৮৫%-এর বেশি সময় বিদ্যালয়ে উপস্থিত থাকে’- এই বিষয়টি অগ্রগতির সূচক হিসেবে মাসিক পর্যবেক্ষণের মাধ্যমে নথিভুক্ত করা উচিত।

- হ্যাঁ ○ না

১২) জাতীয় প্রাক-প্রাথমিক শিক্ষাক্রম অনুসারে, শিক্ষার্থীদের শেখার অগ্রগতি মূল্যায়নে কাগজ-কলম বা লিখিত পরীক্ষাকে গুরুত্ব দেওয়া উচিত।

- হ্যাঁ ○ না

১৩) প্রাক-প্রাথমিক শিক্ষার্থীদের শিখন মূল্যায়ন সূচকে সামাজিক ও আবেগীয় আচরণ (যেমন: ভাগাভাগি করা, অনুভূতি প্রকাশ করা) অন্তর্ভুক্ত থাকা উচিত।

- হ্যাঁ ○ না

১৪) কোনো পরিবর্তন ছাড়াই একই মূল্যায়ন চেকলিস্ট ৪ বছর বয়সী এবং ৫ বছর বয়সী শিশুদের জন্য ব্যবহার করা যায়।

- হ্যাঁ ○ না

১৫) প্রাক-প্রাথমিকে বস্তু গণনার কার্যক্রম শিক্ষার্থীদের ‘সংখ্যা সম্পর্কিত ধারণা’ বিষয়ক দক্ষতার সূচক মূল্যায়নে সহায়ক।

- হ্যাঁ ○ না

১৬) শিক্ষকদের প্রতি ত্রৈমাসিকে শিশুর অগ্রগতি মূলত সেই ত্রৈমাসিকে সবচেয়ে বেশি সংখ্যক মাসে প্রাপ্ত রেটিংয়ের ভিত্তিতে নথিভুক্ত করা বা বিবেচনায় নেয়া উচিত।

- হ্যাঁ ○ না

১৭) প্রাক-প্রাথমিক মূল্যায়নে শিশুর পারফরম্যান্স নির্ধারণের ক্ষেত্রে ‘পাঠে বা শ্রেণিতে শিশুদের আনন্দময় অংশগ্রহণ’ বিবেচনায় নেওয়া উচিত।

- হ্যাঁ ○ না

১৮) ‘শিশুটি কী ভালো করেছে তা জানানো এবং পরবর্তীতে কীভাবে আরো ভালো করা যায় সে বিষয়ে পরামর্শ দেওয়া’- এটি প্রাক-প্রাথমিক মূল্যায়নে গঠনমূলক প্রতিক্রিয়ার (Formative Feedback) একটি উদাহরণ।

○ হ্যাঁ ○ না

১৯) প্রাক-প্রাথমিক শিক্ষার্থীদের মূল্যায়নে ডকুমেন্টেশন টুল হিসেবে পোর্টফোলিও, পর্যবেক্ষণ নোট (anecdotal records) এবং ওয়ার্কবুকের কাজ অন্তর্ভুক্ত হতে পারে।

○ হ্যাঁ ○ না

২০) শিশুদের স্বাস্থ্যবিধি সম্পর্কিত কাজ (যেমন: হাত ধোয়া, দাঁত পরিষ্কার) মূল্যায়নের ক্ষেত্রে শিক্ষকেরা অভিভাবকের সঙ্গে কোনো যোগাযোগ না করেও মূল্যায়ন করতে পারেন।

○ হ্যাঁ ○ না

২১) শিক্ষকেরা শ্রেণিকক্ষের বাইরে খেলাধুলার সময় শিশুদের পর্যবেক্ষণের মাধ্যমে তাঁদের জ্ঞানীয় বিকাশের অগ্রগতি শনাক্ত করতে পারেন।

○ হ্যাঁ ○ না

২২) মূল্যায়ন থেকে প্রাপ্ত তথ্য শিক্ষাদান পরিকল্পনায় ব্যবহার করা উচিত এবং প্রয়োজনে অভিভাবকদের সঙ্গে পরবর্তী করণীয় নিয়ে আলোচনা করা উচিত।

○ হ্যাঁ ○ না

২৩) প্রাক-প্রাথমিক শিশুদের শিখন মূল্যায়নে শিক্ষকের পর্যবেক্ষণ এবং শিশুদের বিভিন্ন কাজের নমুনা- উভয়ই বিবেচনায় নেয়া উচিত।

○ হ্যাঁ ○ না

অংশ গ: শিক্ষকদের মূল্যায়ন কার্যক্রম অনুশীলন

নির্দেশনা: নিচের প্রতিটি কার্যক্রম আপনার প্রাক-প্রাথমিক শ্রেণিতে কী হারে পরিচালনা করেন তা বলুন। (১ = কখনোই না, ২ = খুব কম, ৩ = কখনো কখনো, ৪ = প্রায়ই, ৫ = সবসময়)

বিবৃতিসমূহ	১ = কখনোই না	২ = খুব কম	৩ = কখনো কখনো	৪ = প্রায়ই	৫ = সবসময়
২৪) আমি প্রতি মাসে শিশুদের বিকাশগত আচরণ পর্যবেক্ষণ করি এবং নোট লিখে রাখি।					
২৫) শিশুদের সংখ্যা জ্ঞান বোঝার জন্য আমি শ্রেণিকক্ষে তাঁদের গণনা কার্যক্রম পর্যবেক্ষণ করি।					
২৬) শিশুদের শিখন মূল্যায়নের সময় আমি শ্রেণিকক্ষে তাদের আনন্দময় অংশগ্রহণকে অগ্রাধিকার দিই।					
২৭) আমি NCTB নির্দেশিত প্রতিটি মূল্যায়ন সূচকের জন্য মাসিক রেকর্ড সংরক্ষণ করি।					
২৮) শিশুদের বিকাশগত অগ্রগতি রেকর্ড করার জন্য আমি সংক্ষিপ্ত বর্ণনামূলক নোট (short narratives) ব্যবহার করি।					
২৯) শিক্ষার্থীদের পোর্টফোলিও তৈরির জন্য আমি তাঁদের কাজের নমুনা (চিত্রাঙ্কন, হস্তশিল্প, ছবি ইত্যাদি) সংগ্রহ ও সংরক্ষণ করি।					

৩০) NCTB-এর নির্দেশনা অনুযায়ী, ত্রৈমাসিক অগ্রগতি নির্ধারণের জন্য আমি মাসিক রেকর্ড বিবেচনা ও তুলনা করি।					
৩১) আমি প্রতি প্রান্তিকে অন্তত একবার অভিভাবকদের সঙ্গে শিশুদের অগ্রগতি নিয়ে আলোচনা করি।					
৩২) যেসব শিশুদের ‘সহায়তা প্রয়োজন’, তাদের উন্নতির জন্য নির্দিষ্ট করণীয় বিষয়ে আমি তাদের অভিভাবকদের সঙ্গে আলোচনা করি।					
৩৩) আমি শিশুদের ইতিবাচক ফলাফল প্রদান করি, যা তাদের আবার চেষ্টা করতে বা উন্নতি করতে সহায়তা করে।					
৩৪) শিশুদের মূল্যায়নের ক্ষেত্রে আমি অভিভাবকদের সম্পৃক্ত করি এবং তাদের মতামত বিবেচনায় নিই।					
৩৫) শিখন পারগতা বা মূল্যায়ন তথ্য বিবেচনায় নিয়ে শ্রেণিকক্ষের বিভিন্ন কাজে আমি শিশুদের ছোট দলে ভাগ করি (যেমন: গণনা, গল্প বলা ইত্যাদি কার্যক্রমের জন্য)।					
৩৬) শিশুদের চাহিদার ভিত্তিতে আমি শ্রেণিকক্ষের কার্যক্রমে পরিবর্তন আনি।					
৩৭) শিশুদের খেলাধুলার সময় করা পর্যবেক্ষণ নোট ব্যবহার করে আমি পরবর্তী শ্রেণিকার্যক্রম পরিকল্পনা করি।					

অংশ ঘ: শিক্ষকদের মূল্যায়ন কার্যক্রম পরিচালনায় চ্যালেঞ্জসমূহ

নির্দেশনা: নিচের প্রতিটি বিবৃতি মনোযোগ দিয়ে পড়ুন এবং আপনার মতামত দিন। (১ = পুরোপুরি দ্বিমত, ২ = দ্বিমত, ৩ = নিরপেক্ষ, ৪ = একমত, ৫ = পুরোপুরি একমত)

বিবৃতিসমূহ	১ = পুরোপুরি দ্বিমত	২ = দ্বিমত	৩ = নিরপেক্ষ	৪ = একমত	৫ = পুরোপুরি একমত
৩৮) শ্রেণিকক্ষে শিক্ষার্থীদের সংখ্যা বেশি হলে প্রতি মাসে প্রতিটি শিশুকে পর্যবেক্ষণ করা এবং তাদের শিখন অগ্রগতির তথ্য লিপিবদ্ধ করা কঠিন হয়ে পড়ে।					
৩৯) সময়ের অভাবে শিক্ষার্থীদের পোর্টফোলিও বা বিস্তারিত রেকর্ড সংরক্ষণ করা আমার পক্ষে সম্ভব হয় না।					
৪০) NCTB নির্ধারিত সকল শিখন সূচক কার্যকরভাবে মূল্যায়নের জন্য নির্দেশনাসমূহ (যেমন: তথ্য সংগ্রহের ছক, পারদর্শীতার সূচক) আমার কাছে স্পষ্ট নয়।					
৪১) শিক্ষার্থী মূল্যায়ন বিষয়ক পর্যাপ্ত প্রশিক্ষণের অভাবে মূল্যায়ন থেকে প্রাপ্ত তথ্য টিচিং এ ব্যবহার করার ক্ষেত্রে আমার আত্মবিশ্বাস কম।					
৪২) অভিভাবকদের সহযোগিতার অভাবের কারণে শিশুদের ঘরে শিখনসহায়ক পরিবেশ নিশ্চিত করা কঠিন হয়।					