JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTEMENT OF PSYCHOLOGY

PROGRAM EARLY CHILDHOOD CARE AND EDUCATION

PRACTICES AND CHALLENGES OF CHILDRENS' LEARNING ASSESSMENT IN PRIVATE PRESCHOOL OF JIMMA TOWN

By

TOLASSA SEIFU--------------ID/NO RM3678/12

3 JULY, 2021

JIMMA, ETHIOPIA

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A THESIS RESEARCH SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF ARTS IN EARLY CHILDHOOD CARE AND EDUCATION

ADVISOR: FISSEHA MIKRE (PhD)

CO-ADVISOR: ASHENAFI GOBENA (MA)

3 JULY, 2021

JIMMA, ETHIOPIA

Declaration

I, the undersigned, declare that this Thesis research is my original work and has not been prepared by others, and that all sources of materials used for this thesis have been fully acknowledged.

Tolassa Seifu-----------------------------ID/NO RM3678/12

 Signature_____

Date_____

Confirmed by

 Main Advisor

Dr.Fisseha Mikre

Signature_____

Co-Advisor

Mr. Ashenafi Gobena

Signature_____

Date--

Jimma University

School of Graduate Studies

Thesis approval page

This is to certify that, the thesis prepared by Tolassa Seifu Kebede entitled practices and challenges of childrens' learning assessment of Jimma town. Submitted in partial fulfillment of the requirement for the degree of masters of Arts in early childhood care and education (ECCE) and instruction complies with the regulation of university and meets the accepted standard with respect to originality and quality. Approved by board of examines

Approved By Board of Examiners

1._____ _____ _____

Name of Advisor   Date   Signature

2._____ _____ _____

Name of Internal Examiners   Date   Signature

3._____ _____ _____

Name of External Examiners   Date   Signature

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        Chairman of Department

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Abstract

The purpose of this study was to assess the existing practices and challenges of children's learning assessment in Jimma town preschools. To achieve this objective, the research has been designed in descriptive survey approaches. The participants of the study were preschool teachers in Jimma town. The sample size and techniques used for this study were 150 teachers selected by simple random sampling, 25 preschools selected by simple random sampling, and 9 principals selected by purposive sampling techniques.The data was collected through questionnaires, semi-structured interviews and classroom observations. For data entry, epi data was used then exported to SPSS software for analysis data and analyzed using frequency, percentage, mean, and standard deviation. The result of this study has shown that the most common assessment methods used by preschool teachers to assess children's are tests, homework, classwork, and oral questions respectively. Concerning the extent of assessing the developmental aspect of children's study shows that the majority of preschool teachers always assess the developmental aspect of fine motor skills, cognitive aspect, social competence, and growth motor skills respectively. Again, the result of this study indicated that there was no early childhood care and education (ECCE) professional teacher in the centers to assess children properly. The findings of this study show that the majority of preschools have no early childhood curriculum, syllabus, and teacher guidelines.

Regarding the challenges of hindering preschool teachers to assess children's properly, the findings show that the most series challenges to assessing children's are; lack of early childhood care and education (ECCE) professionals or expertise, lack of early childhood education curriculum, workload on teachers, lack of instructional materials or teaching aids and large class size.

Keywords: Challenges; Assessment Practices; Childrens' Assessment; Preschools

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Early childhood researchers broadly discussed the impact of early childhood development on later development. The role of preschool assessment, which is inseparable from the teaching learning process, has become an area of many countries' interest. According to the early childhood care and education context, assessment is the process of collecting information through different instruments about children's personality or behaviors, effectiveness of the curriculum. Assessment does not lend itself to a single definition, but it has been defined variously in the literature(Turuku 2014).

Assessment is the process of collecting, synthesizing and interpreting information to assist classroom decision making. It contains information accumulated about kids, instruction and the classroom environment. Also, assessment of young children is a vital and crucial component of all high-quality Early Childhood Care and Education programs (Schweinhart, Debruin-parecki, and Robin 2004). Assessment of young children must be very different than that of older students. Young children are learning how to communicate and are able to show what they know by doing, rather than by taking a pencil-and-paper test. At this early stage, they have not yet mastered the skills of reading and writing (Tadesse 2019).

Young child assessment is a crucial role in early childhood care and education (ECCE) to enhance children's knowledge, skills, understanding, interests, to identify children who need special support and to enhance educators to develop curriculum that strengthen capability and deliver appropriate experiences to support the learning and child development(Nah and Kwak 2011).

Assessment of young children is crucial in meeting a variety of purposes. It provides information with which caregivers and teachers can better understand individual children's developmental progress and status and how well they are learning, and it can inform caregiving, instruction, and provision of needed services.

It helps early childhood program staff determine how well they are meeting their objectives for the children they serve, and it informs program design and implementation. It provides some of the information needed for program accountability and contributes to advancing knowledge of child development.(Snow and Van Hemel 2008).

According to (Marra 2004) Early Childhood assessment needs to describe veracious the learning that is taking place in early childhood preschool. It needs to respect each pupil's individual difference and developmentally appropriate apply a multifariousness of methods such as observation, checklists, work samples and anecdotal records. In addition, assessment of kids needs to include communication with parents of children, children's, and caregivers in order to enhance more properly each of children's development.

Assessment of young children should occur in a natural setting whenever possible. This allows children to behave naturally, without agitation. In a classroom setting, this may be accomplished through the use of anecdotal records taken regularly by the preschool teacher. The records should include the date and the actions observed, as well as any other necessary comments. In this way, children's growth is recorded on-target. Checklists can also be used to record child development. There are many lists of child development benchmarks that can be made into checklists for children. A list should be made for each pupil (Tadesse, 2019).

Assessment is an indispensable way of evaluating the student's achievement, finding their strengths and weaknesses and accelerating the learning(Al-Eraky et al. 2016). According to the dictionary of Merriam-Webster, assessment refers to the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made.

According to (Mantsose 2012) Assessment is an integral part of learning, teaching and education as a whole. It substitutes the learning process, often referred to as summative assessment, and generates meaningful feedback on the learning process, often referred to as formative assessment. Therefore, assessment guides the entire process of teaching and learning by providing mutual feedback to teachers and learners in order to improve in their respective tasks. In addition, assessment methods, techniques and tools used by teachers thus depend on the

curriculum model being implemented, but all types of assessment place demanding requirements and challenges on teachers.

Assessment needs to be seen as both an instrument as well as an agent for reform. Therefore, preschool assessment practices are important elements of classroom reform (Mantsose 2012).

Therefore, in light of lack of knowledge and skills, the significance of the issue, lack of empirical research on the importance of assessment in the Ethiopian early childhood context, the present study was an attempt to assess assessment practices and challenges in early childhood education in Jimma town. The study focused on teachers' view on the use of a range of approaches to assessment of children in early childhood education. Purpose of assessment, common assessment methods, measurement considerations, and challenges faced by preschool teachers were assessing. As I observed different preschools in Jimma town during practicum I, II and for other different activities, the majority of teachers limited knowledge about purpose of assessment, considering children's development, and using observation as assessment methods.

1.2. Statement of the Problem
"A problem well put is half solved." John Dewey (1859-1952)

The fundamental aim of this study was to assess the practices and challenges of children's learning assessment in a private preschool of Jimma town.

Assessment is a learning process and a vital growing component of high-quality early childhood care and education programs; it is very crucial to review if its practices are actually helping and facilitating the teaching and learning process (Balkish, Ali, and Jamaluddin 2010).

According to (Rachel Flottman 2011) Assessment practice can be classified into three categories: assessment as learning, assessment for learning; assessment of learning and. Assessment for learning involves professionals analyzing data about the child's strengths, abilities and interests and making inferences from it which assists them to make decisions about programs for children every day. Assessment for learning is identified in the literature as essential to improving outcomes for young children. Assessment of learning assists professionals to develop a picture of each child's strengths, abilities and interests at a point in time. Finally, assessment as learning

occurs when information about children's own learning and development progress is provided to them as feedback on their learning activity. Assessment as learning is identified in the literature as important in supporting children's self-efficacy and self-esteem.

It is clear that various research evidence has suggested the critical importance of the pre-school program for the future harmonious development of children.

According to (Forsido 2019) Assessment is a way of knowing the progress of students in their learning. It can be done by gathering valuable data about children's performance, giving meaning to the data, and using their implications to improve kids' learning or behavior. Also, assessment, as a strategy, enables teachers to have a clear and adequate picture of their learners' progress and to evaluate their own teaching practices. When assessment is conducted successfully, the status of teaching-learning can be evaluated and appropriate remedial actions can be taken at the precise time.

For younger children, thinking about purpose is equally central. Done well, ongoing assessment can provide invaluable information to parents and educators about how children grow and develop. Developmentally appropriate assessment systems can provide information to highlight what children know and are able to do. However, inappropriate testing of young children runs the risk of generating insufficient information for the tester and discomfort (or just wasted time) for the test; such risks are unacceptable and can be avoided only if it is very clear why people are engaging in the activity and what benefit will accrue from it. What domains to assess, what assessment procedures to adopt, and how to interpret and use the information derived from the assessments (Snow and Van Hemel 2008).

The most domains of children's development or developmental aspects addressed through assessment practice are language and communication, cognitive development, creativity development, physical development, affective or socio-emotional development, and general knowledge acquirement respectively (Balkish et al. 2010).

According to (Bogale 2018) the major challenges which hinder teachers to use appropriate assessment are lack of parent involvement, lack of awareness, shortage of teaching and learning

materials, teacher's commitment, and lack of children's readiness have highly influenced or hindered teachers respectively.

Also, according to (Gemachu , 2020) the major challenges of assessment practice are teacher's workload, lack of commitment among teachers, large instructional content and shortage of time had highly influenced or hindered their learning activities.

Again, (Anane and Mensah 2013) in a journal concerning issues and challenges of assessment in preschool in Ghana, and he found lack of standards, young children as test takers were the challenges of assessing young children appropriately.

Similarly, (Tadesse, 2019) in a journal concerning assessment practices and challenges in Jijiga, and he found poor documentation of learning activities of the children, using few assessment tools throughout the semester and summative assessment approaches, poor parent communication and feedback provision were common problems. Also, lack of knowledge and skills were the major challenges. Again, unfair assessment practices, such as unhealthy comparison among children, labeling children as failures by emphasizing on norm, using paper pencil, tests, and using the assessment result for promotion.

However, lack of research findings conducted and absence of scholarly suggestions in Jimma town about the assessment methods, assessing developmental aspect such as physical development, social competence, emotional development, purpose of assessment, continuous assessment, measurement consideration, and challenges of assessing young child the problem has not been clearly identified and necessary support has not been fully given to Preschool. Therefore, the final result of this study have an incalculable role for the achievement of quality education at large through creating new insights and understandings to implement assessment properly and helping professions. Therefore, the researcher becomes interested in conducting this research for three major reasons.

The first is a common method of assessment used in Jimma town. Second to assess the extent to which assess the developmental aspect of children's. Third is to look at the main challenges of preschool assessment in Jimma town. The challenges related to lack of professional staff, lack of

ECCE syllabus, Lack of teacher guidelines, Lack of ECCE curriculum, Lack of enough salary, & Lack of trained ECCE teachers.

In general, the researchers of this study read different literature thoroughly, but could not come across a study that looks at practices and challenges of children's learning assessment in private preschools neither in Jimma town nor in another zone. In addition, this study was different from the previous studies by population, sample size, and method they have employed.

Hence, the researcher believes that this study contributed to identifying the existing practices and challenges of preschool assessment in private to come up with new findings. Accordingly, the researcher attempts to answer the following basic research questions.

1.3. Research question

1 What are the common methods of assessment used by preschool teachers in Jimma town?
2 To what extent do the preschool teachers assess the developmental aspect of children in Jimma town?
3 What are the challenges that preschool teachers face in using assessment methods?

1.4. Objective of the Study

1.4.1 General Objective

The general objective of this study was to assess the current practices and challenges of children's learning assessment in private preschools of Jimma town.

1.4.2 Specific Objectives

➢ To identify the common methods of assessment used by preschool teachers in Jimma town.
➢ To assess to what extent the preschool teachers assess the developmental aspect of children in Jimma town.
➢ To identify the challenges that preschool teachers face in using assessment methods.

1.5. Significance of the Study

At the end of this study, the researcher hopes that the study was the following significant for preschool teachers, policy makers and other researchers.

- ➢ It enhanced the preschool teacher to gain available information about preschool assessment.
- ➢ It enables the policy maker to gain updated information on the actual practices and challenges of children's learning assessment in private.
- ➢ It was also useful for school principals and supervisors; this study provides them with important feedback about the existing practice of assessment and its challenges.

- ➢ Finally, it was used as an input or benchmark for other researchers those who want to conduct a kind of study on some issues

1.6. Delimitation of the Study

Geographically, this study was delimited in the Oromia region in Jimma town. This research, however, is delimited to assessing the practices and a challenges of children's learning assessment in Private Kindergarten of Jimma town.

It was comprehensive if the research was done in all regional and zonal Private Kindergartens of the Oromia region. However, to make the study manageable and investigate the problem deeper. The scope of this study is confined to the Private Kindergarten of Jimma town. Furthermore, it was delimited to the Practices and Challenges of Children's learning assessment.

1.7. Operational Definition

Preschool: It is a place that offers Early Childhood Education to children before they begin primary education. O r a place offering Early Childhood Education for children between 3-6 ages.

Assessment: It is a process of collecting information through different instruments about children's personality, effectiveness of the curriculum, etc.

Challenges: These are factors that hinder preschool teachers to assess children's personality, developmental aspects, and effectiveness of the curriculum.

CHAPTER TWO: LITERATURE REVIEW

2.1. Assessment

There is not clearly or specific definition for the assessment. Different researcher gives different definition for the assessment. For example, according to(Forsido 2019)assessment is the way of knowing the performance or progress of children in their teaching and learning process. It can be done by gathering valuable information or data about children's through observation, recording daily activities of children's, communication with children, and giving meaning to the data, and using their result or implication to improve children's learning. Again, according to (Balkish et al. 2010)an assessment is the process of observing children daily activities, gathering evidence about a children's knowledge, skills, behavior, development and documenting the work that children perform or do and how they do it and making inferences from that evidence for a variety of purposes.

Assessment is broader than testing and measurement. Because, it contains all kinds of ways to sample and observe children's performance or developmental aspect such as language development, cognitive development, social development, emotional development, physical development or psychomotor domain, cognitive domain and values and emotions(Gemachu, 2020).

2.2. Theoretical framework

Assessment is one of the crucial components of the instructional process that plays an important role to improve teaching and learning process(Gemachu, 2020). Sociocultural view of assessment means moving away from 'filling the gaps' and viewing children as competent members of the learning community who actively construct knowledge within daily interactions with others.

However, this could be a major shift in thinking and assessment practice for some teachers as developmental theory is seemingly entrenched within education(A. J. Niles 2016). The ZPD explains the mechanism of cognitive development. When students face new learning conditions i.e., in the case of transfer from their current level to a higher one they need tools or experts to cope with this new learning.
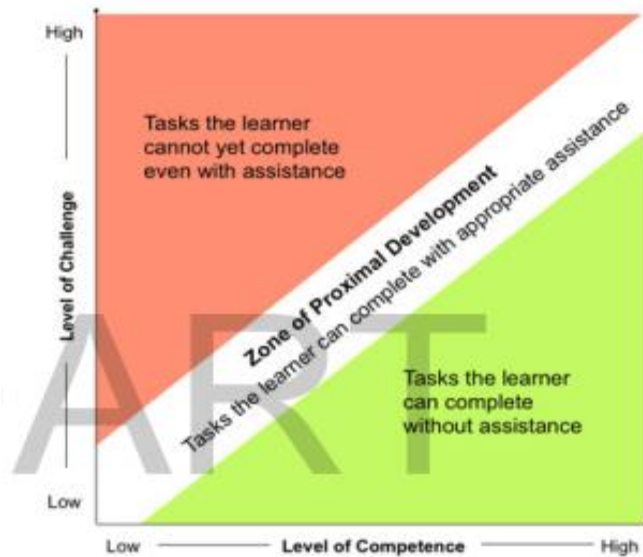
Figure 1: Lev Vygotsky Zone of proximal development

Therefore, according to Vygotsky zone of proximal development (ZPD) is: 'It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers(Hasan 2016).

2.3. Children learning and assessment

Kindergarten is an important aspect where the children prepared or shaped for primary school and an area helped to develop their developmental aspect and learning. Preschool education includes the process where the educational environments are set based on the interests of children, age of children, and culture in terms of materials, building, tools, and education program. Preschool children learn by experiencing or experimenting the world around them. For example, they examine, explore their surrounding environment, and try to figure out what everything means. Children cannot do things perfectly, but in their everyday activities, they learn new things.

According to (Tsegaye, 2014)Kindergarten children learn through different methods. They learn through play, talk with friends, learning by doing, social interaction, exploring their surroundings, and materials by running, jumping, building house with blocks or different things and naming things surround them.

Again, (Snow and Van Hemel 2008) assessment of young children is crucial in meeting a variety of purposes. It provides information with which caregivers and teachers can better understand individual children's developmental progress and status and how well they are learning, and it can inform caregiving, instruction, and provision of needed services. It helps early childhood program staff determine how well they are meeting their objectives for the children they serve, and it informs program design and implementation. It provides some of the information needed for program accountability and contributes to advancing knowledge of child development.

Children assessment and learning is not separable from each other's. Assessment of children's learning traditionally has been conducted with tests. Tests, however, don't exist in a vacuum. Good tests are designed and used to discover if instructional objectives have been met, if learning has occurred, and as a means of communication(Forsido 2019).

2.4. Assessment Practices:
Assessment practice in early childhood care and education can be classified into three categories: Such as; assessment of learning, assessment for learning and assessment as a learning(Rachel Flottman 2011).

2.4.1 Assessment of learning and development;
Assessment of learning and development is that the most typical type of assessment. This can be assessment of a child's learning at a specific purpose in time, which summarizes all of the training and development that has preceded it. This sort of assessment is large-scale assessment in a very specific field, like the national assessment program attainment and skill, within which a whole population of kids is assessed employing a common assessment tool. It may be a tiny low scale assessment inside a private infancy setting with the aim of elucidative a child's learning so as to report that learning to families.

2.4.2 Assessment for learning and development
Assessment for learning refers to the formative assessment that takes place so as for choices to be created to tell succeeding stage of learning. As assessment for learning informs program designing choices concerning individual youngsters, assessments have to be compelled to be taken on a current and individual basis.

Assessment for learning assists professionals to form choices concerning learning programs for kids a day and is known within the literature as essential for up outcomes for kids.

2.4.3. Assessment as learning and development

Assessment as learning and development happens once the kid is concerned within the assessment method. Through this method the kid has the chance to observe what they're learning and use feedback to form changes to their understandings. Assessment as learning is connected to higher levels of self-efficacy in youngsters as they see an award for his or her learning effort.

2.5. What ought to be assessed?

The Three Domains of Learning

According to (Forehand 2001)throughout a kid's development there are 3 domains of learning that existing so as to coach the entire child. Bodily function, cognitive, and therefore the emotive domains provide aspiring to learning. These area unit essential in permitting a baby to explore the training atmosphere and acquire the maximum amount data concerning the globe as attainable. The 3 Domains are:

> ➤ Psychomotor- The performance component; exploring one's atmosphere and gaining skills throughout the method. Motor skills area unit divided in to growth and fine motor skills. Whereas gross motor skills involve massive muscles or large muscles, and fine motor skills work the smaller muscles of the fingers, hands and wrists. Growth motor skills embody jumping, running, standing, walking, swimming, going up. In growth motor skills youngsters use giant muscles. Fine motor skills embody cutting, writing, threating beads, holding scissors or pencil.
> ➤ Affective- personal, feeling or feeling and social development. Providing youngsters with opportunities.
> ➤ Cognitive- The data component; thinking, basic cognitive process, understanding, evaluating, applying, analyzing and making associating experiences with learning.

2.6. Purpose of Children assessment

The main intention of children assessment is to develop a reliable image of every individual's children's progress.

So as to realize the most edges of assessing young youngsters, academics ought to be created the first assessors, since they basically would like the information gathered from the kids to work out their everyday performance and progress (Anane and Mensah 2013). This means, the aim of preschool assessment is incredibly crucial to check the day to day performance of kids like their social ability, the interaction of between children and academics, psychological feature development or performance of kids like the power to count variety, alphabet, differentiate colors, differentiate form, and to check the physical performance of every children's like growth motor skills and fine motor skills; the power to jumping, running and writing.

Teachers assess preschool Children's for many purposes(Gutierrez and Gutierrez 2014).They will be needed to try and do thus by college or public policy. They will be expected to assess as a part of the information or policy. They will value assess so as to collect more data and build choices concerning students. academics build judgments concerning tutorial performance of Children's and behavior, similarly on diagnose Children's strengths and weaknesses, that successively could lead to changes inside the room or referral for out of doors staging.

Preschool assessments are a crucial to permit a tutor to judge a child's knowledge domain and guide instruction targeted on the children's distinctive learning, individual variations of kids and development. The most purpose of educational institution assessment is that the foundation for the subsequent issues(Anane and Mensah 2013).

1. for educational designing (i.e., assessment support teaching and learning) and human action with oldsters. Some basic queries like the subsequent can be asked to be sure on what to try and do organize instruction and relay data to oldsters and alternative stakeholders. To succeed this feet, these area unit a number of the queries that require to be asked:

 ➢ What area unit the child's strengths, desires and learning processes?
 ➢ How is that this kid doing?
 ➢ How can this child's instruction and steerage be planned?

2. Assessment policies ought to be designed recognizing that irresponsibleness' and validity of assessments increase with children's age

3. Assessment ought to be developmentally acceptable in each content and therefore the methodology of knowledge assortment.

Again, the aim of preschool assessment is for four functions(Schweinhart et al. 2004).

Assessment to support learning: the implication of this can be refers to the employment of assessments to produce academics with data that may function a basis for pedagogic and info or curriculum choices.

Assessment for identification of Children who special needs: this implies determine children's who area unit special needs or support like physical incapacity, retarded, and emotional difficulties of children's, children's in danger, talented and gifted children's.

Assessment for program analysis and observation trends: the aim of this can be to assessing the weakness and strengthens of the program or for program improvement in terms of the thought of biological process facet of children's, thought of children's with special support or desires, context, and content.

2.7. Challenges of assessing Young Children
Four factors that complicate the task of developing age-appropriate assessment methods are: The fast pace of organic process transitions and growth in children, an absence of pointers for group action information that area unit gathered from completely different sources and strategies, restricted data for crucial levels of impairment each at intervals with kids and at intervals the family system; and problem assessing child functioning at intervals the relevant relative and cultural contexts(Carter, Briggs-gowan, and Davis 2004).

2.7. 1.Large Class Size
One of the main challenges was lack of enough category sizes. Instructors indicated that the employment became higher as they were needed to mark and keep records of the progress of all learners. Thanks to this challenge an educational institution teacher cannot properly assess children's leaning.

2.7.2. Lack of Teaching and learning resources
The majority of the preschool teachers complained that they had inadequate teaching and learning materials. Educational institution educational material is extremely crucial for

youngsters to freely explore or bit the educational materials. The issue with learning materials in the main affected the provision of acceptable teaching and learning. There was a whole lack of materials in some learning areas like puzzles, puppets, colors, paper and etc.

2.7.3. Lack of Curriculum

Curriculum could be a framework that sets expectations for children's learning. It is a guide for teachers, a roadmap if you'll, that establishes standards for youngster's basic performance and teacher responsibility.

According to (Anane and Mensah 2013)the study conducted in Ghana, the foremost challenges to assess kids are consider young children as test takers or check takers, lack of standards, lack of ECCE professionals, excessive use of standards test, teach the youngsters for a protracted amount of time.

According to (Seifu 2014)the challenges hinder instructors to assess children's are overcrowding, inaccessibility of resource, lack of family involvement, lack of teacher commitment, lack of support from early childhood specialist, and absence of learners.

According to (Tadesse 2019)finding the main challenges of hinder educational institution teacher to assess kids properly are giant numbers of children's, lack of enough time, work loudness on teacher, lack of training for preschool teachers on assessment of preschool.

The main challenges of assessing preschool children is lack of appropriate early childhood care and education (ECCE) curriculum. Again, unconducive physical environment, and lack of educational material is that the challenges to assess educational institution children properly(Turuku 2014).

Similarly (Anon 2017)lack of appropriate class size, work overload on teachers and teacher's guideline is the main challenges to assessing preschool children.

2.8. Classroom Assessment

Preschool Classroom assessment is very essential to assess the daily performance and behavior of children's. This means, the daily social interaction of children with each other's or with their teachers, daily fine motor and growth motor skills, to assess or observe the daily behavior of each children's show or the behavior changed. Preschool assessments give teachers and parents

an accurate view of a child's abilities, learning, and growth through meaningful observation methods and to direct classroom instruction.

Children should be observed continuously by their teachers so that the classroom environment can nurture continued age-appropriate development and communication with families(Faber 2020). Early childhood programs need to focus on holistic standards and accountability systems to ensure the whole child's needs are met and not just the math and reading objectives in core curriculums(Haslip and Gullo 2018). To verify this when we assessing each children in the classroom, observation of the individual in the whole learning environment ensures an age-appropriate, authentic and holistic assessment.

The main purpose of preschool classroom assessment is to guide teachers teaching instruction and children's learning.

2.9. Qualities of Good preschool Classroom Assessment

Education is said to change Children's behavior desirably and the quality and quantity of the changes are determined by the quality of assessment that teachers conduct at classroom level. This means the quantity or quality of children's performance such as their social competence or social interaction of children's with their friends and teachers, physical performance such as growth motor skills and fine motor skills, cognitive skills such as the ability of differentiate colors, shape, size and count numbers is determined by the quality of assessment teachers used appropriately in the classroom. (Forsido 2019)have listed that stand as of sound classroom assessment as a practice that: Must always be driven by a clearly articulated purpose such as it should specify either it is for learning or of learning and Must arise from and accurately reflect clearly specific and appropriate achievement expectation.

The methods used must be capable of accurately reflecting the intended targets and must be used us teaching tool along the way to proficiency. Thus, the result must be communicated to the intended users in a timely understandable and helpful manner(Forsido 2019).

Accordingly, assessment practice is said to be sound only when it is conducted for some purpose, sets achievement expectations in advance, employs comprehensive assessment methods, gather accurate Children's performance or results and conveys meaningful information to stakeholders.

2.10. Types of Assessment

Several researchers have different opinions about the kinds of essential assessments for preschool children.Preschool assessment methods include observing, anecdotal notes, communicating, interviewing, documents and reflecting, compiling portfolios of drawings and other works, or creating narratives about a children's learning(Faber 2020).

A. **Formative assessment:** Supports children's ongoing learning and has similar intention with assessment for learning. Particularly formative assessment assists children's to reduce the trial and error response in the provision of ongoing learning-teaching pursuit. To verify this formative assessment is one of the type assessment that enhances children's ongoing learning or performance of children's such as their social competence, emotions, fine and growth motor skills, cognitive development and strengthens the teaching and learning processes or to modify the teaching methods.

B. **Summative assessment:** is served for evaluation purpose or expressed in terms of product.

According (Lenhart 2004)the best assessment methods used in preschool is authentic or observation, portfolios, developmental screening, diagnostic assessment and checklists are a crucial to assess children's.

Authentic or observation: Best practices for assessment of young kids embrace the utilization of authentic performance assessment. That is, one amongst the most effective ways that to assess young kids is to look at them whereas they're doing typical tasks throughout the regular faculty day (authentic performance). Young kids don't perceive the needs or importance of assessments, then they're unlikely to perform at their best if they're interrupted within the middle of a game or leisure to try to a selected task (on-demand performance).

For instance, we would observe kids whereas they're twiddling with alternative kids, finishing puzzles, building within the block corner, or paying attention to stories. Samples of merchandise or children's work we would collect embrace art work, fake or fancied orthography throughout play, sign-in sheets, or images of block structures.

Portfolios: additionally, sensible assessment plans embrace keeping some quite portfolio of children's work that documents the standard of every child's performance. For instance, "writing

their name" may be checked off on a checklist; but, there's wide variation in however kids write their names. This could best be captured as a commentary sample during a portfolio.

Checklists: sensible systems conjointly offer some background information to the teachers to make certain that they're marking the things properly. The most effective checklists and systems conjointly supply steering on once to gather knowledge and mark things. These tasks ought to be done throughout the year and not simply at the year's finish.

Developmental screening assessments: This means assessing the developmental aspects of children's. Such as; physical development, language development, cognitive development, social competence, and affective or emotion.

Diagnostic assessments: embrace assessments that area utilized by psychologists or therapists (such as speech and language therapists) or to identify children developmental delay or not.

2.10.1. Assessment Tools:

The classroom teacher can match the assessments tools (instrument) with the learning targets (Knowledge, skills, and attitude). In another way the assessment instrument should be match the developmental aspects of children's such as cognitive development, physical development, social competence of each children's or consider the individual differences or interests of each children's.

According to(Haslip and Gullo 2018) the classroom teacher can select the right assessment tool that is appropriate for the pertinent topic.

A) **Homework:** It is the tasks that given by their teachers to be completed the activities or tasks that given to them for the next class section.

B) **Observation:** It is a process focused which is usually informal where the teacher gathers information by watching learners interacting, conversing, working, playing, etc. A teacher can use observations to collect data on behaviors that are difficult to assess by other methods (attitude toward problem solving, ability to work effectively in a group, persistence, concentration and completion of tasks).

C) Class activities: This means the activities that teachers give for children's in classroom during teaching and learning time.

D) Group work: a form of cooperative learning. It aims to cater for individual differences, develop children's knowledge, generic skills (e.g. communication skills, collaborative skills, critical thinking skills) and attitudes.

E) Oral presentation: a performance which requires a learner to use his or her oral skills to verbalize their knowledge. Oral presentation is crucial for children's to express about themselves, and families.

CHAPTER THREE: RESEARCH METHODS AND DESIGN

3.1 Research design

The purpose of this study was to assess the practices and challenges of children's learning assessment, a mixed research method was found to be appropriate to conduct this research. As the name indicates, it involves the collection and analysis of quantitative and qualitative information in a single study. To this effect, a descriptive survey design was employed.

There are several reasons for using a mixed method design to conduct a study. In general, you conduct a mixed methods study when you have both quantitative and qualitative data and both types of data, together, provide a better understanding of your research problem than either type by itself. Mixed methods of research is a good design to use if you seek to build on the strengths of both quantitative and qualitative data. You also conduct a mixed methods study when one type of research (qualitative or quantitative) is not enough to address the research problem or answer the research questions (Creswell, 2015).

The purpose of a convergent (or parallel or concurrent) mixed methods design is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem. A basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data (Creswell, 2015).

3.2. Study Area

The study area was conducted in Jimma town in a selected private kindergarten. Jimma town is located 355 km away to the south west of Addis Ababa, the capital city of the country. According to the Central Statistical Agency of Ethiopia (CSA), Afan Oromo was spoken as a first language by 85.96%, 7.86% Amharic, 1.95% spoke Dawuro, 1.45% spoke Yemsa, and 1.19% spoke Kafa; the remaining 1.59% spoke all other primary languages reported.

3.3. Population

The target populations of this study were preschool teachers and principals working in the southwest zone of Jimma town in selecting private preschool. There are 38 private preschools and 210 teachers, one (1) principal in each preschool. From 210 teachers, all of them are female teachers. The participant population of this study was a private preschool teachers who were gate chance of selection and participated in the investigation. Therefore, the total population of teachers was 210.

3.4. Data collection instruments

In order to gather data, both quantitative and qualitative data gathering tools were used. Because, the researcher assumed using both qualitative and quantitative methods would help to get secure, reliable and adequate information. In doing so, questionnaires, semi-structured interviews and classroom observation was used for the study. The type of scales used to measure the items on the questionnaire is continuous five scales ranging from agree, strongly agree, disagree to strongly disagree, yes/No, always, sometimes, rarely, not at all. This helps the researcher to gather quantitative data from kindergarten teachers. Furthermore, the detailed activities performed in administering the instruments of data collection are presented as follows:

3.4.1. Questionnaires

Questionnaires are instruments that enable the researcher to gather relevant and large amounts of data in a short period of time. In this study, questionnaires were used to collect data from preschool teachers. In doing so, fifthy six (56) closed-ended and two (2) open-ended questionnaires were prepared in English, then translated to Afan Oromo, Amharic and it was distributed to respondents.

3.4.2. Interview

The other instrument for the collection of primary data for the study is an interview. It is helpful to supplement the information gathering through other instruments as well as for the clarification of some information. In this study, interviews were used to collect data from nine preschool directors to answer research question three and one. The content of this interview eleven questions (11) related to challenges hinder preschool teachers, curriculum, teacher guidelines, and teacher to children ratio in the classroom, and assessment methods used. The purpose of the

interview was to generate in-depth information about the practices and challenges of children's learning assessment. The interviews were based on semi-structured methods of interviewing.

3.4.3. Classroom Observation

In addition to the above instruments of data collection, an observation guide was used to gather primary data. The Observation guide is also another way of collecting data by observing classroom. Observation was used to get information from selecting a preschool classroom or office. This observation guide is used to answer research questions one, two and three. Therefore, reliable information was obtained from the preschool schools. Essential contents like student mark lists, daily lesson plan, records of assessment on children, continuous assessment records, and assessment methods.

3.5. Pilot study of data collection instruments

A pilot study was carried out before the main study to test the clarity of the questionnaire items. The information obtained was used to revise the items. Questions that are not clear are rephrased. Ten schools were used for the pilot study purposes. The ten selected schools are not part of the main study. In addition to the pilot study schools, the researchers used to test the validity and reliability of the instruments by providing a developed questionnaire to the research study advisor, by distributing a draft of the questionnaire for teachers. The researcher took 30 teachers, which is 3 teachers from each school, for a pilot test and the questionnaire was distributed to them and analyzed the reliability of the questionnaire by using SPSS and the reliability statistics of Cronbach's alpha (r) is 0.782. Based on their comments, the necessary correction was made to improve the validity and reliability of the instruments.

By making the given corrections, final copies of the questionnaire were printed. The end result of the pilot testing was consulted with my advisors before the delivery of data gathering tools.

3.6. Study procedure

The study procedure was the basic process for conducting research. So, it is crucial to collect data, design data, for analyzing data, and for finding of research. Therefore, the design of this

research was a descriptive survey method and the data collection procedure was questionnaires, interview or semi-structured interview, and classroom obseration.

3.7. Sampling techniques

As to (Creswell, 2015) Identifying the population in the study also helps to identify the size of the population and it is a means of identifying individuals in the population. So, identifying the population for the study is very essential. Hence, the population of this study included preschool directors and preschool teachers.

The selection of sampling techniques for the study was based on the representativeness and resourcefulness of the sample and the type of population considered. Purposive sampling technique in selecting study area, 25 preschool centers found in Jimma town were selected from all sectors through simple random sampling technique. Purposive sampling for selecting 9 principals from nine preschools and simple random sampling for selecting one hundred fifthy preschool teachers (150 teachers). Cochran's formula

$$N = \frac{Z\,p(1-p)}{E}$$

Where;

N=Sample size required

Z=Standard normal confidence at interval of 95%=1.96

P=Population size proportion Power (0.5)

E=The margin of sampling error tolerated

$$N = \frac{3.84 \times 0.5(1-0.5)}{0.0025}$$

n=384

Since the total number of teachers are less than ten thousand (10000) the following correlational formula was used.

$$Nf = \frac{nf \times N}{nf + N}$$

Where: ni= initial sample size which was 384

Nf= Actual sample size

N= Total number of teachers which was 210

$$N = \frac{384 \times 210}{384 + 210}$$

$N = \frac{80640}{594}$ **=136 Considering 10% non-response rate the total sample size was become136×0.1+136=150**

3.8. Data collection procedures

The researchers used a series of data gathering procedures. In an effort to improve and refine items of the questionnaire and questions of the semi-structured interview, the instruments were approved by advisor and co-advisor. For convenience in the data collection process, interviews are conducted whenever there is relaxing time for teachers not to share their teaching time. The questionnaire was prepared in English then translated into Afan Oromo and Amharic for the respondents. Data from the observation was collected by using a brief note or by taking a short note from the classroom and catching a photo. The interview with the sample teachers was conducted using written or audio record form. The distribution, continuous follow up, and the collection of questionnaires were done by the researcher himself. The researchers made the objective of the study clear to all of the respondents to avoid confusion, get reliable information, and facilitate ease of administration. Finally, the data was made ready for analysis purposes.

3.9. Data analysis procedures

Data analysis is about organizing, summarizing and synthesizing the data to arrive at the findings and conclusions of the research. After collection of different data from respondents, the raw data was structured under the respective categories so as to make it manageable, readable and understandable. Then, both quantitative and qualitative methods of data analysis were used to interpret the data gathered from participants (Creswell, 2015).

Accordingly, to analysis quantitative data, information obtained through the open-ended questionnaires was translated from Afan Oromo, and Amharic to English and read in detail. For data entry, epi data was used. Then, export to SPSS for descriptive statistics data analysis. Then, the quantitative data was analyzed through frequency, percentage, mean and standard deviation. Again, the qualitative information obtained by using semi-structured interview and observation was also transcribed first. After transcription, the data was organized into retrievable sections and was categorized into meaningful content. In doing so, the researcher used a personal computer in the process of storing, organizing, coding, categorizing the data based on their codes. In general, the findings was summarized by using simple, more readable narrative explanation, and illustration as a research report.

3.10. Ethical Consideration

The necessary ethical considerations were taken into account. Regarding ethical consideration, the researcher was governed by the research code of ethical in maintaining privacy and confidentiality or other related values. Ethical clearance was obtained from the Research Review and Ethical Committee Board of the College of Education and Behavioral Sciences, Jimma University.

To make the participants confidential, the researcher informs them of the purposes of the study and as their response is used only for the research purpose and keeps it confidential and finally, as any of the data obtained would be not personalized in any part of the research.

CHAPTER FOUR: FINDING AND RESULT

This chapter includes data that was collected from participants through a questionnaire, interview, and classroom observation. The data that was gathered by using methods of questionnaire from teacher participants, classroom observation, and interview from school principal were analyzed and interpreted systematically in line with research questions.

4.1. Background and General Characteristics of Participants

To assess demographic characteristics of teacher respondents, issues such as age, sex and specific characters such as educational qualification level, teaching experience and subject teach per week were considered. Their responses were concluded and indicated as follows in table No 4. 1 and 4.2.

Table 4. 1: Demographic characteristics of gender, age and education level of respondents

No	Items	Variables	N	%
	Gender	Female	150	100
		Male	-	-
		Total	**150**	**100**
	Age	24-30	92	61.2
		31-39	37	24.6
		40-47	21	14.2
		Total	**150**	**100**
	Education level	Degree	17	11.3
		Diploma	65	43.3
		Certificate	57	38.0
		High school complete	10	6.7
		Others	1	0.7
		Total	**150**	**100**

In table 4. 1, the first item deals with the gender of the participants, and thus, all of the respondents, 150 (100%) were female teachers. This shows that there was high female employment and empowerment in the preschool education system. Concerning the age of participants, the majority of respondents, 92 (61.2%) of the teacher respondents were between 24-30 years and 37 (24.6%) of the respondents 31-39, 21 (14.0%) of the respondents between 40-47 years. This indicates that the majority of teacher respondents are young employees.

When we see the educational qualification of teachers, the majority 65 (43.3%) of teacher respondents were diploma holders, 57 (38.0%) were certificate holders, 17 (11.3%) of teachers were degree holders, 10 (6.7) of teachers respondents were high school complete and1 (.7) of teachers respondents were other certificate holders. This shows that the majority of the preschool teachers were diploma holders.

Table 4. 2: Respondents subjects of taught and teaching experience in preschool

No	Items	Variables	N	%
	Subject taught	All subject	107	71.3
		A/Oromo	24	16.0
		Amharic	9	6.0
		Environmental science	4	2.7
		Math's	6	4.0
		Total	**150**	**100**
	Experience	1-4	42	28.0
		5-8	52	34.7
		9-12	34	22.7
		>13	22	14.6
		Total	**150**	**100**

Regarding subjects taught, the majority of subject teacher respondents, 107 (71.3) of respondents were teaching all subjects, 24 (16.0) teaching Afan Oromo, 9 (6.0%) of teachers were teaching Amharic, 6 (4.0%) of the respondents were teaching math's and

4(2.7%) of the respondents of teachers were teaching environmental sciences. This indicates that there are many all subject teachers in the case of Afan Oromo, Amharic, Math's and environmental science teacher recruitment rate is low and these subjects are taught in preschools by other non-qualified teachers, which may create challenges to assessing preschool children and they may not properly know even the contents of the lesson.

The finding of this study shows that the majority of the preschool teachers were teaching all subjects. Therefore, this indicates that the loads of the teaching subject are hinder preschool teachers to assess the children properly.

In the case of experience of respondents, the majority, 52 (34.7%) of teacher respondents were between 5-8 years, 42 (28.0%) of the teachers were between 1-4 years, 34 (23.7%) of the teachers were between 9-12 years of experience and 22(14.6%) of teacher respondents are above 13 years. From this, one can observe that the majority of teachers have teaching experience in preschools.

4.2. Preservice taking assessment course and during service taking training

Table 4. 3: The teachers who took assessment course, took on job training and availability ECCE professionals in preschools

No	Items	Yes		No	
		F	%	F	%
	Teachers who took assessment course	100	66.7	50	33.3
	Teachers who took on job training of preschool assessment	131	87.3	19	12.7
	Availability ECCE professionals	21	14.0	129	86.0

As can be observed in table 4.3, teacher participants were asked whether they had attended assessment courses during the pre-service program or not.

About 100 (66.7%) of teachers responded that they had taken courses related to preschool assessment in their pre service program and 50 (33.3%) of the respondents were not taking assessment courses.This indicate that the majority of respondents took assessment course and taking training.

Similarly, teachers were asked whether they had attended preschool assessment in service training or not. About 131 (87.3%) teachers had attended service training and 19 (12.7%) of them had not attended service training. Regarding the availability of ECCE professionals, 21 (14.0%) of respondents were professionals and 129 (86.0%) of respondents were not professionals. Therefore, this finding indicates that in preschool the majority of the teachers assess the children's without their profession.

Table 4. 4: The year of taking training

No	Items	Yes	No
		F	%
1	This year	23	15.3
2	Last year	60	40.4
3	Before two to five year	53	35.0
4	Before six to ten year	11	7.3
5	Before 10 year	3	2.0

Furthermore, teachers were asked about the year that they had attended service training. About 59 (39.3%) of teachers had attended in-service training last year but 52 (34.7%) of them had attended before two to five years, 23 (15.3%) of them attended in this year, 11 (7.3%) of them attended before 6-10 years and 3 (2.0%) of them attended before 10 years. This indicate that the majority of the respondents took training last year.

Table 4. 4: The institution give training for preschool teachers

No	Items	Yes	No
		F	%
1	Ministry of education	14	9.3
2	District education office	11	7.3
3	Regional education office	10	6.7
4	Your school	57	38.0
5	NGO	44	29.3
6	Others	14	9.3

As the finding of the above table 4.6, shows that the institutions give training for preschool teachers; 57 (38.0%) of the respondents get training from their school, 44 (29.3%) of the respondents get training from non-governmental organization (NGO), 14 (9.3%) of the respondents get from ministry of education, and from other institution, 11(7.3%) of the respondents get from district education bureau and 10(6.7%) of respondents get from Regional education bureau. This indicates that the majority of preschool teachers get training from their school and non-governmental organizations (NGO).

4.3. Common assessment methods

Teachers should have an understanding of a variety of assessment methods which are appropriate for students' needs and must provide a range of opportunities for learners to demonstrate knowledge, attitude and skills. Assessment tools that are chosen must be fitted with identified purposes of assessment and teachers' choice of methods depends on the extent of what is to be assessed. Teacher respondents had asked about using or not using different types of continuous assessment techniques.

Table 4. 5: Assessment methods used in early childhood education setting

No	Items	always		sometimes		rarely		Not at all			
		N	%	N	%	N	%	N	%	Mean	SD
	Observation	63	42.0	59	39.3	15	10.0	13	8.7	1.85	0.922
	homework	99	66.0	41	27.3	8	5.3	2	1.3	1.42	0.658
	play	40	26.7	85	56.7	21	14.0	4	2.7	1.93	0.715
	test	116	64.5	48	31.6	5	3.3	1	.7	1.23	0.440
	Classwork	94	62.7	47	31.3	5	3.3	4	2.7	1.46	0.692
	final-exam	31	20.7	79	52.7	30	20.0	10	6.7	2.13	0.813
	Storytelling	26	17.3	72	48.0	29	19.3	23	15.3	2.33	0.938
	Oral questioning	97	64.7	47	31.3	5	3.3	1	0.7	1.40	0.591

Teacher respondents asked about the extent of using tests in teaching and learning activities. The mean value of 1.23 (0.440 SD), 116 (64.5%) of respondents used always, 48 (31.6%) of teacher respondents used sometimes, 5 (3.3%) of teacher respondents used rarely, 1 (0.7%) of teacher respondents used not at all. The extent of using homework mean value of 1.42(0.658 SD), 99(66.0%) of teacher respondents used always, 41(27.3%) of teacher respondents use sometimes, 8(5.3%) of teacher respondents used rarely, 2(1.3%) of teacher respondents used not at all. In relation to the extent of using classwork mean value of 1.46 (0.692 SD), 94 (62.7%) of respondents used always, 47 (31.13%) of teacher respondents used sometimes, 5 (3.3%) of teacher respondents used rarely, 4 (2.7%) of teacher respondents used not at all.

Concerning the oral questioning mean value of 1.40 (0.591 SD), 97 (64.7%) of teacher respondents used oral questioning always and 47 (31.3%) of teacher respondents used it

sometimes, 5 (3.3%) of teacher respondents used it rarely, 1 (0.7%) of teacher respondents used not at all.

Similarly, the extent of using observation shows that mean of 1.85 (0.922 SD), 63 (42.0%) of respondents used always, 59 (39.3%) of teacher respondents used sometimes, 15 (10.0%) of teacher respondents used rarely, 13 (8.7%) of teacher respondents used not at all. Concerning to the extent of using play, 40 (26.7%) of respondents used always, 85 (56.7%) of teacher respondents used sometimes, 21 (14.0%) of teacher respondents used rarely, 4 (2.7%) of teacher respondents used not at all, and the mean value of 2.13(0.813 SD) using final-exam, 31(20.7%) of respondents used always, 79(52.7%) of teacher respondents use sometimes, 30(20.0%) of teacher respondents used rarely, 10(6.7%) of teacher respondents used not at all.

Regarding the extent of using storytelling mean of 2.33 (0.938 SD), 26 (17.3%) of respondents used always, 72 (48.0%) of teacher respondents used sometimes, 29 (19.3%) of teacher respondents used rarely, 23 (15.3%) of teacher respondents used not at all.

Regarding the assessment technique teachers use to assess children's learning and how often they use the technique, Information taken from participant interview explained that teachers use tests, classwork participation, homework, class work, and group activities (Preschool Principal, May 5, 2013).

Concerning the assessment methods teachers used for children's learning assessment in classrooms, (A10) replied that the assessment methods teachers used most of the time are oral questioning and answering, class works, tests, final-exam and home works (May 5, 2013).

According to one of the preschool principals said, about the common assessment methods used in their preschool; we assess the children by final-exam out of 30% or 20%, test out of 70% or 80 percent (May 1, 2013).

From the above table 4.7 presentation, one could understand that the majority of teachers more frequently used tests, home work, oral questions and class work as assessment methods to assess children's learning in their classes, but the majority of teachers did not use observation, play, final-exam and storytelling.

4.4. Assessing the developmental aspect of children

Table 4. 6: Practices of assessing the developmental aspect of children's through assessment

No	Developmental aspect	Always		Sometimes		Rarely		Not at all			
		N	%	N	%	N	%	N	%	Mean	SD
	Assessing fine motor skills	117	78.0	30	20.0	2	1.3	1	.7	1.25	0.504
	Assessing cognitive aspect	111	74.0	32	21.3	4	2.7	3	2.0	1.33	0.629
	Assessing social aspect	100	66.7	44	29.3	2	1.3	4	2.7	1.40	0.655
	Assessing growth motor skills	95	63.3	47	31.3	8	5.3	-	-	1.42	0.594
	Assessing physical aspect	82	54.7	56	37.3	4	2.7	8	5.3	1.59	0.787
	Allow to communicate with each other's	59	39.3	76	50.7	14	9.3	1	.7	1.71	0.659
	Enhance to draw d/t picture	51	34.0	75	50.0	24	16.0	-	-	1.82	0.686
	Enhance to differentiate colors	44	29.3	79	52.7	24	16.0	3	2.0	1.91	0.727

As the table above shows that teachers asked about the practices of assessing the fine motor skills of children's mean value of 1.25 (0.504 SD) 117 (78.0%) of teacher respondents assess always and 30 (20.0%) of teacher respondents assess sometimes, 2 (1.3%) of teacher respondents assess rarely.

Also, mean value of 1.33 (0.629 SD), 111 (74.0%) of teacher respondents always assess cognitive aspects and 32 (21.3%) of teacher respondents assess sometimes, 4 (2.7%) of teacher respondents assess rarely, 3 (2.0%) of teacher respondents assess not at all.

In relation to facilitating children's social aspect through assessment 1.40 (0.655 SD), above Table 4.8 shows that 100 (66.7%) of teacher respondents assess always the social aspect of children's and 44 (29.3%) of teacher respondents assess sometimes, 2 (1.3%) of teacher respondents assess rarely and 4(2.7%) of teacher respondents assess not at all, and mean value of 1.42(0.594 SD) assess growth motor skills, 95(63.3%) of teacher respondents always assess growth motor skills aspect of children's and 47(31.3%) of teacher respondents assess sometimes, 8(5.3%) of teacher respondents assess rarely.

Similarly, mean value of 1.59 (0.787 SD) assess physical aspect of children's, 82 (54.7%) of teacher respondents always assess physical aspect of children's, 56 (37.3%) of teacher respondents assess sometimes, 4 (2.7%) of teacher respondents assess rarely, 8(5.3%) of teacher respondents assess not at all.

Regarding allowing children to communicate with each other's mean value of 1.71 (0.659 SD), 59 (39.3%) of the respondents were always allow children, 76 (50.7%) of the respondents were allow sometimes, 14 (9.3%) of the respondents were allow rarely, 1(.7 %%) of the respondents not allow at all.

Again, concerning enhancing children's to draw different pictures mean value of 1.82 (0.686 SD), 51 (34.0%) of the respondents were enhanced always, and 75 (50.0%) of the respondents were enhanced sometimes, 24 (16%) of the respondents were enhanced rarely. Similarly, concerning enhancing children's to differentiate different colors, mean value of 1.91 (0.727 SD), 44 (29.3%) of the respondents were enhanced always, 79 (52.7%) of the respondents were enhanced sometimes, 24 (16.0%) of the respondents were enhanced rarely and 3(2.0%) of the respondents not enhance at all. Therefore, the majority of the respondents are assessing the fine motor skills, cognitive aspect and social aspect of children. In line with this finding, one of the school principals said that:

"The majority of teachers assess the social competence, physical development, of children. But the teachers cannot identify the activities that are used for language development, physical development, cognitive development and social competence of children " (Preschool principal, Date, 12/09 2013).

4.5. Availability of curriculum, Syllabus, teacher's guidelines and documentation

Table 4.9: presentation of curriculum, syllabus, teacher's guidelines and documentation of children's activities.

No	Items	Yes		No	
	Curriculum	48	32.0	102	68.0
	Syllabus	41	27.3	109	72.7
	Teacher guidelines	85	56.7	65	43.3
	Documenting children's activities	143	95.3	7	4.7

Regarding the ECCE curriculum, the results of the above table revealed (as shown in the table above) 48 (32.0%) pre-school have copies of the preschool curriculum, 102 (68.0%) preschool do not have copies of the preschool curriculum, 41 (27.3%) preschool have copies of the syllabus, 109 (72.7%) preschool do not have preschool syllabus and 85 (56.7%) preschool have teacher guidelines, 65(43.3%) preschool do not have teacher guidelines at hand.

Regarding the preschool curriculum, syllabus and teacher guidelines, (A3) said that we do not have a preschool curriculum, syllabus and teacher guidelines in my school. (Preschool Principal, May 11, 2013).

With regard to documenting children's activities, 149 (98.0%) documenting children's activities, 3 (2.0%) not documenting children's activities.

The finding of this study shows that the majority of preschools do not have an early childhood curriculum, syllabus, and teacher guidelines. In relation to documenting children activities the majority of the respondents document children activities.

4.6. Challenges hinder preschool teachers

Table 4.10: Challenges Hinder Preschool Teacher to assess children

No	Items	High		Very high		Medium		Low			
		N	%	N	%	N	%	N	%	Mean	SD
1	Lack of ECCE Professionals	22	14.7	102	68.0	11	7.3	15	10.0	2.13	0.780
2	Lack of curriculum	22	14.7	93	62.0	19	12.7	16	10.7	2.19	0.817
3	Work load on teachers	27	18.0	85	56.7	25	16.7	13	8.7	2.16	0.820
4	Lack of materials	35	23.3	78	52.0	20	13.3	17	11.3	2.13	0.900
5	Unappropriated class size	22	14.7	73	48.7	29	19.3	26	17.3	2.39	0.940
6	Lack of enough salary	30	20.0	69	46.0	30	20.0	21	14.0	2.28	0.942
7	Lack of lesson plan	33	22.0	33	22.0	54	36.0	30	20.0	2.54	1.047
8	Lack of syllabus	34	22.7	55	36.7	41	27.3	20	13.3	2.31	0.970
9	Lack of children's readiness	36	24.0	57	38.0	37	24.7	20	13.3	2.27	0.976
10	Lack of awareness	42	28.0	42	28.0	37	24.7	29	19.3	2.35	1.088
11	Lack of time	53	35.3	48	32.0	26	17.3	23	15.3	2.13	1.064
12	Lack of teacher guidelines	43	28.7	54	36.0	32	21.3	21	14.0	2.21	1.012

In table 4.12, teacher's respondents asked about the different challenges hindering preschool teachers: The mean value of 2.13 (0.780 SD) lack of ECCE professionals, 22 (14.7%) of respondents replied that lack of ECCE professionals had high influence, 102 (68.0%) of respondents replied that lack of ECCE professionals had very high influence,

11 (7.3%) of respondents replied that lack of ECCE professionals had medium influence, 15 (10.0%) of In line with this, one of the interviewed preschool principals points out:

"The biggest challenges to assessing preschool children's are the lack of an early childhood care and education curriculum (ECCEC). For this reason, the teachers are assessing the children's without preschool curriculum guidelines. Because of this, the teachers are not assessing the children properly "(Preschool principal, Date, 7/09 2013).

In relation to workload on teachers mean value of 2.16 (0.820 SD), 27 (18.0%) of respondents replied that workload on teachers had high influence, 85 (56.7%) of respondents replied that very high influence, 25 (16.7%) of respondents replied that medium influence, 13 (8.7%) of

The problem related to class size the mean value of 2.39 (0.940 SD), 22 (14.7%) of respondents replied that class size had high influence, 73 (48.7%) of respondents replied that very high influence, 29 (19.3%) of respondents replied that medium influence, 26 (17.3%) of Related to this idea, one of the preschool principals said as follows:

"It is very difficult to manage more than 40 children in a single class and come up with an effective practice of assessment. If in the classroom the number of children is less, it is manageable for assessment to be fully practiced. "(Preschool principal, Date, 01/09/2013)

Concerning the salary show that mean value of 2.28 (0.942 SD), 30 (20.0%) of respondents replied that lack of enough salary had a high influence, 69 (46.0%) of respondents replied that very high influence, 30 (20.0%) of respondents replied that medium influence, 21 (14.0%) of respondents replied that lack of enough salary had low influence,

Regarding to children's readiness show that mean value of 2.27 (0.976 SD), 36 (24.0%) of respondents replied that it had high influence, 57 (38.0%) of respondents replied that very high influence, 37 (24.7%) of respondents replied that medium influence, 20 (13. 55 (36.7%) of respondents replied that very high influence, 41 (27.3%) of respondents replied that medium influence, 20 (13.3%) of respondents replied that low influence, and

in relation to teacher guidelines show that 2.21 (1.012 SD),43 (28.7%) of respondents replied high influence, 54 (36.0%) of respondents replied that very high influence, 32 (21.3%) of respondents replied that medium influence, 21 (14.0%) of respondents replied that low influence

The respondents' responses on the influence of time on children's assessment show that mean value of 2.13 (1.064 SD), 53 (35.3%) of respondents replied that lack of time had high influence, 48 (32.0%) of respondents replied that very high influence, 26 (17.3%) of respondents replied

Concerning lack of awareness show that mean value of 2.35 (1.088 SD), 42 (28.0%) of respondents replied that high influence, 42 (28.0%) of respondents replied that very high influence, 37 (24.7%) of respondents replied that medium influence, 29 (19.3%) of respondents replied that

The finding of this study shows that the most challenges hinder preschool teachers are lack of ECCE professionals, curriculum, workload on teachers, lack of instructional materials and large class size had very high influence.

Another interviewee from the pre-school principal said that:

"In this preschool, teachers do not take any assessment courses and training related to assessment of pre-school children. Through experience, we know how to assess our children, but training was not offered to us (May 4, 2013).

In my opinion, to understand children's progress, informal assessment (observation) is better. Because, pre-school teachers get to know children well by observing them in action.

Generally, according to the data processed, the most challenges hinder preschool teachers to assessing children's learning are: Lack of ECCE expertise, Lack of curriculum, workload on teachers, Lack of instructional materials, class size, shortage of time, were the major factors that influence the practice of assessment in their

Regarding the solutions undertaken to improve preschool assessment, (A4) replied that to improve preschool assessment, providing instructional materials and enhance awareness for teachers, providing training opportunities to teachers, providing monitoring and evaluation,

building extra-classroom, recruiting additional teachers to reduce workload(Preschool principal, May 7,2013).

Classroom observation

Furthermore, the classroom observation evidence show that teachers did not use different methods of assessment in their classrooms, such as observation, play, storytelling, effectively. This indicates that teachers used frequently tests and homework in preschool. Similarly, in the majority of preschool classrooms had not children's center arrangement of desk. This simply indicates that teachers and children do not freely move or interact with each other in the classroom. Regarding the teacher's motivation, the majority of the teachers were not motivated to assess the preschool children. Concerning preschool curriculum, syllabus and teachers guidelines, the majority of the preschools do not have a preschool curriculum, syllabus and teachers guidelines. Similarly, in Jimma town, most of the preschool environment is not suitable for children's learning assessment. This simply indicates that teachers are working for the purpose of satisfying their own needs, criteria but not for student needs and mostly they assess children for collecting marks.

❖ **Possible Solutions Suggested by the Respondents through Open-Ended Questions**

Respondents were asked to give their possible suggestions for the aforementioned problems to enhance more children's learning:

- Decreasing the number of students per class:-as per the policy of MOE in our country, schools should consider their enrollment number with respect to their capacity, so that the number of students will be decreased into a manageable one.
- Motivating teachers by giving moral incentives, such as further training and material incentives such as salary increment, etc.
- The building of classroom and instructional materials or teaching aids should be considered for children with special needs such as; children with physical disability, mental problems and gifted children.
- Discussion with parents to improve children's assessment.
- Using different active learning methods

- Giving feedback for learners
- Awareness training for preschool teachers on assessment

CHAPTER FIVE: DISCUSSION OF RESULTS

The following three major issues concerning practices and challenges of children's learning assessment in Jimma town private preschool were extracted from the results of data analysis: the common methods of assessment, assessment of the developmental aspect of children, and challenges that preschool teachers face in using assessment methods.

1. What are the common methods of assessment used by preschool teachers in Jimma town?

The results showed the most common assessment methods used by preschool teachers to assess children's are tests, homework, classwork, and oral questions. The implication of this study shows that the assessment method is standardized methods. Similarly, the finding of the (Ajayi 2019) research conducted in Nigeria shows that the most assessment methods used in preschool was teachers used paper-and pencil tests to assess the children in the content areas such as numeracy and literacy, so also adopted interview as the mode of assessing pre-prim Also, report cards were used as a means of recording children's performance with letters, and rating scale as a tool. Other assessment tools such as anecdotal records and running records were not used.

But according to (Nah and Kwak 2011)the study conducted in Korea, the assessment method most widely used in early childhood care and education (ECCE) settings was observation, anecdotal records, and photographs, or video records respectively. This means informal assessment methods are used widely. The present studies show that the most assessment used is formal or standardized assessment methods.

Again, the most effective evaluation of young children utilizes both formal and informal assessments, including information from standardized tests, such as medical check-ups that assess physical development, personal reports, tests created by teachers, work samples, and/or observations of children during activities, which represents the most informal approach to assessment. The use of informal assessment to obtain information to inform teaching and decision making about young children has been widely accepted and observation has emerged as one of the most widely used methods of informal assessment (Nah and Kwak 2011).

To confirm this, according to (Turuku 2014), informal assessment is preferred in order to make meaningful assessment for children and teachers to assess the children in a natural setting environment.

According to my point of view, to understand children's progress, informal assessment (observation) such as direct and indirect observation is very crucial. Because, in kindergarten, if we give a chance to each child, the children are involved in different activities or show different actions, behavior, or some of the children play with each other's, some of the children play alone, and happy. So observation is very essential to observe each of the children's activities, feelings, etc.

The most assessment methods used to assess children are group work, individual work, self-assessment and portfolios (Haile and Mohammed 2020).

According to (Navarrete 2015) the most assessment methods used in early childhood settings are self-assessment, checklists, informal assessment, and collaboration with parents, children and staff. This indicates the majority of teachers focus on children's interests or emotions, informal assessment such as observation. But the finding of the present study shows that the majority of teachers focus on standardized assessment methods such as tests or paper exams. The interview results of this study show that the majority of the teachers used mid-exam out of 30% or 20 percent, test out of 20% or 20 percent.

2. To what extent do the preschool teachers assess the developmental aspects of children in Jimma town?

The finding of this study shows that the majority of preschool teachers always assess the developmental aspect of fine motor skills, cognitive aspect, social competence, and growth motor skills respectively. This means the teachers assess the developmental aspect of the children's but they assess the children's unintentionally. Or without knowing the types of assessment used for each developmental aspect of children's.

According to (Ajayi 2019) finding the most developmental aspect assessed in preschool was all of the teachers focused on the cognitive ability, physical developmental area of the children,

affective/social domain, psychomotor domain and allowing children to draw different pictures. The present study reveals that the majority of teachers assess fine motor skills, growth motor skills (psychomotor skills).

Regarding the consideration of the developmental aspect of children's, the majority of the respondents considered psychomotor domains, cognitive and social competence of children's but few of the respondents focused on physical and language development of children's. According to (Ajayi 2019) finding the most developmental aspect assessed in preschool was all of the teachers focused on the cognitive ability, physical developmental area of the children, affective/social domain, psychomotor domain and allowing children to draw different pictures.

According to (Tadesse 2019)regarding the practices of facilitating children's development through assessment, the majority of teachers did not plan activities depending on the performance level of children. Also, the majority of teachers did not assess children's progress based on the curriculum.

3. What are the challenges that preschool teachers face in using assessment methods?

The results of this study show that the biggest challenges hinder preschool teachers to assessing children properly are; lack of early childhood care and education (ECCE) professionals or expertise, lack of early childhood education curriculum, workload on teachers, lack of instructional materials or teaching aids, and large class size respectively.

According to (Anane and Mensah 2013) the study conducted in Ghana, the biggest challenges to assessing children are considering young children as test takers, lack of standards, lack of ECCE professionals, excessive use of standards tests, teaching the children for a long period of time

According to (Seifu 2014), the challenges hindering teachers to assess children's are overcrowding, unavailability of resources, lack of family involvement, lack of teacher commitment, lack of support from early childhood specialists, and absenteeism of learners.

The biggest challenges of children's learning assessment are lack of teacher's guidelines, subject syllabus, supplementary teaching materials, teaching learning facilities, knowledge and skills, lack of materials and skills, awareness and time (Haile and Mohammed 2020).

The implication of this situation is that the teachers were not following emerging theories and the national ECCE curriculum principles governing childhood assessment practices in line with developmentally appropriate practices. This possible effect is that it will result in misappropriation of assessment on these children and, as such, it will result in poor curriculum implementation and alignment in the pre-schools.

According to (Tadesse 2019) finding the major challenges hindering preschool teachers to assess children properly are large numbers of children, lack of enough time, work loudness on teachers, lack of training for preschool teachers on assessment of preschool.

Also, according to (Turuku 2014), the main challenges of assessing preschool children is the lack of an appropriate early childhood care and education (ECCE) curriculum. Again, unconducive physical environment, and lack of instructional material are the challenges to assessing preschool children properly.

Similarly (Anon 2017), using children's results as a promotion, considering children as test takers, focus on standardized tests, lack of class size, work overload on teachers and teacher's guideline are the main challenges to assessing preschool children.

The finding of (Navarrete 2015) shows that the most series challenges to assessing preschool children's are lack of parental involvement, lack of enough time to assess children, lack of resources or instructional materials.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATION

6.1. Summary

The objective of this study was to assess the practice and challenge of children's learning assessment in private preschool in the case of the southwest zone in Jimma town. Therefore, a descriptive survey design was chosen for this research study. In this descriptive survey method, quantitative and qualitative approaches were used. A quantitative approach was used for the data that was collected through questionnaire and a qualitative approach was used for the data that was collected through interview and classroom observations. The collected quantitative data and qualitative data were analyzed quantitatively and qualitatively for this study. Based on the analysis that was made for this study, the findings of this study were identified and were presented side by side with the basic research questions of this study as follows.

1. The first research question asked was what the common assessment methods are used in preschool.

The result of this study has shown that the most common assessment methods used by preschool teachers to assess children's are tests, homework, classwork, and oral questions, respectively.

2. The second research question asked to what extent the preschool teachers assess the developmental aspects of children in Jimma town.

The finding of this study shows that the majority of preschool teachers always assess the developmental aspect of fine motor skills, cognitive aspect, social competence, and growth motor skills respectively. Concerning the consideration of the developmental aspect of children's, the majority of the respondents considered psychomotor domains, cognitive and social competence of children's but few of the respondents focused on physical and language development of children's.

3. The third or last research question asked what the challenges are facing preschool teachers in using assessment methods.

Therefore, the results of this study show that the biggest challenges hinder preschool teachers to assessing children properly are; lack of early childhood care and education (ECCE) professionals or expertise, lack of early childhood education curriculum, workload on teachers, lack of instructional materials or teaching aids, and lack of class size respectively.

6.2. Conclusion

The overall objective of the study is to assess the practices and challenges of children's learning assessment in private preschool in the case of the southwest zone in Jimma town. To conduct this research, a descriptive research design was employed. The population of this study was preschool teachers and preschool principals. The total population for this study was 210 teachers, 38 preschools and 0ne (1) principals in each preschool. The instruments of data collection for this study were questionnaires, interviews and classroom observation. The sample size and sampling techniques for this study was 150 teachers, 25 preschools selected by simple random sampling and 9 principals by purposive sampling techniques. The instrument of data analysis was descriptive statistics such as frequency, percentage.

Therefore, the finding of this study shows that the most common assessment methods used in preschool to assess children's are tests, homework, classwork, and oral questions, respectively. This means the assessment methods used in preschool were focused on paper exams. Instead of focusing on paper exams or standardized tests and homework, they used informal assessment methods such as observation, direct observation, indirect observation, portfolios, play methods, checklist and storytelling to assess each of the children's.

The finding of this study shows that the majority of preschool teachers always assess the developmental aspect of fine motor skills, cognitive aspect, social competence, and growth motor skills respectively. This means the teachers assess the developmental aspect of the children's but they assess the children's unintentionally. Or without knowing the types of assessment used for each developmental aspect of children's.

Again, the result of this study indicated that there was no early childhood care and education (ECCE) professional preschool teacher in the center to assess children properly.

Also concerning the consideration of the developmental aspect of children's, the majority of the respondents considered psychomotor domains, cognitive and social competence of children's but few of the respondents focused on physical and language development of children's.

Regarding to the challenges of hindering preschool teachers to assess children's properly, the finding show that the most series challenges to assessing children's are; lack of early childhood care and education (ECCE) professionals or expertise, lack of early childhood education curriculum, workload on teachers, lack of instructional materials or teaching aids and large class size.

6.3. Recommendations

From the findings of the study and conclusion, the following recommendations were forwarded as follows.The following recommendations for policymakers, government, and professionals in ECCE to improve care and education are based on the present study.

- First, unified frameworks, or curriculum, syllabus, and teachers' guidelines of early childhood education should be provided for preschool.
- Governmental or local educational authorities should be givepre-service training for educators with respect to children's assessment, methods of assessing preschool children's, and meaningful uses of child assessments.
- The teacher should facilitate the children by informal assessment methods instead of assessing children by standardized assessment methods.
- The District education office and school directors ought to reduce the workload of teachers by arranging their programs and recruiting supportive teachers.
- Preschool teachers should use different assessment methods.
- The preschool should use informal assessment methods.
- The government should be employee professionals who have graduated in early childhood care and education.
- Further researchers should conduct research in relation to practices and challenges of assessing children with special needs.

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Teacher's questionnaire

The purpose of this questionnaire is to collect data for the research entitled, practices and challenges of children's learning assessment in private preschool in Jimma town. It is aimed at suggesting the problems encountered in the preschool assessment. Thus, dear teacher, your genuine response to this questionnaire has significant value for this research. Accordingly, I kindly request your cooperation to fill in the questionnaire as accurately and genuinely as possible. I thank you in advance for your cooperation! All the information you provide is kept confidential and is used only for research purposes.

General Instruction

You are not expected to write your name. This questionnaire contains both close-ended and open-ended questions. Please circle the letter of your choice for closed-ended questions and provide answers by writing your opinion or view for open-ended questions on the space provided.

Teacher Respondent's Information

Please give appropriate information about yourself by circling the letter of your choice or by writing where appropriate.

Part I: General Information

1. Sex A. M   B. F

2. Age: ------------------

3. Please specify the subject/subjects/you are teaching-----------------------------------

4. Your qualifications

A. Degree B. Diploma C. Certificate D. 10th complete E. Please indicate if there is additional information _____

5. Teaching experience in the preschool school: --------------------------------

Part II: The main data information

Circle the letter which you think of the answer and give explanation where it is required.

1. Have you taken a course about assessment, particularly in preschool programs? A. Yes B. No

2. Did you take any training on the preschool assessment program? A. Yes B. No
3. If your answer to question number 2 is yes, for how many days did you take a course? A. one day B. two days C. a week D. a month D. if others specify ----------------------------
4. If your answer is yes to number 2, who conducted the training? (More than one response is possible).

A.Ministry of education C. District education office B. Regional Education Bureau D. your school E. NGO F. if other, specify_____

5. When did you get the training? (More than one response is possible)

A. This year B. last year C. 2-5 years before D. 6-10 years before E. beyond 10 years F. if other, specify _____

6. Do you have an Early Childhood Care and Education (ECCE) degree certificate?

A. Yes   B. No

7. If your response to question number 6 is no, which degree profession do you have?

A. Afan Oromo   B. Psychology   C. English D. Sociology E. I f others specify-------------------

8. Are you engaged in extra responsibilities other than teaching at your school?

A. Yes B. No

9. Did you include an observation assessment method in your lesson plan?

A. yes B. No

10. If your response to question number 9 was yes, which type of plan did you include?

A) Annual plan B) Weekly plan C) Daily plan D) if others specify _____

11. If your response to question number 9 is "yes", which type of observation is used?

A. Direct observation   B. Indirect observation

12. If your response to question number 9 is yes, would you allow children to observe their surrounding environment?

A. Yes   B. No

13. I always assess students' prior knowledge before starting a new lesson.

   A. Yes   B. No

14. I always assess children's learning progress in every lesson.

   A. Agree B. Strongly agree C. Disagree D. Strongly disagree

15. I always assess children's learning by using paper-and – pencil tests.

   A. Agree B. Strongly agree C. Disagree D. Strongly disagree

16. Did you use different types of assessment in teaching and learning to assess your children's learning?

A. Yes B. No

17. If your response to question number 16 is yes, why? (More than one response is possible)

A. To assess and improve the students' learning activity B. To know how much the students understand the content C. To engage students participation D. To know the effectiveness of teaching methodology

18. If you say yes to question number 16, would you document children's learning activities?

A. Yes   B. No

19. I would plan the activities based on the children's performance level?

A. Yes   B. No

20. Would you have a preschool curriculum in your school?

A. Yes   B. No

21. Would you have a preschool syllabus in your school?

A. Yes   B. No

22. If your response to question number 20 or 21 was "yes", would you have a teacher guideline or lesson plan in your hand?

A. Yes   B. No

Part III: Practice of assessing the developmental aspects of children

No	Items	Always	Sometimes	Rarely	Not at all
1	I assess the social competence of children.				
2	I assess the physical development of children.				
3	I assess the cognitive development of children.				
4	I assess fine motor skills of children's				
5	I assess the growth motor skills of children's				
6	Allow each of the children to communicate with each other's				
7	Allow children to draw different pictures				
8	Enhance children's ability to differentiate different colors				

Open-ended questions

20. What should be done to improve the current practice of preschool assessment in your school context?---

21. What should be done to minimize the challenges that face preschool teachers to assess children appropriately?--

Part VI: What are the common methods of assessment used in your preschool?

Indicate by tick the common methods of assessment techniques you used to assess your children on the space provided below under (use always, sometimes, rarely and not at all use) in the table.

No	Assessment methods	Always	Sometimes	Rarely	Not at all
1	I used observation.				
2	I used to play				
3	I used oral questions				
4	I used homework				
5	I used class work				
6	I used test.				
7	I used mid exam				
8	I used storytelling				
9	I used continuous assessment				

Part V: Challenges face preschool teachers to assessing children appropriately.

Tick by your choice of priority that challenges hinders you to assess children's learning assessment appropriately on space provided.

No	Challenges	Degree of influence			
		High	Very high	Medium	Low
1	Shortage of time				
2	Lack of knowledge or awareness				
3	Large Class size				
4	Shortage of teaching & learning materials				
5	Lack of curriculum				
6	Lack of teacher guidelines				
7	Lack of a lesson plan				
8	Lack of syllabus				
9	Readiness of children				
10	Work burden on teachers				
11	Lack of ECCE experts				
12	Lack of enough salary				

Jimma University

College of Education and behavioral sciences

Department of Psychology

Semi structured interview with school principal

The purpose of this interview is to obtain information about the practices and challenges of Children's learning assessment in the preschool of Jimma town. The researcher asks you to cooperate in giving your response to the stated question. Your response contributes much to the success of the researcher.

General information 1. Sex ___4. Qualification --------------------3. Age_____5. Years of service--------------------------

1. What is the status or practices of assessing the developmental aspect of children in your school? For example; language, cognitive, emotion, social, physical development
2. How do you check whether teachers are assessing children or not?
3. What support do you provide for teachers to practice it?
4. Do the woreda; provide guidelines, formats and the necessary materials to facilitate children's assessment practice?
5. For what purpose your schools use children's assessment results?
6. What assessment methods your schools use in the classrooms?
7. What attitudes do your school teachers show towards children assessment?
8. What are the major challenges that face teachers to assess children?
9. What should be done for the successful practices of children's learning assessment in your schools?
10. In your preschool is their early childhood care and education (ECCE) curriculum?
11. Does the teacher document the children activities or performance properly?

Appendix C

Jimma University

College of Education and behavioral sciences

Department of Psychology

Classroom Observation Checklists for classroom assessment

Part I: General information 1Name of Observer by code. _____

2. Date _____3. Subject _____

Part II: Classroom observation checklists put —√ mark on the space provided for your response yes or No

No	Items of observation	Yes	No
1	Used variety of assessment tools		
2	Encourage Children to assess their own work		
3	Teachers had motivated to assess children		
4	Participating all Children by using different assessment		
5	Have standardized Children's teachers ratio		
6	Give feedback for all of Children's		
7	Class room environments suitable for Children's learning assessment		
8	The teachers used appropriate assessment plan		
9	Have Children's center arrangement of desk		
10	Give reinforcement for all of children's		

Yuunivaarsiitti Jimmaa

Koollejji Barnoota fi Saayinsii Amaala

Muummee Saayikoloojii

Gaaffii Barsisootaaf

Kaayyoon gaaffilee kana yaadoota garagaara qorannoo mata dureen isaa **"barmaatile fi danqaawwan madaalli baratoota olmaa daa'immani dhunfaa magaala jimmaa keessatti argamani"** (Practice and Challenges of Children's Learning assessment in private preschool) jedhu qorachuuf gargaaru funaanuufidha**.**

 Kabaajamoo barsiisaa! Deebiin haqaa qabeessi isiin kennitan qorannoo kanaaf qooda olaana qaba. Kanaafuu deebii haqaa fi sirrii ta'e kennuudhan akka naa degaartan kabajaanan isiin gafaadha. Yaadni isiin kennitan martinuu iccitin Kan egamuu fi kayyoo qorranno qofaaf Kan oluudha.Gargaarsa yookiin hirmaana keessaniif guddaa galatoomaa!

Qaajelcha Walii gala

Maqaa keessan barreessun hin barbaachisu. Gaffanoon Kun gaaffii cuufaa fi banaa qaba. Deebbi keessan gaaffii isaa cufaa ta'e irraa maarsi, isaa bana ta'e immoo iddoo duwwaa siif kenname irratti yaada kee barreessi.

Kutaa I: Gaaffiwwan walii gala

Yaada waa'e Koo sirritti nii ibsaa jettu kanneen armaan gadii kessaa itti maarsi, yookiin iddoo duwwaa siif kennameratti barressi.

 1. Saala: A. Dhiira   B. Duubara

2. Umurii: ----------------------------

3. Gosa barumsa barsiistuu barreessi------------------------------

 4. Sadarkaa barumsaa

A. Digrii B. Dipiloomaa C. Saartifikeettii D. Kutaa 10 xummure E. Kan biroo yoo jiraate iddoo duwwaa irratti barreessi _____

5. Muuxaanno olmaa daa'immaanii barsiisuu: ---------------------------

Kutaa II: Gaaffiwwan ijoo

Gaaffilee armaan gadiif deebii siirriidha Kan jettu itti maarsi, yookiin iddoo duwwaa siif kennameratti barressi.

1. Gosa barumsaa madaallii olmaa daa'immanii baratteerta? A. Eeyyeen B. Lakkii

2. Leenjii haala madaalli olmaa daa'immanii irratti fudhaatterta? A. Eeyyeen B. Lakkii

3. Yoo deebbiin kee gaaffi 2ffaaf eeyyeen ta'e, guyyaa meeqaaf fudhaatte? A. Guyyaa tokkoof B. Guyyaa lamaaf C. Torbee tokkoof D. Ji'a tokkof E. Kan biro yoo jiraate barressii----------------------------

4. Yoo deebbin kee gaaffii 2ffaaf eeyyeen ta'e, dhabbaata kamtu leenjii siif kenne? (Deebbi tokko ol filaachun ni danda'ama).

A. Ministeera barnootaa Oromiyaa B. Biroo barnoota Aanaa C. Biroo barnoota godinaa D. Mana baruumsaa kee E. Dhabbaata miti mootummaa (NGO)

F. Yoo Kan biraa jiraate barreessi_____

5. Leenjichaa yoom fuudhaatte? (Deebii tokkoo ol filaachuun ni danda'ama)

A. Waggaa kana B. Waggaa darbe C. Waggaa 2-5 niin duura D. Waggaa 6-10 niin duura E. Waggaa 10nin dura F. Kan biroo yoo jiraate barressi_____

6. Gosa muummee barnoota fi kunuunsaa da'immaani jedhuun Digriin ebifamteerta?

A. Eeyyeen   B. Lakkii

7. Yoo deebii gaaffii 6ffaa lakkii jette, gosaa muumme kamiin ebifamte?

A. Afaan Oromoo   B. Saayikoloojii   C. Ingiliffaa D. Baayoloojii E. Kan biroo yoo jiraate barressi --------------------

8. Mana baruumsa itti barsiistu keessatti barsiisuun alatti itti gafatamummaa dabalata qabda?

A. Eeyyeen B. Lakkii

9. Maala madaallii dawwaanna karoorra baraannoo kee keessaa qabda? A. Eeyyeen B. Lakkii

10. Yoo deebbin kee gaafii 9ffaaf eeyyeen ta'e, karroora kee isaa kam keessatii dabalta?

A) Karoora waggaa keessatti B) Karoora torbee keessatti C) Karoora guyyaa guyyaani keessatti D) Kan biroo yoo jiraate barreessi _____

11. Yoo deebiin kee gaafii 9ffaaf eeyyeen ta'e, gosa dawwannaa isaa kam fayyadamta? A. Dawwannaa kallatti   B. Dawwannaa alkallattii

12. Yoo deebbin kee gaaffi 9ffaa eeyyeen ta'e, daa'immaan akka isaan naannoo isaani dawwatan eyyamta yookiin ni taasista?

A. Eeyyeen   B. Lakkii

13. Yeroo hundaa barannoo itti anuuti darbuun dura beekumsa daa'immaan gonfaatanan madaalta.

    B. Eeyyeen B. Lakkii

14. Yeroo hundaa Baraannoo hundaa keessatti gahumsaa daa'immaanni naan madaala.

    A. Walii gala B. Sirrittii walii gala C. Walii hin galu D. gonkumaa walii hin galu

15. Yeroo hundaa waan daa'immaan baraatan qormaata waraqaaatinaan madaala.

    A. Walii gala B. Sirrittii walii gala C. Walii hin galu D. gonkumaa walii hin galu

16. Haala baruu fi barsissuu kessatti Gosa madaalli garagaara faayyadamun daa'immaan ni madaalta?

A. Eeyyeen B.Lakkii

17. Yoo deebiin kee gaaffi lakkoofsa 16ffaaf eeyyeen ta'e, maalif? Deebbi tokko ol filaachun ni danda'ama.

A. haala baruuf barsiisuu foyyessuuf B. hangam akka daa'imman hubaatan baruuf C. Hirmaanna da'immaani cimsuuf D. Bu'aa qabeessumma malabaruuf barsiisuu keenya baruuf

18. Yoo deebbin kee gaaffi 16ffaaf eeyyeen ta'e gochawwan yookiin wantoota daa'imman dalagaan yookiin firiiwwan daa'immaan argatan iddoo mijaata keessaa nii keessafi

A. Eeyyeen   B. Lakkii

19. Gahuumsa daa'immani irratti hundooftee karoora haala baruuf barsiisu bafatta?

A. Eeyyeen   B. Lakkii

20. Mana baruumsa barsiistu keessaa kaarikulammin olmaa daa'immani jira? A. Eeyyeen   B. Lakkii

21. Mana baruumsa ati barsiistu keessa baafata baranno (syllabus) olmaa da'immani jira?

A. Eeyyeen   B. Lakkii

22. Yoo deebiin kee gaaffii 20 fi 21ffaa eeyyen ta'e, qaajeelcha barsiisa of harkaa qabda?

 A. Eeyyeen B. Lakkii

Kutaa III: Maleenmadaalli fayyadamuun guddina hundaa galeessa daa'immaani madaalu.

Lakk	Gochoota	Yeroo hundaa	Yeroo tokko tokkoo	Xiqqoo	Baayy'ee xiqqoo
1	Guddina hawaasummaa (social) daa'immaanii ni iyyafatta?				
2	Guddina qaama (physical) daa'immaanii ni iyyafatta?				
3	Guddinna xinsaamu (coginitive) daa'immaanii ni iyyaffatta				
4	Gaahuumsa daa'immaanni kanneen akka utaalcho, figichoo, darbaana, fi kaneen kana fakkaatan naan madaala (Growth motor skills)				
5	Galma gahuumsa sossoochi da'immaanni kanneen akka sossoochi harkaa, miila, ija, quba, fi kanneen kana fakkaatan naan madaala.				
6	Daa'immaan akka waliin hasa'an naan tassisa				
7	Daa'imman fakkii gara garaa akka isaan bobbocan naan taasisa				
8	Daa'imman haluu gara garaa akka addaa basan naan jajjabessa				

Gaaffii baana

1. Haala itti daa'immaan madaallan (assessment) kana caala foyyeesssuf maaltu ta'u qaba akka mana baruumsa keessanitti? --

2. Gufuuwwan haala gaariin barsiisaan daa'immaan akka hin madaallef danqaan akkamin irrisuun danda'ama? ---

KutaaVI: Malleen madaalli yookiin assessment olmaa daa'immaani

Malattoo "√"fayyadamuun malleen iyaaffannoo yookiin assessment fayyadamtu gabaate armaan gadii kessatti iddoo duwwaa jiru irratti guuti.

Lakk	Gosoota iyyafanno yookin assessment	Yeroo hundaa	Yeroo tokko tokkoo	Xiqqoo	yeroo baayyee xiqqoo
1	Dawwaanna (observation) ni fayyadamataa				
2	Tapha ni fayyadamataa				
3	Afgaaffi ni fayyadamataa				
4	Hojii manee ni fayyadamataa				
5	Daree keessatti wantoota gara gara ni fayyadamataa ykn Classwork				
6	Testii (test)ni fayyadamatta				
7	Fainaal ezaami (final-exam)ni fayyadamataa				
8	Storytelling ni fayyadamta?				
9	Madaalli itti fufaa ni fayyadamataa				

Kutaa V: Gufuuwwan barsiisan haala gaariin akka daa'imman hin madaallef yookiin assessment hin goonef kaneen danqaa ta'an.

23. Mallattoo "√"fayyadamun gufuuwwan barsiisan wantooota da'imman baratan akka hin madaallef yookiin assessment hin goonef irra jirressan yookiin baayyinan danqaa Kan jettu iddoo duwwaa jiru irratti guuti.

La kk	Gufuuwwaan yookiin Danqaawwan	Hammamtaa inni guufu ta'u			
		Olaana	Baay'ee olaana	Giddu-galeessa	Gadana
1	Haanqina yeroo				
2	Haaqina beekumsa				
3	Haanqina yookiin dhiphina daree				
4	Haanqina meshaalee baruu fi barsiisuu				
5	Haanqina Kaarikuulaamii				
6	Haanqina qajeelcha barsiisaa				
7	Haanqinakaroora gilgaalaa				
8	Haanqinabaafata baranno (syllabus)				
9	Haanqina gahuumsa daa'immaanii				
10	Hojiin barsiisaatti bayyaachuu				
11	Hanqina barsiisaan kunuunsa fi barnoota daa'immaaniin leenji'e dhabamuu				
12	Mindaa gahaa barsiisan dhabuu				

ጅማ ዩኒቨርሲቲ

የትምህርት ኮሌጅ እና ስነ ባህሪ ሳይንስ

የስነ-ልቦና ክፍል

የአስተማሪ መጠይቅ

የዚህ መጠይቅ ዓላማ በጅማ ከተማ የቅድመ-መደበኛ ትምህርት ቤቶች የህፃናት ትምህርት ምዘና፣ ልምምዶች እና ተግዳሮቶች፣ በቅድመ ትምህርት ቤት ግምገማ ውስጥ ያጋጠሙትን ችግሮች ለመመቆም ያለመነው:: ስለዚህ፣ ውድ መምህር፣ ለዚህመጠይቅ እውነተኛ ምላሽዎ ለዚህ ምርምር ከፍተኛ ጠቀሜታ አለው:: በዚህ መሠረት መጠይቁን በተቻለ መጠን በትክክል እና በእውነት ለመሙላት ለትብብርዎ እጠይቃለሁ:: ስለትብብርዎ አስቀድሜ አመሰግናለሁ! የሚሰጡት መረጃ ሁሉ በሚስጥር የተያዘ እና ለምርምር ዓላማ ብቻ የሚያገለግል ነው::

አጠቃላይ መመሪያ

ስምዎን እንዲጽፉ አይጠበቅቦትም:: ይህ መጠይቅ የመጫረሻ እና ክፍት የተጠናቀቁ ጥያቄዎችን ይይዛል:: ዝግ ለሆኑ የተጠናቀቁ ጥያቄዎች የመረጡትን መልስ እባክዎን ያክብቡ እና አስተያየትዎን በመፃፍ መልስ ይስጡ ወይም ከፍት ለሆኑ ጥያቄዎች በተሰጠው ቦታ ላይ ይሙሉ ::

የአስተማሪመልስስጪመረጃ

እባክዎን የመረጡትን ደብዳቤ በማዞር ወይም ተገቢ በሚሆንበት ቦታ በመፃፍ ስለ ራስዎ ተገቢውን መረጃ ይስጡ::

ክፍል 1 አጠቃላይ መረጃ

1. *ፆታ   ሀ/ ወንድ   ለ/ሴት*

2. *ዕድሜ* _____

3. እባክዎን የሚያስተምሯቸውን ርዕስ /ርዕሰጉዳዮች ይጥቀሱ --------------------------------

4. *የትምህት ደረጃ*

ሀ / ዲግሪ ለ/ ዲፕሎማ ሐ / የማስከር ወረቀት መ/ 10 ኛየጨረሰ ሠ/ እባክዎን ተጨማሪ መረጃ ካለ ያመልክቱ

_____

5. *በቅድመ ትምህርት ቤት ውስጥ የማስተማር ልምድ*_____

ክፍል II: ዋናው መረጃ

በመልሱ ላይ ያስቡትን ትክክለኛ መልስ ክብ ያድርጉ እና አስፈላጊ ሆኖ ሲገኝ ማብራሪያ ይስጡ

1. በተለይያም በመዋለ ህፃናት ትምህርት ቤት ፕሮግራም ውስጥ ስለምዘና (ኮርስ) ወስደዋል?

    ሀ/እዎ   ለ/አይደለም

2. በቅድመ ትምህርት ቤት ምዘና መርሃ ግብር ላይ ስልጠና ወስደዋል? ሀ. አዎ ለ.አይ

3. ለጥያቄ ቁጥር 2 የሚሰጡት መልስ "አዎ ካሉ ለስንት ቀናት ወስደዋል? ሀ/እንድ ቀን ለ/ሁለት ቀናት ሐ/ለሳምንት መ/ለወር ሠ/ሌሎችከሉ ገለጹ --------------------------

4.ለቁጥር 2 የሰጡት መልስ አዎ ከሆነ ስልጠናውን የሰጠው ማነው? (ከአንድ በላይ ምላሽ መስጠት ይቻላል) ፡፡

ሀ / ትምህርት ሚኒስቴር ለ / ወረዳ ትምህርት ጽ / ቤት መ/ የክልል ትምህርት ቢሮ ሠ / ትምህርት ቤትዎ ረ. ሌላ ካለ--------

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5. ስልጠናውን መቺ አገኙ? (ከአንድ በላይ ምላሽ መስጠት ይቻላል)

ሀ/ በዚህ ዓመት ለ/ ባለፈው ዓመት ሐ/ከ2-5 ዓመትበፊት መ/ከ 6 እስከ 10 ዓመት በፊት

ሠ. 10 በፊት ረ/ሌላ ካለ--------------------------

6. የልጆች እንክብካቤ እና ትምህርት ድግሪ/ የምስክር ወረቀት አለዎት?

ሀ/አዎ ለ/አይደለም

7. ለተያቄ ቁጥር 6 መልስዎ አይደለም ከሆነ የትኛው ዓይነት የምስከር ወረቀት አለዎት?

ሀ/ አፋንኦሮም ለ / ሳይኮሎጂ ሐ/እንግሊዝኛ መ/ሶሺዮሎጂ ሠ/ ባዮሎጅ ረ/ሌላ ካለ -------------------

8. በትምህርት / ቤትዎ ከማስተማር ባለፈ ተጨማሪ ሃላፊነት ተሰማርተዋል?

ሀ/አዎ ለ/አይደለም

9. በትምህርታዊ እቅዶዎ ውስጥ የክትትል ምልከታ ምዘና ዘዴን አካተተዋል?

ሀ/ አዎ ለ/አይደለም

10. ለተያቄ ቁጥር 9 መልስዎ አዎ ከሆነ ፥የትኛውን እቅድ ውስጥ አካተዋል?

ሀ) ዓመታዊ ዕ ቅድ ለ)ሳምንታዊ ዕቅድ ሐ) ዕለታዊ ዕቅድ መ) ሌላ ካለ _____

11. ለተያቄ ቁጥር 9 መልስዎ "አዎ" ከሆነ የትኛው ዓይነት ምልከታ ጥቅም ላይ ውሏል?

ሀ/ቀጥተኛ ምልከታ ለ/ቀጥተኛ ያልሆነ ምልከታ

12.ለተያቄ ቁጥር 9 መልስዎ አዎ ከሆነ ልጆች በዙሪያቸው ያሉትን አካባቢያቸውን እንዲመለከቱ ይፈቅዳሉ?

ሀ/አዎ ለ/አይደለም

13. አዲስ ትምህርት ከመጀመራቹ በፊት የተማሪዎችን የቀደመ እውቀት ደረጃ ሁል ጊዜ ትገመግማላቹ?

ሀ/አዎ   ለ/አይደለም

14. በያንዳንዱ ትምህርት ውስጥ ሁል ጊዜ የልጆችን የቡቃት ደረጃ ይገመግማሉ?

ሀ/ እስማማለሁ ለ/በጣም እስማማለሁ ሐ/ አልስማማም መ/በጣም አልስማማም

15. የወረቀት እና - የእርሳስ ሙከራዎችን በመጠቀም ሁልጊዜ የልጆችን ትምህርት ይገመግማሉ?

ሀ/እስማማለሁ ለ/ በጣም እስማማለሁ ሐ/አልስማማም መ/በጣም አልስማማም

16. በመማር ማስተማር ዘዴ ውስጥ የተለያዩ የግምገማ ዘዴዎች በመጠቀም ልጆች ይገመግማሉ?

ሀ/አዎ   ለ/አይደለም

17. ለተያቄዎች ቁጥር 16 መልስዎ አዎ ከሆነ ፥ለምን? (ከአንድ በላይ ምላሽ መስጠት ይቻላል)

ሀ /የተማሪዎች የትምህርት እንቅስቃሴ ለማግምገም እና ለማሻሻል ለ / ተማሪዎቹ ይዘቱን ምን ያህል እንደሚረዱ ለማወቅ ሐ / የተማሪዎችንተሳትፎ ለማሳተፍ መ/ የመማርና የማስተማር ዘዴያችንን ለማገምገም፡፡

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18. ጥያቄ ቁጥር 16 አዎ ካሉ የልጆችን የትምህርት እንቅስቃሴ ዉጤት ይመዘግባሉ/ ፋይል ውስጥ ያስቀምጣሉ?

   ሀ/አዎ   ለ/አይደለም

19. የልጆቹን የአፈፃፀም ብቃት ደረጃ መሠረት በማድረግ እቅድ ያቀዳሉ?

ሀ/አዎ   ለ/አይደለም

20. በትምህርት ቤትዎ ውስጥ የማፀለ ህፃናት ካሪኩለም ይኖርዎታል?

ሀ/አዎ   ለ/አይደለም

21. በትምህርት ቤትዎ ውስጥ የቅድመ- ትምህርት ቤት ሥርዓተ-ትምህርት ይኖርዎታል?

   ሀ/አዎ   ለ/አይደለም

22. ለጥያቄ ቁጥር 20 ወይም 21 የሚሰጡት መልስ "አዎ" ከሆነ የአስተማሪያ መመሪያ ወይም የትምህርት እቅድ በእጅዎ ይኖርዎታል?

ሀ/አዎ ለ/አይደለም

ክፍል III የልጆችን የእድገትገፅታዎችየመገምገምተግባር

	ድርጊት	ሁልጊዜ	አልፎአልፎ		በጭራሽ
1	የልጆችን ማህበራዊ ብቃት እገመግማለሁ				
2	የልጆችን አካላዊ እድገት እገመግማለሁ				
3	የልጆችን የግንዛቤ እድገት እገመግማለሁ				
4	የልጆችን አካላዊ እንቅስቃሴ ለምሳሌ የእግር የእጅ ሙሉ አካላዊ እንቅስቃሴ ይገመግማሉ?				
5	ሁለተናዊ እንቅስቃሴ ይገመግምሉ(growth motor skills)				
6	ልጆች አብረው እንዲጫወቱ ታደርጋለክ/ሺ				
7	ልጆች የተለያዩ ስዕሎች እንዲስሉ ታደርጋለክ /ታደረጊያለሽ				
8	ልጆች የተለያዩ ከለሮች እንዲለዩ ታደርጋለክ /ታደሪጋለሽ				

ክፍትጥያቄዎች

1.በትምህርት ቤትዎ ሁኔታ ውስጥ የአሁኑን የቅድመ-ትምህርት ቤት ምዘና ልምድን ለማሻሻል ምን መደረግ አለበት? --------
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2.የቅድመ-ትምህርት ቤት መምህራን ህፃናትን በተገቢው ሁኔታ ለመመዘን የሚገጥሟቸውን ተግዳሮቶች ለመቀነስ ምን መደረግ አለበት? --------------------------- ---

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ክፍል VI: በቅድመ ትምህርት ቤተው ስጥ ጥቅም ላይ የሚውሉት የምዘና ዘዴዎች

ከዚህ በታች በተጠቀሰው ቦታላይ የልጆቻችሁን ለመገምገም የተጠቀሙባቸውን የምዘና ቴክኒኮች የተለመዱ ዘዴዎችን "√"
ምልክት በማድረግ በሠንጠረ ውስጥ (ሁልጊዜ; አልፎአልፎ ; ትንሽ; ሁሌ አይደለም ይጠቀሙ) ::

	የምዘናዘዴዎች	ሁልጊዜ	አንዳንድጊዜ	ትንሽ	ሁሌ አይደለም
1	ምሌከታን እጠቀማለው				
2	ጨዋታን እጠቀማለው				
3	የቃል ጥያቄዎችን እጠቀማለው				
4	የቤትስራን እጠቀማለው				
5	የመማሪያ እንቅስቃሴዎችን እጠቀማለው (Classwork)				
6	ሙከራን (test) እጠቀማለው				
7	የመካለ�ኛውን (final-exam) ፈተና እጠቀማለው				
8	Storytelling) እጠቀማለው				
9	ያለማቋረጥ የምዘናዘዴዎችን እጠቀማለሁ				

ክፍል V: - ልጆቻችን በአግባቡ ለመመዘን የቅድመ-መደበኛ ትምህርት ቤት መምህራን ፈተናዎች

በተፈጠረው ቦታ ላይ የልጆችን የመማር ምዘና በአግባቡ ለመገምገም እንቅፋት የሚሆኑትን ቅድሚያ የሚሰጠው ምርጫዎን በ √ ''ይምረጡ።

	ፈተናዎች	ከፍተኛ	በጣም ከፍተኛ	መካከለኛ	ዝቅተኛ
1	የጊዜ እጥረት				
2	የእውቀት ወይም የግንዛቤ እጥረት				
3	የክፍል መጠን እጥረት				
4	የመማር ማስተማር ቁሳቁሶች እጥረት				
5	የከርኩለም እጥረት				
6	የአስተማሪ መመሪያዎች እጥረት				
7	የትምህርት እቅድ እጥረት				
8	የሥርዓተ ትምህርት (syllabus) እጥረት				
9	የልጆች ዝግጁነት				
10	በአስተማሪ ላይ የሥ ራጫና				
11	በቂ ደመወዝ እጥረት				
12	የመዋለ ህፃናት መምህር (professional) እጥረት				