Assessment in Early Primary Education

The Purpose
To examine teachers’ approaches to early primary assessment within five different school contexts: public, independent, Froebel, Waldorf, and Montessori.

The Study
Data were collected from 12 Kindergarten to Grade 2 teachers through in-depth interviews and observations.

Conclusions
Despite diverse conceptions of assessment, a fundamental commitment of early-primary educators to whole-child teaching and assessment was consistently identified.