**Pre-assessment and Evaluation of Preschool Children**

Student’s Name:

Institution Affiliation:

Course Name:

Instructor’s Name:

Due Date:

Often children are thrilled and captivated by their surroundings, which include physical phenomenons and the natural world. They further insist that family members and teachers provide answers as to why and how of their environment. Therefore, by answering their questions, we cultivate a sense of wonder and curiosity, aiding them to become critical scientific thinkers. The two main standards included in this Preschool pre-assessment are physical and life sciences.

**Physical Sciences**

The physical sciences have two main objectives;

* To enable children to understand that the science processes can be used to learn more concepts in the environment and world they live in.
* To allow children to learn through inquiries as they make discoveries (cde, n.d).

The students need to utilize their senses and gather information on different objects around them. They can also conduct simple observations with the aid of their teachers and further come up with predictions, generalizations, and explanations depending on real-life experiences. The information should then be collected, described, and recorded through charts, drawings and discussions. Such inquiry questions may include; How are specific objects different and similar? (cde, n.d)

The standardized assessments are preferable at this level in preschool, whereby each child has similar items presented to them in a similar sequence and applying the same administration materials and procedures. Checklists are also resourceful when recording the children’s observations in every situation. The checklist has to include the child’s name and records of behaviour/skill for specific dates accompanied by comments.

The use of checklists enables the collection of simplified data that determines whether the child is on track and further evaluates their social skills development (Keengwe, 2020).

**Life sciences**

Life sciences have the following objectives, to:

* Applies senses in collecting information on living things.
* Explore and observe natural processes such as growing, changing, and adaptations.

Such inquiry questions under Life Science include: What do living things need to survive? (cde, n.d)

Life science requires the children to explore under the supervision of their teachers. In doing so, the children have to be provided with writing tools, planters and seeds, and dramatic play items to record by drawings and describe observations made on living things, including how they change with time. The teacher provides a period for conversation in which he/she may ask them open-ended questions. An example of a setting is when children decide to plant beans after reading Jack and the Bean Stalk story.

In the Life Science standard, the checklist scoring criteria applies in gauging the child’s performance. The checklist is a suitable criterion given that it captures observations on behaviour or skills. Rubrics also come in handy while gauging the child’s communication skills (BrightHub Education, 2010).

Since Life science requires conversations with open-ended questions, teachers can measure the child’s understanding and performance via communication skills as a sensory-motor development and socio-emotional skill. The data collected enables the teacher to monitor the child’s progress while highlighting the major areas that the child needs to improve on.

References

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