



## METADATA

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### Abstract

The book explores the concept of assessment in early childhood learning and development. Although there are different forms of assessment, it focuses on formative assessment considering its potential to enhance learning. The main argument of the book is that assessment should be linked to, reinforce, and extend learning and teaching. The effectiveness of the assessment process presupposes that the teacher can recognize and respond to learning, with the aim of promoting it. This challenge also constitutes the intention of the book: to support future teachers by offering conceptual tools and

criteria to understand the concept of formative assessment, its purpose, the processes that determine it and the conditions that favour its application in practice, but also to question their own perceptions of assessment. In particular, the book attempts to answer questions such as: What is formative assessment? What are the purposes, and functions of formative assessment? What are its approaches? What exactly is assessed in terms of preschool children's learning and development and by what procedures? What is the role of the teacher, the child, and the family in the assessment process?

