



## PRACTICE

# Assessment and evaluation for learning, development and wellbeing

Assessment and evaluation are part of an ongoing cycle that includes observing, documenting, analysing, planning, implementing and critical reflection. Assessment refers to the gathering of information about children's learning, development and wellbeing, undertaken over time. Evaluation refers to educators' critical reflection on and analysis of this information, and consideration of the effectiveness of their planning and implementation of curriculum for children's learning.

Assessment strategies are selected by educators for different purposes. Using a range of strategies such as observations, documentation, reflections, conferences and everyday work samples, provides authentic information for assessment and evaluation.

Assessment **'for children's learning'**, also known as formative assessment, is when information about what children know, can do and understand is gathered and analysed to inform pedagogy and planning.

Assessment **'of children's learning'**, also known as summative assessment, is when educators review children's achievements and capabilities at specified or selected timepoints, such as during their transition to school, into a new learning environment or mid-year.

Assessment **'as learning'** is used to facilitate children's awareness, contributions and choices enabling their perspectives to inform future planning. By capturing children's voices and ideas, educators support them to reflect on their learning and develop an understanding of themselves as learners. Responsive practice values children's agency, ensuring their voices meaningfully shape ongoing learning experiences.

Through evaluation, educators improve aspects of their practice, including learning, teaching and assessment strategies, the environment, and the use of resources and time. It enables educators to reflect on the impact of their practice, learn from experience, identify gaps and priorities, and build on successes through targeted action to enhance children's learning.

### Reflective Question 1

**How does your reflective practice within assessment for children's learning support you to critically analyse formative assessment information and intentionally adapt planning and pedagogy, ensuring learning experiences remain meaningful and responsive to the changing strengths, interests and needs of each child?**

### Reflective Question 2

**How do you effectively examine, analyse and evaluate current assessment of children's learning, development and wellbeing to ensure it is meaningful, relevant and informs practice in alignment with early years curriculum?**

### Reflective Question 3

**How do you intentionally use assessment as learning to help children recognise, talk about, and take ownership of what they are learning, what interests them and how they learn best?**

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