

# Early Years Learning Framework— Assessing Children’s Learning

**Belonging, Being and Becoming: The Early Years Learning Framework for Australia (P17) defines *assessment for children learning as the process of gathering and analysing information as evidence about what children, know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating children’s learning.***

Assessment can be seen as three phases:

**1<sup>st</sup> phase** of assessment is documenting and gathering information about the child using a range of strategies

**2<sup>nd</sup> phase** is educators using their professional knowledge to analyse and interpret the documentation gathered in order to make an assessment of:

- What the child learnt
- How they learnt
- What supported the learning

**3<sup>rd</sup> phase** (when assessment has been carefully considered and linked to the learning outcomes) is reassessing the child’s:

- Planning goals
- Learning environment
- Teaching strategies

to promote consolidation or extension of child’s learning using a play based approach.

**Reference:**  
***Belonging, Being, Becoming: The Early Years Learning Framework for Australia (2009).***  
**Australian Government, Canberra.**

*Ongoing assessment processes that include a diverse array of methods capture and validate the different pathways that children take toward achieving outcomes. Such processes do not focus exclusively on the endpoints of children’s learning; they given equal consideration to the ‘distance travelled’ by individual children and recognise and celebrate not only the giant steps that children take in their learning but the small steps as well (EYLF, 2009, Page 17)*

From this statement it is important for assessment to be seen not as an end point of children’s learning but a tool to plan for further learning and .....to communicate this learning to families.

