

## Summary

Ebbeck et al. (2014)'s *Relooking Assessment: A Study on Assessing Developmental Learning Outcomes in Toddlers* examines curriculum effectiveness using developmental learning outcomes as a means of assessing children. Instead of assessing children's development through standardised testing, which does not reflect the complex reality of children's lives, this study demonstrates assessment of children's learning through developmental learning outcomes. Evidence of children's learning and the role of educators in facilitating and documenting developmental learning outcomes were shown in the qualitative data.

The researchers studied 27 children aged 18 months to 3 years old in The Caterpillar's Cove Child Development and Study Centre operated by NTUC First Campus, using a mixed-method design even though this paper focuses on the qualitative approach adopted by Denzin and Lincoln (2005). They wanted to find out if children's assessment using developmental learning outcomes over a 6-month period could indicate curriculum effectiveness. The eight developmental learning outcomes used in the study were trust and confidence, positive sense of self and a confident personal and group identity, sense of being connected with others and their worlds, intellectual inquisitiveness, range of thinking skills, effective communication, sense of physical well-being and range of physical competencies. Educators who participated in this study demonstrated their planning and recording process during the assessment. Using these developmental learning outcomes was a means of gathering data in an authentic and naturalistic manner.

Results showed that the educators were able to assess children by identifying developmental outcomes that link learning to domains of development. At the same time, the links could be drawn to the learning areas such as psycho-social, physical, thinking and communicating. It is proposed that this type of assessment was meaningful and allowed educators to record the children's learning through narratives. It also allows educators to assess if the curriculum was effective.



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