



Investigation of teachers and teacher candidates' opinions about assessment of preschool children*

Okul öncesi dönemdeki çocukların değerlendirilmesine yönelik öğretmen ve öğretmen adaylarının görüşlerinin incelenmesi

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Abstract: In this study, before and after they become teachers, the views of preschool teacher candidates on knowledge, skills and practices regarding child assessment and evaluation were determined. This study utilizes qualitative research method, and interview technique was used to obtain data. The study group consists of 20 preschool teacher candidates who are senior students at a public university's department of preschool education. As data collection tool, 8 open-ended questions were designed and asked to participants. Among study group, nine teachers who work as teachers were volunteered to participate in the study. Four open-ended questions were transmitted to them electronically and descriptive analyses of all obtained data were conducted. As a result of the study, it was found that teacher candidates generally think that they have sufficient level of knowledge regarding assessment and evaluation. Teacher candidates also stated that the knowledge they gain during undergraduate education will contribute to child assessment in their teaching profession. However, participants' views have changed when they became teachers and they have started to question their competencies.

Keywords: Preschool teacher candidates, preschool teachers, assessment-evaluation, child assessment

Öz: Bu çalışmada, okul öncesi öğretmen adaylarının lisans eğitimi sırasında ve mezun olarak öğretmen olduktan sonra, çocuğu ölçme ve değerlendirmeye yönelik bilgi, beceri ve uygulamalarla ilgili görüşlerinin belirlenmesi amaçlanmıştır. Nitel araştırma yöntemine uygun olarak tasarlanan araştırma verilerinin elde edilmesinde görüşme tekniği kullanılmıştır. Araştırmanın çalışma grubu 2014-2015 eğitim öğretim yılı bahar döneminde bir devlet üniversitesinin Eğitim Fakültesi, Okul Öncesi Öğretmenliği bölümünde öğrenim gören 4. sınıf öğrencileri arasından genel akademik not ortalamaları göz önüne alınarak belirlenen ve araştırmaya katılmayı kabul eden 20 öğretmen adayından oluşmaktadır. Veri toplama araçları araştırmacılar tarafından hazırlanmıştır. Öğrenen adayları için toplam 8 açık uçlu soru hazırlanarak çalışma grubuna yüz yüze sorulmuştur. Daha önce öğretmen adaylarından izin alınarak ses kaydı gerçekleştirilmiştir. Çalışma grubu içinden mezun olan ve öğretmenlik görevine başlayan 9 gönüllüye yine açık uçlu 4 soru elektronik ortamda iletilmiş ve elde edilen tüm verilerin betimsel analizleri yapılmıştır. Araştırma sonucunda elde edilen bulgular incelendiğinde okul öncesi öğretmen adaylarının genel olarak ölçme-değerlendirmeye ilişkin yeterli bilgi düzeyine sahip olduklarını düşündükleri ve lisans eğitimleri sürecinde edindikleri bilgilerin öğretmenlik mesleğinde çocuğu değerlendirme açısından katkı sağlayacağını ifade etmişlerdir. Ancak öğretmen olduklarında katılımcıların görüşleri değişmiş ve yeterliliklerini sorgulamaya başlamışlardır. Öğretmen olmadan önce ve öğretmen olduktan sonra katılımcıların çocuğu değerlendirmeye yönelik görüşlerinin farklılaştığı ortaya çıkmıştır.

Anahtar Kelimeler: Okul öncesi öğretmen adayı, okul öncesi öğretmeni, ölçme-değerlendirme, çocuğu değerlendirme.

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INTRODUCTION

At every stage of education, how and in which way students benefit from education and what difficulties they encounter should be established immediately by teachers and it should be put into practice to eliminate the drawbacks and difficulties. This necessity enables to provide efficiency and quality in education and high quality learning for most of the students in a classroom.

In faculties of education, proving pre-service teachers skills which will help them to assess and evaluate how and how much their future students benefit from education is essential to ensure efficiency and quality in education. For this reason, there is a 3-credit course named as “Assessment-Evaluation” in academic program of education faculties. All students in teaching departments as well as pre-service teachers in department of preschool education take this course as a required course.

From a broad perspective, the purposes of assessment-evaluation are identifying difficulties which students encounter in learning process, monitoring learning process and determining knowledge and skills which are planned to gain by students. In general terms, assessment is a conscious judgment activity of a product, service and task by taking into account anticipated criteria for specific purposes (Karaağaçlı, 2002). Child assessment includes almost every kind of assessment and evaluation instrument (tests, observation, interviews, reports from reliable sources and other instruments) for examining the questions of “*What do children know and what can they do?*” (Mcafee & Leong, 2012).

There are four purposes for assessment of preschool children as knowing the child, diagnosis, planning the program and monitoring the development/progress (Appl, 2000). It’s important to identify and assess preschool children accurately because they develop fast, they cannot express themselves completely and they will carry their developmental characteristics of this period to adulthood (Deniz-Kan, 2007). Assessing children’s learning and development accurately is an essential element of effective early childhood education and observation is represented as the most developmentally appropriate assessment method for this age group (Bredenkamp, 2015; Reifel, 2011).

It is stated that a teacher who provides purposeful teaching with appropriate assessment strategies is an effective variable in children’s school success (Darling-Hammond, 2000; Darling-Hammond & Youngs, 2002; Mcafee & Leong, 2012) and it is also put forward that teacher’s characteristics are important components for children’s success (Connor, Son,

Hindman, & Morrison, 2005). Knowledge and skills related to assessment-evaluation are among fundamental qualities teachers need to have, since every student needs to benefit from education in maximum (Çakan, 2004; Daniel, & King, 1998; Mertler, 1999; Zhang & Burry-Stock, 2003).

It is a well-known fact that teachers spend most of their professional working time preparing and implementing assessment and evaluation activities (Stiggins & Conklin, 1992). For this reason, in order to be able to effectively use the assessment-evaluation in class, teachers must have a strong knowledge base and a sufficient level of skill in this area. The information about the assessment and evaluation obtained during the undergraduate education is reinforced by the applications after becoming teacher.

The main purpose of assessment-evaluation which is an integral part of educational process is assessing and improving the quality of education (Yıldırım, 2006). A qualified teacher and pre-service teacher in this area are considered as important elements in achieving the desired goals of education system (Yeşilyurt, 2012). However, whether pre-service teachers who take assessment-evaluation course acquire required level of knowledge and skills, how they apply these skills and knowledge when they become teachers and what kind of problems they encounter are seen as an issue that should be investigated. This study aims to determine pre-service teachers' views regarding assessment of children before and after they become teachers.

METHOD

Research Model

This study is a qualitative research that examines pre-service preschool teachers' views regarding child assessment before they graduate and when they start to profession. In qualitative research, any situation is examined in detail and the answers to 'how' questions are searched (Yıldırım, & Şimşek, 2011). Thus, qualitative descriptive research method was considered to be appropriate in order to obtain data about levels of knowledge and skills and, the practices regarding assessment-evaluation of pre-service preschool teachers and some teachers from same group after graduation

Participants

The study group consists of 20 pre-service preschool teachers who are senior students at a public university's department of preschool education in spring semester of academic year 2014-2015. The study group was chosen based on their grade point average (high and low GPA) and voluntariness. Because participants' knowledge and skills about assessment-evaluation are

examined, pre-service teachers with low and high GPAs were included in the study. All of pre-service teachers whose GPA is high (3.00 and above) are female. Among 10 pre-service teachers whose GPA is low (2.00 and below), there are 6 females and 4 males. Data was collected through semi-structured interview form from 20 participants.

It was reached electronically teachers who participated in the study in fall semester of academic year 2015-2016. It was determined that two participants could not graduate because of their double major program, six participants have not started to work as teachers yet and twelve participants work as preschool teachers in public (n=7) or private (n=2) schools. Among twelve participants engaged in teaching profession, nine teachers including six females and three males accepted to participate in the study. Data were collected from 9 teachers electronically.

Data Collection Tools

As data collection tools, two interview forms which were designed by researchers were used for teachers and pre-service teachers.

Interview Form for Pre-Service Teachers

Semi-structured interview form with 8 open-ended questions which enables pre-service teacher participants to respond thoroughly were designed by researchers. In interview form, there are 4 academic questions in order to determine skills and knowledge regarding assessment-evaluation and 4 questions about how they will benefit from these skills and knowledge in the future. Questions in interview form were reviewed by three field experts and, it was agreed that the questions are compatible with assessment-evaluation field. The questions in final interview form are respectively as follows:

Academic Questions

- Could you explain the concepts of assessment and evaluation? Evaluate these two concepts' effect on and contribution to teaching process.
- What are the approaches of assessment and evaluation? Explain what you know.
- Using what kind of approaches and methods will you implement learning-teaching activities in the school and classroom you will teach? Why?
- Which course/s you have taken at undergraduate education has/have contributed to your knowledge and skills in assessment and evaluation? Why?

Questions of Knowledge and Skills Regarding Future (Teacher candidates were asked to imagine they were teacher)

- What are the situations you will benefit from assessment and evaluation as a teacher? Please explain.

- Do you consider yourself as having sufficient knowledge and skills regarding assessment and evaluation? Why?
- What are the contributions of assessment and evaluation to preschool children? Please explain.
- How does “assessment and evaluation” contribute to teacher, school and families? Please explain.

Interviews were conducted face-to-face in a setting where researcher and participant could be alone. Interviews lasted approximately 30 minutes, and pre-service teachers' responses to questions were recorded with their permission.

Interview Form for Teachers

Interview form designed by researchers for teacher participants includes 4 open-ended questions related to use of assessment-evaluation methods in teaching experiences. The participants consist of nine teachers who participated to study voluntarily and work as teacher in the fall semester of academic year 2015-2016. The interview forms were sent electronically to the teachers and their responses were evaluated by the researchers. The questions in teacher interview form are respectively as follows:

- Are you satisfied with the teaching profession? Explain.
- Can you sufficiently use your knowledge related to assessment-evaluation in the process of implementation?
- What are the weaknesses which you think you have regarding assessment-evaluation?
- What are your suggestions about assessment-evaluation for prospective preschool teachers who are students yet?

Data Collection and Analysis

The semi-structured interview form prepared by the researchers has been finalized as a result of expert opinions. Pre-service preschool teachers who were 4th grade students in the spring semester of 2014-2015 academic year were invited for the study group and 10 students (P1-P10) with the highest academic average grades and 10 students (P11-P20) with the lowest average grades were selected among the pre-service teachers volunteered to participate in the research (P=Participant). Face-to-face 30-minute interviews consisting two sets of questions were made with 20 pre-service teachers in the study group and recorded using sound recorder. For the analysis of the data, firstly, the answers given by the pre-service teachers and recorded using sound recorder were transcribed.

Nine (six women and three men) of the twelve participants who already have worked as teachers among all of the pre-service teachers volunteered to participate in the survey. Three of the participants were graduated with high grades (P1, P2, P4) and six with low grades (P12, P13, P17, P18, P19, P20), and all were active teachers in the fall semester of the 2015-2016 academic year. Teacher's interview form was sent by the electronic media was evaluated by the participants and the obtained data was recorded.

Then the answers, given by teachers and pre-service teachers about the child's assessment and evaluation, were analyzed to identify categories for content analysis. With this analysis, the researchers manually code each response to determine the groups of words, phrases, or words. Then, researchers place words and phrases into conceptual categories for further coding and counting.

The theme categories created by the researchers and the data obtained from the interviews were evaluated by a different field specialist. As a result, the compliance index was calculated using the formula $\text{Reliability} = \text{Consensus} / (\text{Consensus} + \text{Dissidence})$ and it was determined that compliance was 98%. The findings of the research are provided as reliable on the basis of the view of Miles and Huberman (1994) that the scores above 90% are highly reliable.

FINDINGS

Findings from Teacher Candidates

The descriptive analysis of open-ended questions posed to the study group is given here. First, study group was asked 4 academic questions and results of the answers to these questions are presented in Table 1.

Table 1. *Frequency analysis of pre-service preschool teachers' answers to academic questions*

Academic Questions	Number of Concept n	High GPA n	Low GPA n	Total n
1-Could you explain the concepts of assessment and evaluation? Evaluate these two concepts' effect on and contribution to teaching process.	26*	45**	33	78
2-What are the approaches of assessment and evaluation? Explain what you know.	34	38	16	54
3-Using what kind of approaches and methods will you implement learning-teaching activities in the school and classroom you will teach? Why?	8	21	13	38
4-Which course/s you have taken at undergraduate education has/have contributed to your knowledge and skills in assessment and evaluation? Why?	13	25	16	41

*It refers to each different concept associated with participants' answers to the question.

**It refers to the number of repetitions of each produced concept by participants. Accordingly, a pre-service teacher can produce more than one concept.

Table 1 shows that when the answers to the first academic question of “Could you explain the concepts of assessment and evaluation? Evaluate these two concepts’ effect on and contribution to teaching process” were examined; it was found that pre-service preschool teachers produced at total 26 different concepts related to assessment-evaluation. When the repetition frequency of these concepts were examined, it was found that pre-service teachers mostly use the concepts of “standard” (n=7), “numerical” (n=6), “to interpret results” (n=5), “degree” (n=5), “criterion” (n=5), “to achieve objective/goal” (n=5) and “process” (n=5). It was also determined that students with high GPA mostly use the concepts of “numerical” (n=4) and “criterion” (n=4), while students with low GPA mostly use the concept of “standard” (n=5). Some of the responses of pre-service teachers in the study to this question are as follows:

P2 (Female): Assessment is the procedures aimed at identifying to what extent individuals acquire the skills which they need to acquire in education. Evaluation is a process to arrive at a judgment as a result of comparison of assessment results with a standard. In teaching process, assessment and evaluation allow us to see to what extent students reach the goals and the effectiveness of learning-teaching activities.

P16 (Male): Assessment is to find out whether beings have certain characteristics or not and to what extent they have these characteristics by using numerical data. Evaluation is to compare assessment results with certain standards. We can find out and evaluate through assessment that what characteristics a preschool child has, what he/she can do and what abilities he/she has.

When the answers to the question of “What are the approaches of assessment and evaluation? Explain what you know.” were examined; it was found that pre-service preschool teachers produced at total 34 different concepts related to assessment-evaluation approaches. When the repetition frequency of these concepts were examined, it was found that pre-service teachers mostly answer as “I don’t know” (n=5) and mostly use the concepts of “observation” (n=5) and “portfolio” (n=4). It was also determined that students with high GPA mostly use the concept of “observation” (n=4) while students with low GPA mostly answer as “I don’t know” (n=5). Some of the responses of pre-service teachers in the study to this question are as follows:

P8 (Female): There are many approaches such as direct and indirect assessment. Some of assessment procedures do not require any assessment tool, while some of them do.

P19 (Male-2.38): In assessment and evaluation, there are approaches which are made according to individual's own behaviors or other individuals. These can enter into teaching methods. I do not have a detailed knowledge about evaluation approaches.

When the answers to the question of “Using what kind of approaches and methods will you implement learning-teaching activities in the school and classroom you will teach? Why?” were examined; it was found that pre-service preschool teachers produced at total 8 different concepts related to assessment-evaluation approaches and methods they will use when they become teachers. When the repetition frequency of these concepts were examined, it was found that pre-service teachers mostly use the concepts of “developmental evaluation” (n=9) “observation” (n=8) and “portfolio method” (n=8). It was also determined that students with high GPA mostly use the concept of “developmental evaluation” (n=6) and “portfolio method” (n=6) while students with low GPA mostly use the concept of “observation” (n=4). Some of the responses of pre-service teachers in the study to this question are as follows:

P1 (Female): In my preschool classroom, I will follow the progress of each child's development and decide how they will be assessed as result of my observations.

P11 (Female): I find appropriate to observe children developmentally and use assessment-evaluation as developmental. I think I will make comparison between the beginning and end of the year and often monitor to what extent we progress during the year.

When the answers to the question of “Which course/s you have taken at undergraduate education has/have contributed to your knowledge and skills in assessment and evaluation? Why?” were examined; it was found that pre-service preschool teachers stated that they took 13 courses which enhance their knowledge and skills related to assessment-evaluation during their undergraduate education. When the repetition frequency of these concepts were examined, it was found that pre-service teachers mostly state the courses of “assessment-evaluation” (n=15), “development in early childhood period” (n=6) and “statistics” (n=5). It was also determined that both student groups with high GPA (n=9) and low GPA (n=6) mostly state the course of “assessment-evaluation”. Some of the responses of pre-service teachers in the study to this question are as follows:

P6 (Female): At the course of assessment and evaluation taken at third grade, we generally studied the concepts of assessment and evaluation. Since we started to our undergraduate education, we took education related to questions of “how do we assess a child's skills?” and “how do we evaluate the child?” also in the course of teaching methods as well as in our other

departmental courses. I think we have learned more or less whether a child behaves according to his/her age and development period and whether he/she exhibits appropriate skills

P16 (Male): Statistics and assessment-evaluation. We were able to measure by analyzing data given at the course of statistics. We studied many approaches at the course of assessment-evaluation and we learned how to use these approaches.

Findings related to pre-service preschool teachers' answers to questions of knowledge and skills regarding future are presented in Table 2.

Table 2. Frequency analysis of pre-service preschool teachers' answers to questions of knowledge and skills regarding future

Questions of Knowledge and Skills Regarding Future	Number of Concept n	Yes/ No	High GPA n	Low GPA n	Total n
5-What are the situations you will benefit from assessment and evaluation as a teacher? Please explain.	13	-	17	14	31
6- Do you consider yourself as having sufficient knowledge and skills regarding assessment and evaluation? Why?	-	Yes	3	0	3
	-	No	7	10	17
7- What are the contributions of assessment and evaluation to preschool children? Please explain.	12	-	16	12	28
8-How does "assessment and evaluation" contribute to teacher, school and families? Please explain.	5	-	14	14	28

According to Table 2, when the answers to the first question of "What are the situations you will benefit from assessment and evaluation as a teacher? Please explain." were examined; it was found that pre-service preschool teachers produced at total 13 different concepts related to situations they will benefit from assessment-evaluation when they become teachers. When the repetition frequency of these concepts were examined, it was found that pre-service teachers will benefit from assessment-evaluation "to evaluate development" (n=9), "to evaluate skill" (n=4) and "to evaluate activity" (n=3). It was also determined that students with high GPA mostly use the concept of "to evaluate development" (n=6), while students with low GPA mostly use the concepts of "to evaluate skill" (n=2), "to evaluate activity" (n=2), "to evaluate objective-indicator" (n=2) and "to evaluate learning" (n=2). Some of the responses of pre-service teachers in the study to this question are as follows:

P5 (Female): I will use them to see to what extent children get objectives and indicators in the activities and to what extent the education contributes to development. In addition, I will use them to identify whether there are any students with special needs and learning disabilities in the classroom.

P14 (Female): Assessment-evaluation is very important to identify the levels of students. It is very important also to identify the mistakes we have done and drawbacks in the program. It is also important to identify children's needs.

When the answers to the question of “Do you consider yourself as having sufficient knowledge and skills regarding assessment and evaluation? Why?” were examined; it was found that 17 of pre-service preschool teachers stated they were incompetent at knowledge and skills regarding assessment and evaluation. It was also determined that all of the students with low GPA stated that they feel themselves as incompetent at assessment and evaluation, while 3 of students with low GPA stated that they have sufficient knowledge and skills regarding assessment and evaluation. Some of the responses of pre-service teachers in the study to this question are as follows:

P4 (Female): No, because I do not have enough knowledge about practicing assessment and evaluation. Even though we have some theoretical knowledge, we might be lacking in practice. I don't have any opinion about how assessment-evaluation can do better.

P7 (Female): Yes, because I believe I can succeed as a result of 4-year competence we get in education faculty.

When the answers to the question of “What are the contributions of assessment and evaluation to preschool children? Please explain.” were examined; it was found that pre-service preschool teachers produced at total 12 different concepts related to the benefits of assessment-evaluation to children. When the repetition frequency of these concepts were examined, it was found that pre-service teachers mostly use concepts of “to contribute to child's development” (n=8), “to make educational adjustment” (n=4) and “to improve self-confidence” (n=3). It was also determined that both student groups with high GPA (n=5) and low GPA (n=3) mostly use the concept of “to contribute to children's development”. Some of the responses of pre-service teachers in the study to this question are as follows:

P5 (Female): I think assessment and evaluation at preschool period should be individualistic. We should evaluate each child according to their own development schedule. If we do that way, we can detect the appropriateness and effectiveness of education by examining the child before, during and after education process.

P20 (Female): Child doesn't even realize it, but when teacher does assessment-evaluation, he/she provide activities appropriate for child's development, so she prevents child from feeling

unsuccessful and motivates him/her. Then, teacher seeks to improve the child's weaknesses and makes sure that child is equal and compatible with his/her peers.

When the answers to the question of “How does “assessment and evaluation” contribute to teacher, school and families? Please explain.” were examined; it was found that pre-service preschool teachers produced at total 5 different concepts related to what assessment-evaluation means for teacher, school and family. When the repetition frequency of these concepts were examined, it was found that pre-service teachers mostly use concepts of “to know the child and to inform” (n=13), “to qualify success” (n=5) and “to make educational adjustments” (n=5). It was also determined that both student groups with high GPA (n=6) and low GPA (n=7) mostly state the concept of “to know the child and to inform”. Some of the responses of pre-service teachers in the study to this question are as follows:

P2 (Female): For teacher, knowing the child gives information about the effectiveness of learning-teaching activities. According to school assessment-evaluation results, different strategies can be developed. According to family assessment-evaluation results, family can realize their child's strengths and weaknesses and they can support their child.

P16 (Male): When we consider three of them together, common point is the child. Thus, assessment-evaluation describes what characteristics the child has.

Findings from Preschool Teachers

Among twenty pre-service teachers participating to the study, nine teachers (P1, P2, P4, P12, P13, P17, P18, P19, and P20) started to work as teachers after graduation and are volunteered to participate to the study.

Findings of these nine teachers related to assessment-evaluation after they started to profession are presented here. Firstly, the findings related to preschool teachers' satisfaction with teaching profession are given in Table 3.

Table 3. *Frequency analysis of preschool teachers' answers to the questions of “Are you satisfied with the teaching profession? Explain.”*

Answer	High GPA n	Low GPA n	Total n	Answer	High GPA n	Low GPA n	Total n
Yes	3	5	8	Partially	-	1	1

According to Table 3, it was found that 8 of preschool teachers stated that they are satisfied because they are teachers, while one teacher stated that he is partially satisfied. Some of the responses of preschool teachers in the study to this question are as follows:

P2 (Female): Yes I am satisfied, because I chose this profession on purpose. Now, I am at the place I have wanted, I am with children. I can feel myself as if I am still student; I don't get into working psychology. Even though it has some negatives, I am happy with positives.

P12 (Male): I am partially satisfied. Working conditions sometimes can be hard.

The findings related to preschool teachers' answers to the question of "Can you sufficiently use your knowledge related to assessment-evaluation in the process of implementation?" are presented in Table 4.

Table 4. Frequency analysis of preschool teachers' answers to the question of "Can you sufficiently use your knowledge related to assessment-evaluation in the process of implementation?"

Answer	High GPA	Low GPA	Total
	n	n	n
Insufficient	1	3	4
Partially sufficient	1	2	3
Sufficient	1	1	2

According to Table 4, it was found that 4 of preschool teachers described their knowledge related to assessment-evaluation as insufficient, 3 of them described as partially sufficient while two teachers described as sufficient. Some of the responses of preschool teachers in the study to this question are as follows:

P1 (Female): Yes I use. Especially at the beginning of semester I frequently used techniques to know children. Anecdote and observation are the techniques I use most.

P19 (Female): I can't say I use sufficiently, because the school I work in is a village school and its facilities are limited. I benefit from observation a lot.

The findings related to preschool teachers' answers to the question of "What are the weaknesses which you think you have regarding assessment-evaluation?" are presented in Table 5.

Table 5. Frequency analysis of preschool teachers' answers to the question of "What are the weaknesses which you think you have regarding assessment-evaluation?"

Concepts	High GPA	Low GPA	Total	Concepts	High GPA	Low GPA	Total
	n	n			n	n	
-Recording observations	2	2	4	-Identifying variables	-	1	1
-Incompetency at assessment techniques	1	1	2	-Inadequacies in practices	-	1	1
-Inadequate knowledge about developmental characteristics	-	1	1				

According to Table 5, it was found that preschool teachers produced 5 different concepts related to weaknesses they think they have regarding assessment-evaluation. When the repetition

frequency of these concepts were examined, it was found that preschool teachers stated that they mostly have difficulty with “recording observations” (n=4) and “incompetency at assessment techniques” (n=2). Some of the responses of preschool teachers in the study to this question are as follows:

P4 (Female): I think myself as incompetent at developing a better method for myself by synthesizing more techniques, tests and theories.

P4 (Female): I frequently make observations, but I can't completely remember them later because I don't record them immediately.

The findings related to preschool teachers' answers to the question of “What are your suggestions about assessment-evaluation for prospective preschool teachers who are students yet?” are presented in Table 6.

Table 6. *Frequency analysis of preschool teachers' answers to the question of “What are your suggestions about assessment-evaluation for prospective preschool teachers who are students yet?”*

Concepts	High GPA	Low GPA	Total
	n	n	n
They shouldn't see it as just a course	1	2	3
They should benefit from different resources	1	1	2
They should do practice	-	2	2
They should make multi-directional assessment	1	-	1
They should have accumulated knowledge	1	-	1
They should learn courses at class	-	1	1

According to Table 6, it was found that preschool teachers offered 5 different suggestions for prospective preschool teachers about assessment-evaluation. When the repetition frequency of these concepts were examined, it was found that preschool teachers mostly give suggestions about “They shouldn't see it as just a course” (n=3), “they should benefit from different resources” (n=2) and “they should do practice”. Some of the responses of preschool teachers in the study to this question are as follows

P2 (Female): They shouldn't see assessment-evaluation as just a course. Assessment-evaluation is as important as activity plans in preschool. This is because it is very important to see what you teach or couldn't teach as well as you teach something. I suggest them to cumulate knowledge regarding assessment-evaluation as they do for objectives and indicators by collecting plans.

P13 (Female): I think assessment-evaluation course should be given with practice instead of just on paper. There should be more practicum, observation and practice.

CONCLUSION and DISCUSSION

In this study, the views of a small group of pre-service teachers on practice process of child assessment and their levels of knowledge and skills related to child assessment both during their undergraduate education and after they become teachers were examined. Results have shown that pre-service teachers with high GPAs produce more concepts related to assessment-evaluation and state more techniques when compared to pre-service teachers with low GPAs. In addition, it was also determined that pre-service teachers with high GPAs have higher levels of knowledge about assessment-evaluation when compared to pre-service teachers with low GPAs. Researches in the literature show that there is a positive relationship between academic success and learning of students (Bernardo, 2003; Boatman, Courtney, & Lee, 2008; Ekinci, 2009; Lynch, 2006; Okur, & Bahar, 2010; Woolhouse, & Blaire, 2003). It was also seen in this study that pre-service teachers who have high academic achievement have more knowledge and skills related to assessment-evaluation.

According to the results obtained from questions of knowledge and skills regarding future, it was found that pre-service teachers who have high academic achievement find themselves more competent. However, when other questions of knowledge and skills regarding future were examined, it was seen that there was no difference at the answers of pre-service teachers according to their academic achievement. It was determined that pre-service teachers with high GPA generally state that they have more competencies related to knowledge and skills on assessment-evaluation when compared to pre-service teachers with low GPAs. In a study by Yaman and Karamustafaoğlu (2011), it was established that pre-service teachers' levels of perception of competence related to assessment and evaluation are above the average; however they view themselves as incompetent at assessment-evaluation.

Because the number of pre-service teachers who started to profession among the participants is very limited, obtained data was not able to be described adequately according to their GPAs when graduated. When the answers given to the questions for teachers were examined, even though one teacher gave the answer of "partially", it is a pleasing result that all other teachers are satisfied with being teacher.

It was seen that teachers use mostly "observation" technique regarding assessment-evaluation; however they delay the recording part that this technique requires. According to results of a study by Gelbal and Kelecioğlu (2007), teachers view themselves as competent and use assessment and evaluation methods more frequently. Researches put forward that the reason of

frequent use of observation technique is because teachers feel more competent at it, however the inability to record observations is seen as a serious drawback.

It was found that teachers in the study do not view themselves as competent at assessment-evaluation except two teachers who work at private schools. According to the results of many researches in the literature as well, teachers state that their knowledge about assessment-evaluation is insufficient (Gözütok, Akgün, & Karacaoğlu, 2005; Özsevgeç 2007; Şenel 2008). For this reason, teachers gave prospective teachers some suggestions that they should learn this subject thoroughly “without regarding it as just a course” at their undergraduate education and they should look for opportunities to practice it. In a study by Erkin and Ural (2014), it was determined that newly-graduated teachers cannot use education and practice opportunities well at their undergraduate education but they need them when they become teachers. Data collection from both teachers and prospective teachers is expected to provide more reliable results to increase the efficiency and quality of education.

The qualification of teachers should be evaluated separately for each subject at the departments of education. When looking at this study’s findings, it is recommended that the evaluation should be made both during undergraduate education and after becoming teachers. In this study, it was understood that pre-service teachers have different views on “assessment-evaluation” when they are students and after they become teachers. At undergraduate education, knowledge and skill acquisition should be supported with practices to become competent and sufficient teacher. Effective role models can be created by transferring the views of teachers to prospective teachers. The researchers suggest meeting with teacher candidates and teachers in order to allow teachers to share their practical experiences.

In this study, it was reached to a limited number of pre-service teachers and teachers. In addition to qualitative researches conducted with small groups, conducting more comprehensive researches with prospective teachers and teachers by using different methods will contribute to the field.

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