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Effectiveness of Assessment Tools of Teachers in Improving Attainment in Early Years Foundation Stage in Dubai

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ABSTRACT: This study aimed to determine the effectiveness of assessment tools used by teachers in improving children's attainment in the Early Years Foundation Stage (EYFS) in selected private and international schools in Dubai. Specifically, it examined the demographic and professional profiles of teacher-respondents, the commonly used assessment tools, the perceived effectiveness of these tools in supporting children's development, and the relationships between teachers' profiles, assessment practices, and children's attainment. The study employed a descriptive quantitative research design involving 85 teacher-respondents, consisting of EYFS teachers and teaching assistants from selected schools in Dubai. Data were gathered using a researcher-made survey questionnaire and analyzed through frequency and percentage distribution, weighted mean, standard deviation, Pearson Product-Moment Correlation Coefficient, and Analysis of Variance (ANOVA).

The findings revealed that teachers frequently utilized different assessment approaches, including observation-based, baseline, formative, summative, and digital assessment tools. Among the assessment practices, summative assessment obtained the highest overall mean of 3.01, followed by observation-based assessment and formative assessment, while baseline and digital assessment tools both obtained an overall mean of 2.67. Furthermore, respondents generally agreed that assessment tools were effective in supporting children's development in communication and language, literacy, mathematics, personal, social and emotional development, and physical development. The findings also indicated significant relationships between selected teacher characteristics and assessment practices, as well as between certain assessment tools and children's perceived developmental outcomes. However, these relationships varied across the different variables examined.

Based on the findings, the study proposed an enhancement plan focusing on continuous professional development, standardization of assessment practices, improved documentation, effective utilization of digital assessment tools, developmental progress monitoring, and strengthened parent-teacher collaboration. The study concludes that assessment tools serve as valuable instruments in monitoring children's development and guiding instructional planning. Their effective and consistent implementation can help teachers identify learning needs, provide appropriate interventions, and support children's overall development in the EYFS. However, the findings reflect teachers' perceptions and statistical associations rather than direct proof of causation.

KEYWORDS: Assessment Tools, Children's Attainment, Early Years Foundation Stage (EYFS), Formative Assessment, Early Childhood Education, Dubai

I. INTRODUCTION

Assessment is widely recognized as a fundamental component of the teaching and learning process, particularly in early childhood education where development is rapid, multidimensional, and highly individualized. Early years education frameworks emphasize that assessment should not merely measure academic achievement but should holistically capture children's physical, social, emotional, language, and cognitive development. International frameworks such as the Early Years Foundation Stage (EYFS) promote formative, ongoing, and play-based assessment practices that are embedded within daily learning experiences.

There has been a shift from traditional, summative forms of assessment toward more child-centered and observation-based approaches. These include the use of learning stories, developmental checklists, portfolios, and continuous formative assessment strategies. Such practices allow educators to gain a deeper understanding of how children learn, thereby supporting differentiated instruction and early intervention. As a result, assessment is viewed not only as a tool for measuring attainment but also as a mechanism for improving teaching practices and enhancing learning outcomes.

Effectiveness of Assessment Tools of Teachers in Improving Attainment in Early Years Foundation Stage in Dubai

The United Arab Emirates (UAE), early childhood education has undergone significant development in alignment with international standards. The country has adopted globally recognized curricula, particularly the British EYFS framework, to ensure quality and consistency in early years provision. Regulatory bodies such as the Knowledge and Human Development Authority (KHDA) in Dubai and the Department of Education and Knowledge (ADEK) in Abu Dhabi emphasize the importance of effective assessment practices in demonstrating children's progress and attainment. These authorities require schools to implement reliable, valid, and developmentally appropriate assessment tools that align with curriculum standards and support continuous improvement.

Focusing on Dubai, schools are expected to provide evidence of children's attainment through robust assessment systems that inform teaching and learning. Teachers are encouraged to use a range of formative assessment tools such as observations, baseline assessments, learning journals, and digital portfolios. However, despite clear expectations, variations still exist in how these tools are selected, implemented, and interpreted in practice. Factors such as teacher expertise, workload, training, and institutional support influence the effectiveness of assessment practices.

To GEMS Founders School Masdar City, EYFS teachers experience both opportunities and challenges in implementing assessment tools. Teachers are required to balance documentation, observation, and interaction with children while ensuring that assessments remain meaningful and manageable. Many teachers utilize digital platforms, continuous observations, and structured assessment frameworks; however, inconsistencies may arise in terms of frequency, depth, and alignment with learning objectives. Teachers' experiences highlight concerns related to time constraints, varying levels of assessment literacy, and the need for continuous professional development.

The impact of effective assessment tools in EYFS is significant. When used appropriately, they enhance teachers' ability to identify learning gaps, provide targeted support, and improve children's attainment across all areas of development. Conversely, ineffective or inconsistent use of assessment tools may lead to gaps in understanding children's progress, ultimately affecting the quality of teaching and learning.

Despite the growing emphasis on assessment in early years education, there remains a noticeable research gap, particularly within the UAE context. Limited studies have explored the actual effectiveness of specific assessment tools used by EYFS teachers in improving children's attainment, especially within private international schools. Furthermore, there is a lack of research focusing on teachers' lived experiences, challenges, and practices in implementing these tools in real classroom settings.

In response to this gap, this study aims to investigate the effectiveness of assessment tools used by teachers in improving attainment in the Early Years Foundation Stage in Dubai. Specifically, the study seeks to:

1. Identify the commonly used assessment tools among EYFS teachers.
2. Examine how these assessment tools are implemented in classroom practice.
3. Determine the effectiveness of these tools in improving children's attainment.
4. Explore the experiences and challenges faced by EYFS teachers in using assessment tools.
5. Provide recommendations to enhance assessment practices in early years settings.

Through this investigation, the study intends to contribute to the improvement of assessment practices in EYFS by providing evidence-based insights that can support teachers, school leaders, and policymakers in enhancing children's learning outcomes.

Research Question

This study aims to determine the level of effectiveness of assessment tools used by teachers in improving attainment in the Early Years Foundation Stage (EYFS) in Dubai, considering variations in their selection, implementation, and interpretation in classroom practices. It seeks to answer the following questions. What is the demographic profile of the teacher-respondents in terms of:

1. What is the profile of the teacher-respondents in terms of:
    - 1.1 Age
    - 1.2 Gender
    - 1.3 Educational qualification
    - 1.4 Years of teaching experience in EYFS
    - 1.5 Professional training related to assessment practices
2. What assessment tools are commonly used by teachers in EYFS classrooms in Dubai in terms of:
    - 2.1 Observation-based assessment
    - 2.2 Baseline assessment
    - 2.3 Formative assessment
    - 2.4 Summative assessment (EYFS Profile)

2.5 Digital assessment tools

3. What is the level of effectiveness of assessment tools in improving children's attainment in terms of:
   3.1 Communication and language development
   3.2 Literacy development
   3.3 Mathematical development
   3.4 Personal, social, and emotional development
   3.5 Physical development

4. Is there a significant relationship between the profile of the teacher-respondents in terms of: age, gender, educational qualification, years of teaching experience in EYFS and professional training related to assessment practices and assessment tools which is commonly used by teachers in EYFS classrooms in Dubai in terms of: observation-based assessment, baseline assessment, formative assessment, summative assessment (EYFS Profile), and digital assessment tools?

5. Is there a significant relationship between the level of effectiveness of assessment tools in improving children's attainment in terms of: communication and language development, literacy development, mathematical development, personal, social, and emotional development, physical development and the profile of the teacher-respondents in terms of: age, gender, educational qualification, years of teaching experience in EYFS and professional training related to assessment practices

6. Is there a significant relationship between the assessment tools which is commonly used by teachers in EYFS classrooms in Dubai in terms of: observation-based assessment, baseline assessment, formative assessment, summative assessment (EYFS Profile), digital assessment tools and the level of effectiveness of assessment tools in improving children's attainment in terms of: communication and language development, literacy development, mathematical development, personal, social, and emotional development, physical development?

7. What enhancement plan may be proposed to enhance the effectiveness of assessment tools in improving attainment in EYFS?

II. SCOPE AND LIMITATION OF THE STUDY

This study focuses on examining the effectiveness of assessment tools used by teachers in improving children's attainment in the Early Years Foundation Stage (EYFS). It specifically investigates the types of assessment tools used, their frequency, and how these tools influence children's development across the seven areas of learning.

The study is conducted in selected private and international schools in Dubai that implement the EYFS curriculum. These schools are chosen to reflect educational settings that follow international standards and regulatory expectations.

The respondents of the study are FS1 and FS2 teachers, including teaching assistants, who are directly involved in assessing children's learning and development. Their participation ensures that the data gathered reflects actual classroom practices and experiences.

The study examines teacher profile (age, gender, educational qualification, years of EYFS teaching experience, and position), assessment tools used by teachers such as observations, checklists, learning journals, portfolios, and baseline assessments, including their frequency of use, and children's attainment across the seven EYFS areas of learning.

The study utilizes quantitative research design using a validated survey questionnaire as the primary data collection instrument. The data will be analyzed using descriptive and inferential statistical methods, including correlation and comparison tests, to determine the relationship between the use of assessment tools and children's attainment.

The study aims to understand effective assessment tools are essential in guiding instructional practices and improving learning outcomes among young children, ultimately providing recommendations to enhance assessment practices in EYFS classrooms.

However, the study is limited by several factors. It is confined to selected schools in Dubai, which may not fully represent other contexts or educational systems. The findings rely on self-reported data from teachers, which may be subject to bias or differences in interpretation. Additionally, the study is limited to a quantitative approach and does not include qualitative data that could provide deeper insights into teachers' experiences and challenges.

Despite these limitations, the study is expected to provide valuable insights that can support teachers, school administrators, and policymakers in improving assessment practices and enhancing children's attainment in the EYFS.

Framework

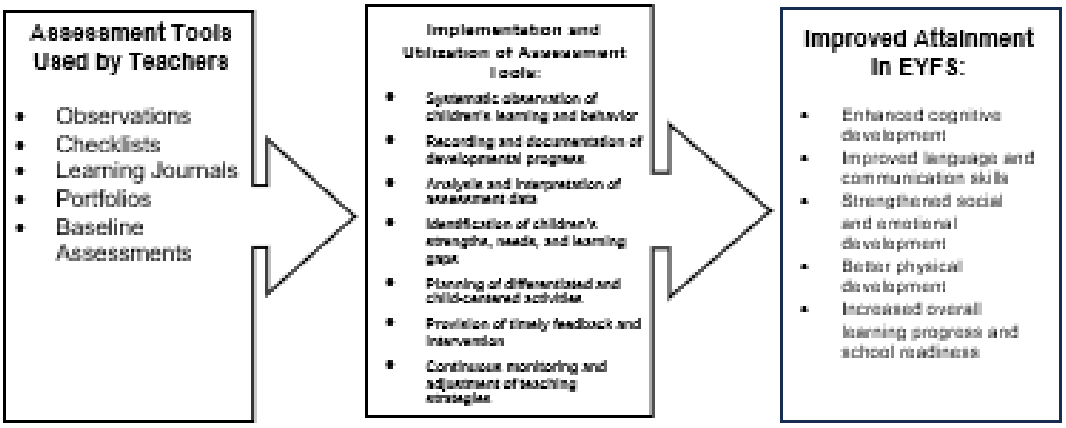

Figure 1. *Research Paradigm*

This study illustrates the relationship between the assessment tools used by teachers, the implementation of effective assessment practices, and the resulting children's attainment in the Early Years Foundation Stage (EYFS) in Dubai. This paradigm is anchored on the Input–Process–Output (IPO) model, where the effectiveness of assessment tools is examined in terms of how they are utilized in classroom practices to improve learning outcomes.

The input of the study consists of five key assessment tools commonly used by teachers: observations, checklists, learning journals, portfolios, and baseline assessments. These tools represent the independent variables and are measured through Part II of the questionnaire, titled *Assessment Tools Used by Teachers*, using a 5-point frequency scale (Always, Often, Sometimes, Rarely, Never). Specifically, observations include daily classroom monitoring, recording anecdotal notes, identifying children's strengths and needs, and using gathered information to plan differentiated activities. Checklists focus on tracking developmental progress, aligning with EYFS learning objectives, regular updating, and monitoring attainment levels. Learning journals involve maintaining individual records for each child, incorporating photos, work samples, and teacher notes to reflect progress over time and support communication with parents. Portfolios are used to collect and review children's work, reflecting development across the seven areas of learning and supporting assessment during reporting periods. Baseline assessments are conducted at the beginning of the academic year to determine children's starting points, guide instructional planning, and support continuous progress monitoring.

The process component refers to the implementation and utilization of these assessment tools through effective assessment practices. This includes systematic observation, documentation of children's development, analysis and interpretation of assessment data, identification of strengths and learning gaps, planning of differentiated and child-centered activities, provision of timely feedback, and continuous monitoring and adjustment of teaching strategies. These practices serve as the mechanism through which assessment tools influence learning and are measured in Part III of the questionnaire, *Effectiveness of Assessment Tools in Improving Attainment*, using a 5-point Likert scale (Strongly Agree to Strongly Disagree).

The output of the study is the improved attainment of children in the EYFS, which serves as the dependent variable. Attainment is evaluated across the seven areas of learning: Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. These outcomes reflect the overall developmental progress of children as influenced by the effective use of assessment tools.

Overall, the research paradigm demonstrates that the effective use of assessment tools, when systematically implemented through sound assessment practices, leads to enhanced attainment among EYFS learners. The questionnaire serves as the primary instrument for operationalizing these variables, ensuring that the data collected directly aligns with the conceptual framework of the study.

Research Design

This study employs a descriptive quantitative research design. According to Creswell (2018), a descriptive research design systematically describes a population, situation, or phenomenon by collecting quantifiable data that can be analyzed using statistical methods. It aims to present an accurate profile of events, behaviors, or conditions as they exist in the present. The quantitative approach focuses on gathering numerical data that can be measured and statistically analyzed to determine patterns, relationships, and trends among variables.

The use of a descriptive quantitative design is appropriate for this study because it seeks to examine and describe the factors affecting the adoption of Effectiveness of Assessment Tools of Teachers in Improving Attainment in Early Years Foundation Stage in Dubai. Specifically, it measures participants' demographic profiles, levels of readiness, and external factors influencing adoption. Standardized survey questionnaires are used to ensure objectivity and reliability in data collection.

This design allows the researcher to identify patterns and relationships among variables without manipulating any conditions. The findings will serve as a foundation for proposed framework or intervention, e.g., "a strategic model for enhancing online learning engagement".

Research Instruments

This study is a researcher-made survey questionnaire designed to collect quantitative data from FS1 and FS2 teachers and teaching assistants regarding the effectiveness of assessment tools in improving children's attainment in the EYFS.

The questionnaire is structured into four main parts to ensure comprehensive data collection. Part I gathers the demographic profile of the respondents, including age, sex, grade level, academic qualifications, years of teaching experience, and access to learning resources. Part II assesses the level of readiness of teachers and teaching assistants in using assessment tools, focusing on personal, social, communication, and technical skills through a series of Likert-scale statements ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Part III examines the factors influencing adoption and use of assessment tools, covering sub-areas such as personal interest, professional experience, school support, and perceived benefits.

Finally, Part IV provides space for feedback or additional observations, allowing respondents to share qualitative insights that complement the quantitative data. The questionnaire was developed based on previous studies, established educational guidelines, and validated frameworks to ensure its relevance, reliability, and alignment with the objectives of the study.

Data Gathering Procedures

Data collection for this study will follow a systematic process to ensure both validity and reliability. Initially, formal approval will be obtained from the school authorities and relevant educational offices through official request letters. Subsequently, the research instrument will undergo content validation and pilot testing to ensure its reliability and suitability for the study. Thereafter, questionnaires will be distributed personally to the participants during their free periods in order to minimize disruption to classroom activities. In addition, the purpose of the study will be clearly explained to the respondents, and they will be assured of the confidentiality of their responses as well as the voluntary nature of their participation. Upon completion, the questionnaires will be retrieved, checked for completeness, and systematically organized to prepare the data for statistical analysis.

The collected data will then be analyzed using both descriptive and inferential statistical methods. Specifically, frequency and percentage distribution will be employed to describe the respondents' demographic profiles, while the weighted mean will measure levels of readiness and the influence of various factors. In addition, standard deviation will be used to assess the variability and consistency of responses. To determine the relationships between variables, the Pearson Product-Moment Correlation Coefficient (r) will be applied, and Analysis of Variance (ANOVA) will be conducted to examine differences in perceptions across demographic groups. Together, these procedures ensure a rigorous and comprehensive analysis of the data collected.

III. RESULTS

This chapter presents, analyzes, and interprets the data gathered from the 80 teacher and teaching assistant respondents from selected private and international schools in Dubai regarding the effectiveness of assessment tools in improving children's attainment in the Early Years Foundation Stage (EYFS). The presentation of the findings follows the objectives of the study, beginning with the demographic profile of the respondents, followed by their level of readiness in utilizing assessment tools and the factors influencing the adoption and use of these tools. Appropriate statistical treatments, including frequency and percentage distribution, weighted mean, standard deviation, Pearson Product-Moment Correlation Coefficient, and Analysis of Variance (ANOVA), will be used where applicable to analyze the collected data. The results will be presented in tables and supported by narrative interpretations to provide a clearer understanding of the findings and their implications for assessment practices in EYFS classrooms.

1.1 Age

Age	Frequency	Percentage
20 – 29 years old	9	10.6
30 – 39 years old	32	37.6
40 – 49 years old	38	44.7
50 years old and above	6	7.1
Total	**85**	**100**

The data reveal that the largest group of teacher-respondents belongs to the 40–49 age bracket, comprising 38 respondents or 44.7% of the total 85 respondents. This is followed by those aged 30–39, with 32 respondents or 37.6%. Meanwhile, nine respondents or 10.6% are aged 20–29, while six respondents or 7.1% are aged 50 and above. These findings indicate that the respondents are predominantly in their middle-adult years, with 82.3% falling within the 30–49 age range. This age distribution suggests that the teaching workforce represented in the study includes a substantial proportion of individuals who may have accumulated considerable professional and personal experience. However, age alone does not establish their actual teaching competence, years of service, or effectiveness in performing their professional responsibilities.

The findings imply that professional development initiatives should consider the diverse needs of teachers across different age groups. Teachers in the 30–49 age brackets may benefit from opportunities to strengthen their existing competencies, assume leadership roles, and share professional experiences with younger colleagues. Meanwhile, younger teachers may benefit from mentoring and guidance, while older teachers may also benefit from continuous training that supports the development of updated pedagogical practices and professional skills. This interpretation is consistent with the Organisation for Economic Co-operation and Development (OECD, 2025), which emphasizes that teachers with different levels of experience and professional backgrounds can contribute to collaborative learning and that continuous professional development remains important throughout teachers' careers. Therefore, the age profile of the respondents highlights the value of designing inclusive professional development programs that respond to teachers' varying needs rather than relying solely on age as an indicator of competence.

1.2 Gender

Gender	Frequency	Percentage
Male	27	31.8
Female	58	68.2
Total	**85**	**100**

The data show that female teachers form the majority of the respondents, with 58 respondents or 68.2% of the 85 teacher-respondents, while 27 respondents or 31.8% are male. Female respondents are therefore more than twice as numerous as their male counterparts. These findings indicate that the EYFS teaching workforce represented in the study is predominantly female, although male teachers still account for nearly one-third of the sample, a proportion that is not negligible in early years settings. Nonetheless, gender by itself does not explain how teachers conduct assessments or how effectively they use assessment information.

The findings imply that professional development, mentoring, and assessment-related training should be planned for a mixed-gender workforce, ensuring that both female and male teachers have equal access to learning opportunities and leadership pathways. The result is consistent with the OECD (2025), which identifies attracting more men to early childhood education and care, together with addressing gendered perceptions of early years tasks, as a key direction for strengthening the workforce. Therefore, the gender profile of the respondents underscores the importance of inclusive staffing and equitable professional support, while reminding researchers that gender should be treated as a background characteristic rather than as a measure of teaching quality.

1.3 Educational qualification

Educational Qualification	Frequency	Percentage
Bachelor's Degree in Early Childhood Education	30	35.3
Bachelor's degree in education (Other Specialization)	24	28.2
Master's Degree	28	32.9
Doctorate Degree	3	3.5
Total	**85**	**100**

The data indicate that the largest group of respondents holds a Bachelor's Degree in Early Childhood Education, with 30 respondents or 35.3%. This is followed by those with a Master's Degree, with 28 respondents or 32.9%, and those with a bachelor's degree in education with another specialization, with 24 respondents or 28.2%. Only three respondents or 3.5% hold a doctorate degree. Taken together, all respondents have at least a bachelor's degree in education, and 31 respondents or 36.4% have pursued postgraduate study. These findings suggest that the sample is professionally qualified, with a considerable share having advanced academic preparation, while only a small minority has reached the doctoral level.

The findings imply that schools may draw on the postgraduate-qualified teachers as mentors, curriculum leads, or facilitators of assessment-related learning communities. At the same time, the 24 teachers whose degrees are in other education specializations may need targeted induction in early years development and assessment practices specific to the EYFS. This interpretation is consistent with Yang et al. (2024), who reported that teachers' educational level was associated with the quality

of classroom interaction and that the frequency and diversity of professional development experiences were related to overall early childhood education quality, and who therefore called for support that runs from pre-service preparation through ongoing professional learning. Accordingly, the qualification profile of the respondents points to the need for continuous, differentiated professional development that complements formal academic credentials.

1.4 Years of teaching experience in EYFS

Years of Teaching Experience	Frequency	Percentage
Less than 1 year	6	7.1
1 – 3 years	12	14.1
4 – 6 years	19	22.4
7 – 10 years	30	35.3
More than 10 years	18	21.2
Total	**85**	**100**

The data reveal that the largest group of respondents has 7–10 years of EYFS teaching experience, with 30 respondents or 35.3%. This is followed by those with 4–6 years, with 19 respondents or 22.4%, and those with more than 10 years, with 18 respondents or 21.2%. Meanwhile, 12 respondents or 14.1% have 1–3 years of experience, and six respondents or 7.1% have less than one year. In total, 67 respondents or 78.9% have at least four years of experience, and 48 respondents or 56.5% have at least seven years. These findings indicate that the sample is largely composed of experienced EYFS practitioners, with relatively few novices.

The findings imply that the experienced majority can serve as a resource for peer coaching, moderation of assessment judgments, and induction of newer colleagues, while the small group of novice teachers requires structured mentoring so that they can develop assessment routines early in their careers. This is consistent with the OECD (2025) report on the Teaching and Learning International Survey (TALIS) 2024, which examines mentoring arrangements for novice teachers and the impact of professional learning among teachers, underscoring that induction and continuing learning are relevant at every career stage. Hence, the experience profile suggests that assessment capacity-building in the participating schools can be strengthened through deliberate mentoring structures that link veteran and beginning teachers.

1.5 Professional training related to assessment practices

Professional Training	Frequency	Percentage
None	20	23.5
1 – 2 trainings	31	36.5
3 – 5 trainings	31	36.5
More than 5 trainings	3	3.5
Total	**85**	**100**

The data show that 31 respondents or 36.5% attended 1–2 trainings related to assessment practices, and an equal number, 31 respondents or 36.5%, attended 3–5 trainings. Meanwhile, 20 respondents or 23.5% reported no training, while only three respondents or 3.5% attended more than five trainings. Overall, 65 respondents or 76.5% have had at least one training, but only 34 respondents or 40.0% have had three or more. These findings indicate that exposure to assessment-related training is widespread but uneven, with nearly one in four teachers having received none.

The findings imply that assessment competence among the respondents is likely to vary and that schools should provide sustained, rather than one-off, professional learning on assessment, with priority given to teachers who have not yet been trained. This interpretation is consistent with Valle-Flórez et al. (2024), whose survey of 1,048 future early childhood teachers found that preservice programs were perceived as adequate in curriculum design and implementation but that problems persisted in evaluation strategies. Their finding suggests that initial preparation may not fully equip teachers for assessment, which strengthens the case for continuing, school-based training on assessment practices in the EYFS.

	Indicators	Mean	SD	VI
1.	I observe children's learning behaviors during planned classroom activities.	2.75	0.71	O
2.	I use anecdotal records to document specific examples of children's learning progress.	2.99	0.57	O
3.	I maintain observation checklists for monitoring children's development.	2.84	0.78	O
4.	I assess children's learning through play-based observations.	3.02	0.83	O
5.	I use observation results to guide instructional planning.	2.92	0.62	O
6.	I record children's responses during individual, small-group, or whole-class activities.	2.86	0.35	O
7.	I use observation notes to identify children who need additional support.	3.01	0.84	O
8.	I observe children's interactions with peers during learning activities.	3.12	0.32	O
9.	I use observation evidence to monitor progress across EYFS learning areas.	3.24	0.70	O
10.	I review observation records before adjusting classroom activities.	3.31	0.46	A
	General Assessment	3.00	0.29	O

Legend:
3.25 – 4.00 Always (A) — 2.50 – 3.24 Often (O)
1.75 – 2.49 Rarely (R) — 1.00 – 1.74 Never (N)

The data reveal a general assessment mean of 3.00 (SD = 0.29), interpreted as Often. Nine of the ten indicators fall within the Often range (2.75–3.24), while only the indicator on reviewing observation records before adjusting classroom activities reached the Always range (M = 3.31, SD = 0.46). The lowest mean, 2.75 (SD = 0.71), pertains to observing children's learning behaviors during planned classroom activities. The widest variation in responses appears in the use of observation notes to identify children needing support (SD = 0.84) and in play-based observations (SD = 0.83), suggesting that teachers differ in how consistently they apply these practices. These findings indicate that observation is a routine and well-established assessment tool in the respondents' classrooms, although it is not yet applied consistently at the highest level.

The findings imply that observation records are actively informing classroom adjustments, which is a desirable feature of responsive early years practice. However, because most practices are rated Often rather than Always, schools may strengthen observation by establishing shared protocols, common recording formats, and regular moderation of observation evidence. This interpretation is consistent with Aras and Elden (2024), who found that observation was a key aspect of early childhood teachers' practice, conducted mostly during free play, yet teachers differed in how they used observation and assessment data and the study recommended effective professional learning to develop documentation and assessment skills. Thus, frequent observation should be accompanied by quality assurance so that the evidence gathered is consistently translated into planning.

2.2 Baseline assessment

	Indicators	Mean	SD	VI
1.	I conduct baseline assessments at the beginning of the school year or entry period.	2.52	0.63	O
2.	Baseline assessment results help identify children's strengths and needs.	2.71	0.61	O
3.	I use baseline data when planning instruction.	2.69	0.46	O
4.	Baseline assessments help identify children's readiness in key EYFS learning areas.	2.84	0.69	O
5.	I conduct baseline assessments systematically in my classroom.	2.71	0.61	O
6.	I use baseline assessment results to group children for learning support.	2.60	0.64	O
7.	I compare baseline information with later assessment evidence.	2.46	0.76	O
8.	I use baseline information to identify children's starting points.	2.59	0.62	O
9.	I record baseline assessment results using school-approved formats or systems.	2.61	0.74	O
10.	I use baseline assessment findings when setting initial learning targets.	2.95	0.72	O
	General Assessment	2.67	0.44	O

Legend:
3.25 – 4.00 Always (A) — 2.50 – 3.24 Often (O)
1.75 – 2.49 Rarely (R) — 1.00 – 1.74 Never (N)

The data reveal a general assessment mean of 3.00 (SD = 0.29), interpreted as Often. Nine of the ten indicators fall within the Often range (2.75–3.24), while only the indicator on reviewing observation records before adjusting classroom activities reached the Always range (M = 3.31, SD = 0.46). The lowest mean, 2.75 (SD = 0.71), pertains to observing children's learning behaviors during planned classroom activities. The widest variation in responses appears in the use of observation notes to identify children needing support (SD = 0.84) and in play-based observations (SD = 0.83), suggesting that teachers differ in how consistently they apply these practices. These findings indicate that observation is a routine and well-established assessment tool in the respondents' classrooms, although it is not yet applied consistently at the highest level.

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	Indicators	Mean	SD	VI
1.	I regularly assess children during learning activities.	2.80	0.55	O
2.	I provide feedback based on children's performance during learning activities.	2.92	0.68	O
3.	I modify instruction based on formative assessment evidence.	2.68	0.68	O
4.	I monitor children's progress continuously through formative assessment.	3.09	0.73	O
5.	I use formative assessment to plan individualized support for children.	2.75	0.80	O
6.	I use questioning to check children's understanding during activities.	2.82	0.83	O
7.	I use children's work samples as formative assessment evidence.	2.91	0.84	O
8.	I adjust activity difficulty based on children's responses.	2.92	0.97	O
9.	I use formative assessment to identify learning gaps during the lesson.	2.84	0.87	O
10.	I record formative assessment information soon after learning activities.	2.76	0.80	O
	General Assessment	2.85	0.61	O

Legend:
3.25 – 4.00 Always (A) — 2.50 – 3.24 Often (O)
1.75 – 2.49 Rarely (R) — 1.00 – 1.74 Never (N)

The data reveal a general assessment mean of 2.85 (SD = 0.61), interpreted as Often, with all ten indicators falling within the Often range. The highest mean, 3.09 (SD = 0.73), is for monitoring children's progress continuously, while the lowest, 2.68 (SD = 0.68), is for modifying instruction based on formative evidence. Responses were most varied for adjusting activity difficulty (SD = 0.97) and for identifying learning gaps during the lesson (SD = 0.87). These findings indicate that teachers regularly monitor children's progress, but that using the resulting evidence to change instruction is comparatively less frequent.

The findings imply that a gap exists between collecting formative evidence and acting on it, a gap that professional development should address through practical training in data-informed decision-making, such as adjusting group activities, providing differentiated challenge, and planning individual support. This interpretation is consistent with Valle-Flórez et al. (2024), who found that evaluation strategies were among the aspects of initial early childhood teacher preparation in which problems persisted. If teachers are less prepared to translate evaluation evidence into pedagogical decisions, then school-based coaching on responsive teaching becomes especially important. Therefore, strengthening the link between monitoring and instructional adjustment is a priority for making formative assessment more impactful in EYFS classrooms.

2.4 Summative assessment (EYFS Profile)

	Indicators	Mean	SD	VI
1.	I use EYFS Profile outcomes to evaluate children's attainment.	2.75	0.71	O
2.	Summative assessment provides evidence of children's attainment at the end of a learning period.	2.99	0.57	O
3.	Summative assessment results are communicated to parents.	2.85	0.78	O
4.	Summative assessment results help identify learning areas that need further support.	3.04	0.84	O
5.	I implement EYFS Profile assessment procedures consistently.	2.91	0.61	O
6.	I use accumulated assessment evidence when completing EYFS Profile judgments.	2.86	0.35	O
7.	I review children's progress records before making summative judgments.	3.04	0.84	O
8.	I use summative assessment results to report children's attainment levels.	3.13	0.34	O
9.	I follow school or EYFS guidance when preparing summative assessment records.	3.24	0.70	O
10.	I use summative assessment results to plan transition or next-step support.	3.31	0.46	A
	General Assessment	3.01	0.29	**O**

Legend:
3.25 – 4.00 Always (A) 2.50 – 3.24 Often (O)
1.75 – 2.49 Rarely (R) 1.00 – 1.74 Never (N)

The data reveal a general assessment mean of 3.01 (SD = 0.29), interpreted as Often, which is the highest general mean among the five assessment tools. The highest mean, 3.31 (SD = 0.46), is for using summative results to plan transition or next-step support and is the only indicator interpreted as Always. Following school or EYFS guidance when preparing summative records is also close to the Always range (M = 3.24, SD = 0.70). The lowest mean, 2.75 (SD = 0.71), is for using EYFS Profile outcomes to evaluate children's attainment. These findings indicate that summative assessment is carried out in line with prescribed procedures and that its results are used more for forward-looking support than for evaluating attainment alone.

The findings imply that teachers value summative information mainly as a basis for deciding what comes next for children, which is a constructive use that aligns with the purpose of transition. Schools should nonetheless ensure that summative judgments are moderated and that they are used to support rather than label children. This is consistent with Walla and Palmér (2024), whose focus groups with Swedish preschool class teachers about a mandatory national early assessment showed that teachers hoped assessment would raise the status of and equity in early mathematics, while also describing assessment as categorizing and grouping children, with possible implications for equity. Accordingly, the respondents' use of summative results for next-step planning is encouraging, provided that safeguards are in place against narrow categorization of young learners.

	Indicators	Mean	SD	VI
1.	I use digital platforms to record assessment data.	2.53	0.63	O
2.	Digital tools help me record assessment information more efficiently.	2.71	0.61	O
3.	I use digital assessment tools to monitor children's progress.	2.69	0.46	O
4.	I use digital tools to share assessment information with parents when appropriate.	2.85	0.68	O
5.	I am confident in using digital assessment applications.	2.71	0.61	O
6.	I upload observation notes, photos, or work samples to digital assessment platforms.	2.61	0.64	O
7.	I use digital tools to organize assessment evidence by child or learning area.	2.46	0.76	R
8.	I review digital assessment records before planning learning activities.	2.60	0.62	O
9.	I use digital tools to identify patterns in children's progress.	2.61	0.74	O
10.	I follow data privacy procedures when using digital assessment tools.	2.95	0.72	O
	General Assessment	2.67	0.44	**O**

Legend:
3.25 – 4.00 Always (A) 2.50 – 3.24 Often (O)
1.75 – 2.49 Rarely (R) 1.00 – 1.74 Never (N)

The data reveal a general assessment mean of 2.67 (SD = 0.44), interpreted as Often, tied with baseline assessment as the lowest among the five tools. The highest mean, 2.95 (SD = 0.72), is for following data privacy procedures, while the lowest, 2.46 (SD = 0.76), is for using digital tools to organize assessment evidence by child or learning area, interpreted as Rarely. Recording assessment data on digital platforms (M = 2.53) and uploading notes, photos, or work samples (M = 2.61) are also close to the lower boundary of Often. These findings indicate that teachers are careful about data privacy but use digital tools only moderately and less often for organizing and analyzing evidence.

The findings imply that digital platforms are not yet being used to their full potential for structuring, retrieving, and interpreting assessment information. Schools may need to provide training that goes beyond uploading evidence to include tagging by learning area, tracking individual progress, and identifying patterns across groups. This interpretation is consistent with Acar and Bedel (2024), whose interviews with 11 preschool teachers in Istanbul identified documentation, storage and sharing, assessment, and parent communication as the main uses of digital technology, and who pointed to the need for greater integration among these dimensions. Hence, efforts to strengthen digital assessment should focus on integrating recording, organizing, and analyzing functions into a single coherent workflow.

3.1 Communication and language development

	Indicators	Mean	SD	VI
1.	Assessment tools help identify children's communication strengths and needs.	2.81	0.55	A
2.	Assessment results guide my strategies for supporting language development.	2.94	0.68	A
3.	Assessment tools support monitoring of speaking and listening skills.	2.69	0.67	A
4.	Assessment practices help monitor progress in communication outcomes.	3.09	0.73	A
5.	Assessment information helps me provide targeted communication and language support.	2.75	0.80	A
6.	Assessment evidence helps me identify children who need vocabulary support.	2.81	0.85	A
7.	Assessment information helps me plan activities for speaking and listening.	2.92	0.82	A
8.	Assessment results help me identify children's difficulty in following verbal instructions.	2.92	0.97	A
9.	Assessment records help me monitor children's progress in expressing ideas.	2.85	0.85	A
10.	Assessment evidence helps me communicate children's language progress to parents.	2.78	0.78	A
	General Assessment	2.86	0.60	A

Legend:
3.25 – 4.00 Strongly Agree (SA) — 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) — 1.00 – 1.74 Strongly Disagree (SD)

The data reveal a general assessment mean of 2.86 (SD = 0.60), interpreted as Agree, with all ten indicators interpreted as Agree. The highest mean, 3.09 (SD = 0.73), is for the statement that assessment practices help monitor progress in communication outcomes, while the lowest, 2.69 (SD = 0.67), is for the statement that assessment tools support monitoring of speaking and listening skills. These findings indicate that teachers generally perceive assessment tools as effective in supporting communication and language development, although they are more confident about tracking overall progress than about monitoring oral language skills specifically.

The findings imply that tools and routines for assessing speaking and listening may need refinement, for example through clearer oral-language indicators, structured listening tasks, and shared exemplars of children's spoken language at different stages. This interpretation is consistent with the OECD (2025), whose TALIS Starting Strong 2024 report examines staff practices to facilitate language development alongside literacy, numeracy, and emotional development, indicating that responsive language support is regarded as a central element of quality in early childhood education and care. Therefore, strengthening the assessment of oral language would help ensure that teachers' positive perceptions are matched by precise and actionable evidence on children's communication.

3.2 Literacy development

	Indicators	Mean	SD	VI
1.	Assessment tools help monitor children's literacy progress.	2.74	0.73	A
2.	Assessment results help identify children's reading readiness needs.	2.95	0.58	A
3.	Assessment evidence helps me support children's early writing skills.	2.79	0.80	A
4.	I use assessment data to guide literacy interventions.	2.96	0.85	A
5.	Assessment information helps monitor children's literacy attainment.	2.91	0.61	A
6.	Assessment evidence helps identify children's letter recognition progress.	2.86	0.35	A
7.	Assessment results help me plan early reading activities.	2.96	0.85	A
8.	Assessment records help me monitor children's phonological awareness.	3.11	0.31	A
9.	Assessment evidence helps me identify children who need additional writing support.	3.27	0.70	SA
10.	Assessment information helps me communicate literacy progress to parents.	3.28	0.45	SA
	General Assessment	2.98	0.29	A

Legend:
3.25 – 4.00 Strongly Agree (SA) — 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) — 1.00 – 1.74 Strongly Disagree (SD)

The data reveal a general assessment mean of 2.98 (SD = 0.29), interpreted as Agree. Eight of the ten indicators are interpreted as Agree, while two reached the Strongly Agree range: assessment information helps communicate literacy progress to parents (M = 3.28, SD = 0.45) and assessment evidence helps identify children who need additional writing support (M = 3.27, SD = 0.70). The lowest mean, 2.74 (SD = 0.73), is for the statement that assessment tools help monitor children's literacy progress. These findings indicate that teachers see assessment as particularly effective for reporting literacy progress to parents and for identifying writing needs, while its role in routine literacy monitoring is rated comparatively lower.

The findings imply that literacy assessment is well connected to communication with families and to targeted support, and that schools could build on this strength by strengthening systematic tracking of literacy progress across the year. This interpretation is consistent with Aras and Elden (2024), who identified sharing assessment data as one of the major themes in early childhood teachers' documentation and assessment practices, alongside observation and planning through assessment. Thus, the respondents' strong agreement on communicating literacy progress reflects the broader recognition that assessment evidence is most valuable when it is shared and used to guide the next steps of both teachers and families.

3.3 Mathematical development

	Indicators	Mean	SD	VI
1.	Assessment tools help identify mathematical learning needs.	2.48	0.63	D
2.	Assessment data help me plan mathematics activities.	2.68	0.60	A
3.	Assessment tools help me monitor children's numeracy skills.	2.66	0.48	A
4.	Assessment information helps track children's mathematical progress.	2.79	0.67	A
5.	Assessment information helps me adjust mathematics instruction.	2.66	0.61	A
6.	Assessment evidence helps identify children's counting skills.	2.58	0.62	A
7.	Assessment results help me plan number recognition activities.	2.42	0.73	D
8.	Assessment evidence helps monitor children's understanding of shapes, space, and measures.	2.58	0.62	A
9.	Assessment information helps identify children who need additional mathematics support.	2.61	0.76	A
10.	Assessment records help me communicate children's mathematics progress to parents.	2.93	0.70	A
	General Assessment	2.64	0.44	A

Legend:
3.25 – 4.00 Strongly Agree (SA) — 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) — 1.00 – 1.74 Strongly Disagree (SD)

The data reveal a general assessment mean of 2.64 (SD = 0.44), interpreted as Agree, which is the lowest among the five developmental areas. Two indicators fall within the Disagree range: using assessment results to plan number recognition activities (M = 2.42, SD = 0.73) and using assessment tools to identify mathematical learning needs (M = 2.48, SD = 0.63). The highest mean, 2.93 (SD = 0.70), is for using assessment records to communicate mathematics progress to parents. These findings indicate that teachers are less convinced of the effectiveness of assessment tools in mathematics than in other areas, particularly when it comes to diagnosing needs and planning number-related activities.

The findings imply that mathematics assessment is the most urgent area for improvement, and that teachers may need clearer assessment criteria, practical tools for tracking counting and number recognition, and training on interpreting early mathematical evidence. This interpretation is consistent with Sun (2025), who developed and validated the Early Mathematical Content Inventory for preschool teachers and concluded that teachers need more support in understanding what mathematical content should be covered in early mathematics education, through both teacher preparation and professional development programs. Accordingly, targeted professional development on early numeracy content and its assessment would help raise the perceived effectiveness of assessment tools in mathematical development.

3.4 Personal, social, and emotional development

	Indicators	Mean	SD	VI
1.	Assessment tools help monitor children's social development.	2.76	0.57	A
2.	Assessment evidence helps identify children's emotional support needs.	2.87	0.69	A
3.	Assessment results guide support for children's social-emotional development.	2.62	0.72	A
4.	Assessment information helps me plan support for positive relationships and behavior.	3.06	0.75	A
5.	Assessment information helps monitor personal and emotional development.	2.73	0.79	A
6.	Assessment evidence helps identify children's interaction with peers.	2.76	0.83	A
7.	Assessment results help me plan activities that support self-regulation.	2.87	0.83	A
8.	Assessment records help monitor children's confidence during classroom activities.	2.88	0.97	A
9.	Assessment information helps identify children who need additional social-emotional support.	2.80	0.86	A
10.	Assessment evidence helps me communicate social-emotional progress to parents.	2.75	0.79	A
	General Assessment	2.81	0.61	A

Legend:
3.25 – 4.00 Strongly Agree (SA) — 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) — 1.00 – 1.74 Strongly Disagree (SD)

The data reveal a general assessment mean of 2.81 (SD = 0.61), interpreted as Agree, with all ten indicators interpreted as Agree. The highest mean, 3.06 (SD = 0.75), is for the statement that assessment information helps plan support for positive relationships and behavior, while the lowest, 2.62 (SD = 0.72), is for the statement that assessment results guide support for children's social-emotional development. Responses were most varied for monitoring children's confidence (SD = 0.97). These findings indicate that teachers find assessment useful for planning behavioral and relational support, but they are somewhat less certain that assessment results directly guide social-emotional support.

The findings imply that schools may need to give teachers clearer frameworks for turning observations of social and emotional behavior into specific support strategies, since the assessment of this domain depends heavily on professional judgment. This interpretation is consistent with the OECD (2025), whose TALIS Starting Strong 2024 report includes staff practices to facilitate children's emotional development among its core areas of inquiry, reflecting the importance attached to this domain in early childhood education and care. Therefore, aligning assessment records with concrete strategies for emotional and social support would help strengthen the effectiveness of assessment in this area.

3.5 Physical development

	Indicators	Mean	SD	VI
1.	Assessment tools help monitor children's physical development.	2.72	0.73	A
2.	Assessment evidence identifies areas requiring physical development support.	2.98	0.58	A
3.	Assessment data help me plan physical development activities.	2.81	0.81	A
4.	Assessment helps track gross and fine motor development.	3.00	0.83	A
5.	Assessment information helps monitor physical development outcomes.	2.92	0.62	A
6.	Assessment evidence helps identify children's gross motor skills.	2.84	0.37	A
7.	Assessment evidence helps identify children's fine motor skills.	3.00	0.83	A
8.	Assessment results help me plan activities that support movement and coordination.	3.09	0.29	A
9.	Assessment information helps identify children who need additional physical development support.	3.22	0.70	A
10.	Assessment records help me communicate children's physical development progress to parents.	3.33	0.47	SA
	General Assessment	2.99	0.29	A

Legend:
3.25 – 4.00 Strongly Agree (SA) — 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) — 1.00 – 1.74 Strongly Disagree (SD)

The data reveal a general assessment mean of 2.99 (SD = 0.29), interpreted as Agree, which is the highest among the five developmental areas, marginally ahead of literacy development (M = 2.98). The highest mean, 3.33 (SD = 0.47), is for using assessment records to communicate children's physical development progress to parents and is interpreted as Strongly Agree. Identifying children who need additional physical development support is also close to that level (M = 3.22, SD = 0.70). The lowest mean, 2.72 (SD = 0.73), is for using assessment tools to monitor physical development. These findings indicate that teachers regard assessment as highly effective for reporting physical development to families and for identifying support needs.

The findings imply that documentation of physical development, such as records of gross and fine motor skills, is well suited to sharing with parents and can support collaboration between school and home. Schools may further strengthen this area by ensuring that routine monitoring of motor skills is as systematic as the reporting. This interpretation is consistent with Acar and Bedel (2024), who highlighted that documentation, assessment, and parent communication are closely interrelated in preschool teachers' use of digital technology and who underscored the need for integrity among these dimensions. Thus, the strong agreement on communicating physical development to parents reflects the way well-organized documentation can serve both assessment and family partnership.

Profile	Assessment tools which is commonly used by teachers in EYFS classrooms in Dubai	R-value	N	P-value	Remarks	Decision
Age	Observation-based assessment	0.159	85	0.147	Not Significant	Accept the Ho
	Baseline assessment	0.016	85	0.888	Not Significant	Accept the Ho
	Formative assessment	-0.001	85	0.995	Not Significant	Accept the Ho
	Summative assessment (EYFS Profile)	0.126	85	0.251	Not Significant	Accept the Ho
	Digital assessment tools	-0.071	85	0.519	Not Significant	Accept the Ho

The results show that age was not significantly related to any of the five assessment tools: observation-based assessment (r = .159, p = .147), baseline assessment (r = .016, p = .888), formative assessment (r = −.001, p = .995), summative assessment (r = .126, p = .251), and digital assessment tools (r = −.071, p = .519). All correlation coefficients are very small to weak, and all p-values

exceed .05, so the null hypothesis was accepted in every case. These findings indicate that older and younger teachers in the sample do not differ meaningfully in how often they use the assessment tools.

The findings imply that the use of assessment tools is not determined by age, and that assessment-related professional development should therefore not be targeted by age group but should be offered to teachers according to their identified needs. This is consistent with Aras and Elden (2024), who found marked differences in early childhood teachers' assessment practices and linked these to teachers' professional understanding of teaching and learning rather than to demographic descriptors. Accordingly, building shared understanding of assessment purposes and methods across all teachers appears more promising than differentiating training by age.

Profile	Assessment tools which is commonly used by teachers in EYFS classrooms in Dubai	R-value	N	P-value	Remarks	Decision
Gender	Observation-based assessment	0.152	85	0.165	Not Significant	Accept the Ho
	Baseline assessment	-0.154	85	0.159	Not Significant	Accept the Ho
	Formative assessment	-0.103	85	0.351	Not Significant	Accept the Ho
	Summative assessment (EYFS Profile)	-0.004	85	0.971	Not Significant	Accept the Ho
	Digital assessment tools	0.130	85	0.237	Not Significant	Accept the Ho

The results show that gender had no significant relationship with the use of observation-based assessment ($r = .152$, $p = .165$), baseline assessment ($r = -.154$, $p = .159$), formative assessment ($r = -.103$, $p = .351$), summative assessment ($r = -.004$, $p = .971$), or digital assessment tools ($r = .130$, $p = .237$). The coefficients are weak, and the null hypothesis was accepted for all five tools. These findings indicate that male and female teachers report using the assessment tools at comparable levels, although the relatively small number of male respondents ($n = 27$) calls for caution in interpreting the absence of differences.

The findings imply that assessment practice in the participating schools is gender-neutral, and that training and resources on assessment can be provided uniformly to all teachers. This is consistent with the OECD (2025), which treats the gender composition of the early years workforce as a matter of recruitment and perception rather than of professional capability, noting the importance of attracting more men and addressing gendered perceptions of early years tasks. Therefore, the results support an inclusive approach to professional development in which gender is not a basis for differentiating assessment expectations.

Profile	Assessment tools which is commonly used by teachers in EYFS classrooms in Dubai	R-value	N	P-value	Remarks	Decision
Educational Qualification	Observation-based assessment	0.248	85	0.022	Significant	Reject the Ho
	Baseline assessment	0.036	85	0.741	Not Significant	Accept the Ho
	Formative assessment	0.135	85	0.219	Not Significant	Accept the Ho
	Summative assessment (EYFS Profile)	0.030	85	0.788	Not Significant	Accept the Ho
	Digital assessment tools	0.018	85	0.868	Not Significant	Accept the Ho

The results reveal that educational qualification had a significant positive relationship with observation-based assessment ($r = .248$, $p = .022$), which was the only significant relationship among the five tools. Baseline assessment ($r = .036$, $p = .741$), formative assessment ($r = .135$, $p = .219$), summative assessment ($r = .030$, $p = .788$), and digital assessment tools ($r = .018$, $p = .868$) were not significantly related to qualification. The significant coefficient is weak but positive, and the null hypothesis was rejected only for observation-based assessment. These findings indicate that teachers with higher qualifications tend to report more frequent use of observation, whereas qualification does not distinguish how often they use the other tools.

The findings imply that advanced academic study may sharpen teachers' observational skills, perhaps because observation relies on professional judgment and interpretation of children's behavior. At the same time, the absence of relationships with baseline, formative, summative, and digital assessment suggests that academic qualifications alone do not prepare teachers to use these tools, so school-based training on them remains necessary for all qualification levels. This is consistent with Valle-Flórez et al. (2024), who found that evaluation strategies were an area in which problems persisted in the initial training of early childhood teachers. Because the relationship is correlational, it should not be taken to mean that qualification causes better observation, but it does support continued investment in assessment-focused learning beyond formal degrees.

Profile	Assessment tools which are commonly used by teachers in EYFS classrooms in Dubai	R-value	N	P-value	Remarks	Decision
Years of Teaching Experience	Observation-based assessment	0.380	85	0.000	Significant	Reject the Ho
	Baseline assessment	-0.132	85	0.227	Not Significant	Accept the Ho
	Formative assessment	0.010	85	0.926	Not Significant	Accept the Ho
	Summative assessment (EYFS Profile)	0.073	85	0.509	Not Significant	Accept the Ho
	Digital assessment tools	0.117	85	0.287	Not Significant	Accept the Ho

The results show that years of teaching experience in the EYFS had a significant positive relationship with observation-based assessment ($r = .380$, $p < .001$), which was the strongest relationship for this profile variable and is best described as weak to moderate. Baseline assessment ($r = -.132$, $p = .227$), formative assessment ($r = .010$, $p = .926$), summative assessment ($r = .073$, $p = .509$), and digital assessment tools ($r = .117$, $p = .287$) showed no significant relationships. The null hypothesis was therefore rejected for observation-based assessment only. These findings indicate that teachers with longer EYFS experience report using observation more often, while experience is not associated with the use of the other tools.

The findings imply that observation is a skill that deepens with practice, so experienced teachers are well positioned to coach novices in observing, recording, and interpreting children's learning. The lack of any relationship between experience and digital assessment further suggests that digital competence does not automatically accumulate with years of service and should be developed through training for teachers at every career stage. This interpretation is consistent with Aras and Elden (2024), who found that observation was central to early childhood teachers' practice but that teachers differed in how they used observation and assessment data, and who recommended effective professional learning to build documentation and assessment skills. Thus, experience appears to strengthen observation, but deliberate professional learning is still needed for the remaining tools.

Profile	Assessment tools which are commonly used by teachers in EYFS classrooms in Dubai	R-value	N	p-value	Remarks	Decision
Professional Training	Observation-based assessment	-0.043	85	0.696	Not Significant	Accept the Ho
	Baseline assessment	-0.234	85	0.031	Significant	Reject the Ho
	Formative assessment	-0.211	85	0.052	Not Significant	Accept the Ho
	Summative assessment (EYFS Profile)	0.258	85	0.017	Significant	Reject the Ho
	Digital assessment tools	0.099	85	0.367	Not Significant	Accept the Ho

The results indicate that professional training had significant relationships with baseline assessment ($r = -.234$, $p = .031$) and summative assessment ($r = .258$, $p = .017$). The relationship with summative assessment was positive, whereas the relationship with baseline assessment was negative. Observation-based assessment ($r = -.043$, $p = .696$), formative assessment ($r = -.211$, $p = .052$), and digital assessment tools ($r = .099$, $p = .367$) showed no significant relationships, although the formative result was only marginally above the .05 threshold. These findings indicate that teachers with more assessment-related training report using summative assessment more often but baseline assessment less often.

The findings imply that the number of trainings attended does not translate uniformly into greater use of every assessment tool, and the direction of these relationships should be interpreted with care. One possibility is that training in the respondents' context emphasized summative reporting and EYFS Profile procedures, while teachers with more training became more selective or critical about baseline assessment, but this requires verification, such as an examination of the content of the trainings attended.

This interpretation is consistent with Yang et al. (2024), who reported that both the frequency and the diversity of teachers' professional development experiences were related to early childhood education quality, which suggests that the nature and variety of training matter and not only its quantity. Therefore, schools should review the content of assessment training to ensure that it covers all tools in a balanced way.

Profile	Level of effectiveness of assessment tools in improving children's attainment	R-value	N	P-value	Remarks	Decision
Age	Communication and language development	-0.089	85	0.416	Not Significant	Accept the Ho
	Literacy development	0.030	85	0.785	Not Significant	Accept the Ho
	Mathematical development	-0.038	85	0.728	Not Significant	Accept the Ho
	Personal, social, and emotional development	-0.057	85	0.601	Not Significant	Accept the Ho
	Physical development	0.175	85	0.108	Not Significant	Accept the Ho

The results show that age had no significant relationship with the perceived effectiveness of assessment tools in communication and language development (r = −.089, p = .416), literacy development (r = .030, p = .785), mathematical development (r = −.038, p = .728), personal, social, and emotional development (r = −.057, p = .601), or physical development (r = .175, p = .108). All coefficients are very small to weak, and the null hypothesis was accepted for all five developmental areas. These findings indicate that younger and older teachers share similar views about how effective assessment tools are in supporting children's attainment.

The findings imply that confidence in assessment tools is relatively uniform across age groups, so improvement efforts can be planned for the whole teaching staff rather than for particular age cohorts. This is consistent with Yang et al. (2024), who found that early childhood education quality was related to the frequency and diversity of professional development experiences, suggesting that what shapes teachers' practice and perceptions is the learning opportunities they receive rather than their demographic characteristics. Accordingly, equitable access to quality professional learning is a more promising route to strengthening perceived effectiveness than age-based differentiation.

Profile	Level of effectiveness of assessment tools in improving children's attainment	R-value	N	P-value	Remarks	Decision
Gender	Communication and language development	-0.058	85	0.597	Not Significant	Accept the Ho
	Literacy development	0.022	85	0.840	Not Significant	Accept the Ho
	Mathematical development	-0.021	85	0.852	Not Significant	Accept the Ho
	Personal, social, and emotional development	0.089	85	0.418	Not Significant	Accept the Ho
	Physical development	-0.058	85	0.597	Not Significant	Accept the Ho

The results show that gender had no significant relationship with the perceived effectiveness of assessment tools in communication and language development (r = −.058, p = .597), literacy development (r = .022, p = .840), mathematical development (r = −.021, p = .852), personal, social, and emotional development (r = .089, p = .418), or physical development (r = −.058, p = .597). All coefficients are very weak, and the null hypothesis was accepted across the five areas. These findings indicate that male and female teachers hold comparable perceptions of the effectiveness of assessment tools, although the smaller number of male respondents (n = 27) warrants caution.

The findings imply that perceptions of assessment effectiveness in the participating schools are not shaped by gender, and that programs to improve assessment can address male and female teachers together. This is consistent with the OECD (2025), which frames the gender balance of the early years workforce as a matter of attracting more men and addressing gendered perceptions of early years tasks, not as a determinant of professional competence. Therefore, the results support gender-inclusive professional development in which all teachers are given the same opportunities to strengthen their assessment practice.

Profile	Level of effectiveness of assessment tools in improving children's attainment	R-value	N	P-value	Remarks	Decision
Educational Qualification	Communication and language development	-0.009	85	0.933	Not Significant	Accept the Ho
	Literacy development	0.168	85	0.124	Not Significant	Accept the Ho
	Mathematical development	0.019	85	0.860	Not Significant	Accept the Ho
	Personal, social, and emotional development	0.234	85	0.031	Significant	Reject the Ho
	Physical development	0.134	85	0.220	Not Significant	Accept the Ho

The results indicate that educational qualification had a significant positive relationship with the perceived effectiveness of assessment tools in personal, social, and emotional development (r = .234, p = .031). This was the only significant relationship among the five developmental areas. Communication and language development (r = −.009, p = .933), literacy development (r = .168, p = .124), mathematical development (r = .019, p = .860), and physical development (r = .134, p = .220) showed no significant

relationships. The null hypothesis was therefore rejected for personal, social, and emotional development only. These findings indicate that teachers with higher qualifications are more positive about how well assessment tools support children's social and emotional development.

The findings imply that advanced study may deepen teachers' understanding of child development and of the interactions that shape social and emotional growth, thereby improving their appreciation of assessment in this area. This interpretation is consistent with Yang et al. (2024), who found that teachers' educational level was associated with the quality of classroom interaction, a feature closely tied to children's social and emotional experiences. Nonetheless, because qualifications were unrelated to perceived effectiveness in the other four areas, schools should not assume that higher degrees automatically translate into stronger assessment practice across all domains.

Profile	Level of effectiveness of assessment tools in improving children's attainment	R-value	N	P-value	Remarks	Decision
Years of Teaching Experience	Communication and language development	-0.094	85	0.395	Not Significant	Accept the Ho
	Literacy development	0.275	85	0.011	Significant	Reject the Ho
	Mathematical development	0.055	85	0.618	Not Significant	Accept the Ho
	Personal, social, and emotional development	0.142	85	0.196	Not Significant	Accept the Ho
	Physical development	0.095	85	0.387	Not Significant	Accept the Ho

The results show that years of teaching experience in the EYFS had a significant positive relationship with the perceived effectiveness of assessment tools in literacy development (r = .275, p = .011), which was the only significant relationship among the five areas. Communication and language development (r = −.094, p = .395), mathematical development (r = .055, p = .618), personal, social, and emotional development (r = .142, p = .196), and physical development (r = .095, p = .387) were not significantly related to experience. The null hypothesis was rejected for literacy development only. These findings indicate that more experienced teachers tend to view assessment tools as more effective in supporting literacy attainment.

The findings imply that experience may help teachers connect assessment evidence with literacy teaching, for example by recognizing early reading and writing indicators and acting on them over successive cohorts. Because the results concern perceptions, they do not by themselves prove that children's literacy attainment improves with teacher experience.

This interpretation is consistent with the OECD (2025), whose TALIS Starting Strong 2024 report examines staff practices to facilitate literacy development as one of the core areas of early childhood education and care practice, indicating that effective literacy support is a recognized marker of quality. Hence, experienced teachers could be tapped to share their literacy assessment routines with less experienced colleagues.

Profile	Level of effectiveness of assessment tools in improving children's attainment	R-value	N	P-value	Remarks	Decision
Professional Training	Communication and language development	0.229	85	0.035	Significant	Reject the Ho
	Literacy development	-0.020	85	0.854	Not Significant	Accept the Ho
	Mathematical development	-0.356	85	0.001	Significant	Reject the Ho
	Personal, social, and emotional development	-0.210	85	0.054	Not Significant	Accept the Ho
	Physical development	-0.101	85	0.358	Not Significant	Accept the Ho

The results reveal that professional training had a significant positive relationship with the perceived effectiveness of assessment tools in communication and language development (r = .229, p = .035). However, it had a significant negative relationship with mathematical development (r = −.356, p = .001), which was the strongest relationship in absolute terms. Literacy development (r = −.020, p = .854), personal, social, and emotional development (r = −.210, p = .054), and physical development (r = −.101, p = .358) showed no significant relationships. These findings indicate that teachers with more assessment training see tools as more effective for communication and language but as less effective for mathematics.

The findings imply that the negative relationship with mathematics should be examined carefully before conclusions are drawn. It may reflect that more trained teachers are more critical of the tools available for assessing mathematics, or that the training they attended gave little attention to mathematical assessment, a reading that is in line with the low effectiveness ratings for mathematics in Table 13. This interpretation is consistent with Sun (2025), who concluded that teachers need more support in understanding what content should be covered in early mathematics education, through both teacher preparation and

professional development programs. Accordingly, future assessment training should deliberately include early numeracy content and tools.

Assessment tools which is commonly used by teachers in EYFS classrooms in Dubai	Level of effectiveness of assessment tools in improving children's attainment	R-value	N	P-value	Remarks	Decision
Observation-based assessment	Communication and language development	-0.189	85	0.083	Not Significant	Accept the Ho
	Literacy development	0.282	85	0.009	Significant	Reject the Ho
	Mathematical development	0.127	85	0.246	Not Significant	Accept the Ho
	Personal, social, and emotional development	0.243	85	0.025	Significant	Reject the Ho
	Physical development	0.332	85	0.002	Significant	Reject the Ho

The table indicates that observation-based assessment had significant positive relationships with the perceived effectiveness of assessment tools in literacy development ($r = .282$, $p = .009$), personal, social, and emotional development ($r = .243$, $p = .025$), and physical development ($r = .332$, $p = .002$), the strongest of the significant results. Communication and language development ($r = -.189$, $p = .083$) and mathematical development ($r = .127$, $p = .246$) were not significantly related to observation. The null hypothesis was rejected for three of the five areas. These findings indicate that teachers who use observation more often perceive assessment tools as more effective in supporting literacy, social-emotional, and especially physical development.

The findings imply that observation is particularly well matched to developmental areas in which learning is visible in children's behavior, such as movement, interaction, and early reading and writing behaviors. Observation may be less effective for capturing oral language and mathematical understanding unless it is complemented by structured tasks and prompts. This interpretation is consistent with Aras and Elden (2024), who found that early childhood teachers conducted observation mostly during free play, a context in which physical and social behaviors are readily visible. Therefore, strengthening observation, while supplementing it with targeted activities for language and mathematics, would support more balanced assessment across all areas.

Assessment tools which is commonly used by teachers in EYFS classrooms in Dubai	Level of effectiveness of assessment tools in improving children's attainment	R-value	N	P-value	Remarks	Decision
Baseline assessment	Communication and language development	-0.249	85	0.022	Significant	Reject the Ho
	Literacy development	-0.169	85	0.123	Not Significant	Accept the Ho
	Mathematical development	0.619	85	0.000	Significant	Reject the Ho
	Personal, social, and emotional development	0.313	85	0.004	Significant	Reject the Ho
	Physical development	0.304	85	0.005	Significant	Reject the Ho

The results show that baseline assessment had significant relationships with communication and language development ($r = -.249$, $p = .022$), mathematical development ($r = .619$, $p < .001$), personal, social, and emotional development ($r = .313$, $p = .004$), and physical development ($r = .304$, $p = .005$). The relationship with mathematical development was the strongest in the entire set of results and is moderately strong, whereas the relationship with communication and language development was negative. Literacy development ($r = -.169$, $p = .123$) was not significantly related to baseline assessment. These findings indicate that teachers who use baseline assessment more often perceive assessment tools as more effective in mathematics, social-emotional, and physical development, but less effective in communication and language.

The findings imply that baseline assessment, as used by the respondents, may capture numeracy, social, and physical starting points more convincingly than language starting points. Schools may therefore need to review the language component of their baseline procedures, for instance by adding structured speaking and listening tasks. This is consistent with Walla and Palmér (2024), who examined teachers' talk about a mandatory national mathematics assessment for six-year-olds and found that teachers saw it as a way to raise the status and equity of early mathematics, while also cautioning that categorizing and grouping children may have equity implications. As these results are correlational, they show association rather than cause, but they indicate that baseline assessment is most valued by teachers in mathematics.

Assessment tools which is commonly used by teachers in EYFS classrooms in Dubai	Level of effectiveness of assessment tools in improving children's attainment	R-value	N	P-value	Remarks	Decision
Formative Assessment	Communication and language development	-0.213	85	0.050	Significant	Reject the Ho
	Literacy development	0.011	85	0.923	Not Significant	Accept the Ho
	Mathematical development	0.497	85	0.000	Significant	Reject the Ho
	Personal, social, and emotional development	0.591	85	0.000	Significant	Reject the Ho
	Physical development	0.271	85	0.012	Significant	Reject the Ho

The table indicates that formative assessment had significant relationships with communication and language development ($r = -.213$, $p = .050$), mathematical development ($r = .497$, $p < .001$), personal, social, and emotional development ($r = .591$, $p < .001$), and physical development ($r = .271$, $p = .012$). The strongest relationship was with personal, social, and emotional development, followed by mathematical development, while the relationship with communication and language was negative and sat exactly at the .05 threshold. Literacy development ($r = .011$, $p = .923$) was not significantly related to formative assessment. These findings indicate that teachers who use formative assessment more often see assessment tools as more effective in social-emotional, mathematical, and physical development.

The findings imply that regular, in-lesson checking of understanding is closely associated with teachers' confidence in assessment for social-emotional and mathematical growth, and that formative practices could be further developed for oral language and literacy. This interpretation is consistent with Valle-Flórez et al. (2024), who found that evaluation strategies remained a weak point in the initial preparation of early childhood teachers, which suggests that ongoing school-based support for formative assessment is important. Thus, strengthening formative routines in language and literacy would help extend its benefits to all developmental areas.

Assessment tools which is commonly used by teachers in EYFS classrooms in Dubai	Level of effectiveness of assessment tools in improving children's attainment	R-value	N	P-value	Remarks	Decision
Summative assessment (EYFS Profile)	Communication and language development	0.126	85	0.251	Not Significant	Accept the Ho
	Literacy development	0.170	85	0.119	Not Significant	Accept the Ho
	Mathematical development	-0.038	85	0.733	Not Significant	Accept the Ho
	Personal, social, and emotional development	-0.196	85	0.072	Not Significant	Accept the Ho
	Physical development	0.205	85	0.060	Not Significant	Accept the Ho

By the EYFS Profile, had no significant relationship with communication and language development ($r = .126$, $p = .251$), literacy development ($r = .170$, $p = .119$), mathematical development ($r = -.038$, $p = .733$), personal, social, and emotional development ($r = -.196$, $p = .072$), or physical development ($r = .205$, $p = .060$). The null hypothesis was accepted for all five areas, although the results for physical and social-emotional development were close to the .05 threshold. These findings indicate that teachers' use of summative assessment is not significantly linked to their perception of the effectiveness of assessment tools in any developmental area.

The findings imply that end-of-period judgments, though widely used, are not perceived by teachers as a driver of improved attainment, probably because summative information arrives after learning has taken place and is used chiefly for reporting and transition. To make summative assessment more impactful, schools may need to connect EYFS Profile judgments more explicitly to follow-up actions in the next phase of learning. This is consistent with Walla and Palmér (2024), whose study showed that teachers described assessment as categorizing and grouping children, a view that suggests summative information can be used to sort rather than to support unless it is deliberately tied to individual next steps. Accordingly, summative results should be paired with clear plans for support.

Assessment tools which is commonly used by teachers in EYFS classrooms in Dubai	Level of effectiveness of assessment tools in improving children's attainment	R-value	N	p-value	Remarks	Decision
Digital assessment tools	Communication and language development	0.513	85	0.000	Significant	Reject the Ho
	Literacy development	0.091	85	0.408	Not Significant	Accept the Ho
	Mathematical development	-0.153	85	0.162	Not Significant	Accept the Ho
	Personal, social, and emotional development	-0.101	85	0.356	Not Significant	Accept the Ho
	Physical development	-0.154	85	0.159	Not Significant	Accept the Ho

The table reveals that digital assessment tools had a significant positive relationship with communication and language development ($r = .513$, $p < .001$), which is moderately strong and was the only significant relationship among the five areas. Literacy development ($r = .091$, $p = .408$), mathematical development ($r = -.153$, $p = .162$), personal, social, and emotional development ($r = -.101$, $p = .356$), and physical development ($r = -.154$, $p = .159$) were not significantly related to digital assessment tools. The null hypothesis was rejected for communication and language development only. These findings indicate that teachers who use digital tools more often see assessment as more effective for communication and language, but not for the other areas.

The findings imply that digital tools may be particularly suited to capturing and sharing evidence of children's language, such as recordings, photographs, and annotated notes, and that their potential for the other developmental areas is not yet being realized. Schools may therefore widen the use of digital platforms to include evidence of mathematical, social-emotional, and physical learning. This is consistent with Acar and Bedel (2024), who reported that preschool teachers use digital technologies for documentation, storage and sharing, assessment, and parent communication, and who stressed the need for integration among these functions. Thus, expanding and integrating digital assessment across all areas would help convert the strong benefit seen in communication and language into broader gains.

SUMMARY OF FINDINGS

This study assessed the assessment tools used by teachers in Early Years Foundation Stage (EYFS) classrooms in Dubai and their perceived effectiveness in improving children's attainment. Specifically, it examined the profile of the teacher-respondents, the assessment tools commonly used, the perceived effectiveness of these tools across selected developmental areas, the relationships among teacher profiles and assessment practices, and the relationships between assessment tools and children's perceived attainment. The study involved 85 teacher-respondents.

1. Profile of the Teacher-Respondents. In terms of age, the largest group of respondents was aged 40–49 years, comprising 38 teachers or 44.7%, followed by those aged 30–39 years, with 32 teachers or 37.6%. Regarding gender, 58 respondents or 68.2% were female, while 27 or 31.8% were male. These results indicate that the respondents were predominantly female and that most belonged to the 30–49 age groups. The study also considered educational qualification, years of teaching experience in EYFS, and professional training related to assessment practices.

2. Assessment Tools Commonly Used by Teachers in EYFS Classrooms. The study examined five assessment approaches: observation-based assessment, baseline assessment, formative assessment, summative assessment through the EYFS Profile, and digital assessment tools. The reported overall means indicated that formative assessment was used often (mean = 2.85), summative assessment was used often (mean = 3.01), and digital assessment tools were used often (mean = 2.67). Baseline assessment also received an overall mean of 2.67, interpreted as often. These findings suggest that teachers employed several assessment approaches, although their reported frequency of use varied across practices and indicators.

In formative assessment, continuous monitoring of children's progress obtained the highest mean of 3.09, while modifying instruction based on assessment evidence received the lowest mean of 2.68. In digital assessment, following data privacy procedures received the highest mean of 2.95, whereas organizing assessment evidence by child or learning area received the lowest mean of 2.46, interpreted as rarely. These results highlight opportunities to strengthen the systematic use of assessment information and the organization of digital records.

3. Perceived Effectiveness of Assessment Tools in Improving Children's Attainment. The respondents generally agreed that assessment tools supported children's development in the five areas examined in the results tables. Literacy development obtained an overall mean of 2.98, personal, social, and emotional development received 2.81, mathematical development received 2.64, and physical development received 2.99. All were interpreted as Agree under the study's rating scale.

In literacy development, communicating children's literacy progress to parents received the highest mean of 3.28, interpreted as Strongly Agree, while monitoring literacy progress received the lowest mean of 2.74, interpreted as Agree. In

mathematics, the overall assessment mean of 2.64 indicated a generally positive perception, but planning number-recognition activities based on assessment results received a mean of 2.42, interpreted as Disagree. For personal, social, and emotional development, the overall mean was 2.81, with planning support for positive relationships and behavior receiving the highest mean of 3.06. For physical development, the overall mean was 2.99. Communicating children's physical development progress to parents received the highest mean of 3.33, interpreted as Strongly Agree. Overall, the findings indicate that teachers perceived assessment tools as useful in supporting developmental progress, while mathematics-related planning and the systematic monitoring of learning remained areas for improvement.

4. Significant Relationships Between Teacher Profile and Assessment Tools Used. The correlation analysis showed that age and gender had no statistically significant relationships with the use of observation-based, baseline, formative, summative, or digital assessment tools. Educational qualification had a significant positive relationship with observation-based assessment ($r = .248$, $p = .022$), while years of teaching experience had a significant positive relationship with observation-based assessment ($r = .380$, $p < .001$). Professional training related to assessment practices had significant relationships with baseline assessment ($r = −.234$, $p = .031$) and summative assessment ($r = .258$, $p = .017$). The negative relationship with baseline assessment requires careful interpretation and further examination. These findings suggest that selected professional characteristics were associated with particular assessment practices, although the relationships were not consistent across all tools.

5. Significant Relationships Between Teacher Profile and the Perceived Effectiveness of Assessment Tools. The results showed that age and gender were not significantly related to teachers' perceived effectiveness of assessment tools across the developmental areas examined. Educational qualification had a significant positive relationship with personal, social, and emotional development ($r = .234$, $p = .031$), while years of teaching experience had a significant positive relationship with literacy development ($r = .275$, $p = .011$). Professional training had a significant positive relationship with communication and language development ($r = .229$, $p = .035$) and a significant negative relationship with mathematical development ($r = −.356$, $p = .001$). The negative correlation should not be interpreted as evidence that training reduces mathematical attainment; it indicates an association that warrants further investigation.

6. Significant Relationships Between Assessment Tools and the Perceived Effectiveness of Assessment Tools in Improving Children's Attainment. The findings revealed that the relationships between assessment tools and perceived effectiveness differed according to the developmental area. Observation-based assessment had significant positive relationships with literacy development ($r = .282$, $p = .009$), personal, social, and emotional development ($r = .243$, $p = .025$), and physical development ($r = .332$, $p = .002$). Baseline assessment had significant relationships with communication and language development, mathematical development, personal, social, and emotional development, and physical development. The relationship with communication and language was negative, while the other three were positive.

Formative assessment had significant relationships with communication and language, mathematical, personal, social, and emotional, and physical development, although the reported relationship with communication and language was negative and at the .05 significance threshold. Summative assessment, represented by the EYFS Profile, had no statistically significant relationship with any of the five developmental areas examined. Digital assessment tools had a significant positive relationship with communication and language development ($r = .513$, $p < .001$), but no significant relationships with literacy, mathematics, personal, social, and emotional development, or physical development. These findings suggest that the reported use of particular assessment tools was associated with perceived effectiveness in selected developmental areas; however, correlation does not establish causation.

7. Proposed Enhancement Plan. Based on the findings, an enhancement plan was proposed to improve the effectiveness of assessment tools in EYFS classrooms. The plan includes professional development, standardization of assessment practices, improvement of observation-based and formative assessment, strengthening of baseline and summative assessment, integration of digital tools, assessment across developmental domains, parent–teacher communication, assessment-data review, and monitoring and evaluation. The plan has a proposed budget of AED 15,500 and includes measurable targets for training, documentation, digital tool use, progress monitoring, parent communication, and evaluation.

Based on the findings of the study, the following conclusions were drawn.

First, the teacher-respondents represented different age groups, educational qualifications, levels of EYFS teaching experience, and professional backgrounds, although female teachers and those aged 30–49 constituted the largest portions of the sample. The assessment practices examined were therefore reported by teachers with varied professional characteristics.

Second, teachers reported using several assessment approaches, including observation-based, baseline, formative, summative, and digital assessment tools. Nevertheless, the implementation of some practices could be strengthened, particularly the systematic organization of digital assessment evidence and the use of assessment information to modify instruction and plan targeted learning activities.

Third, teachers generally perceived assessment tools as helpful in supporting children's development in the five areas examined: communication and language, literacy, mathematics, personal, social, and emotional development, and physical development. However, comparatively lower ratings for certain mathematics-related indicators suggest a need to improve how assessment findings are translated into specific learning activities and interventions.

Fourth, selected teacher characteristics were significantly associated with particular assessment practices and perceptions of effectiveness. Educational qualification and teaching experience were related to specific assessment outcomes, while professional training had both positive and negative correlations depending on the assessment tool or developmental area. The relationships between professional characteristics and assessment practices were not uniform.

Fifth, the relationships between assessment tools and perceived effectiveness varied across developmental areas. Observation-based assessment was positively associated with perceived effectiveness in literacy, personal, social, and emotional development, and physical development. Formative assessment was associated with perceived effectiveness in several areas, while digital assessment tools had a particularly strong positive relationship with communication and language development. Summative assessment did not demonstrate statistically significant relationships with the developmental areas examined.

Finally, the findings support a structured enhancement plan focusing on teacher training, consistent assessment practices, digital documentation, developmental progress monitoring, parent–teacher collaboration, and evaluation. The plan may guide schools in strengthening assessment practices, but its actual effectiveness should be evaluated after implementation. Because the study relied on teacher responses and correlational analysis, its findings indicate perceived effectiveness and statistical association rather than proof of direct causal effects on children's attainment.

Based on the findings and conclusions of the study, the following recommendations are proposed.

Teachers. EYFS teachers are encouraged to strengthen their use of observation-based, baseline, formative, summative, and digital assessment tools. They should consistently document children's learning, interpret assessment evidence, adjust instructional strategies, and provide differentiated activities based on individual developmental needs. Particular attention should be given to using assessment results to plan mathematics activities, including number recognition and the identification of mathematical learning needs. Teachers should also improve the organization of digital assessment evidence and use assessment information to communicate children's progress to parents. Participation in professional development and collaborative sharing of effective assessment practices is recommended.

Students. Children enrolled in FS1 and FS2 should benefit from assessment practices that are developmentally appropriate, inclusive, and responsive to their individual learning needs. Teachers are encouraged to use assessment results to provide timely support, enriching learning experiences, and appropriate interventions across the developmental areas examined in the study. Children's progress should be monitored regularly, with assessment used to guide learning rather than merely record performance. The proposed enhancement plan should prioritize meaningful learning opportunities and the identification of children who may require additional assistance.

Parents and Guardians. Parents and guardians are encouraged to participate actively in parent–teacher conferences and review their children's progress reports, learning journals, and portfolios when available. Teachers should communicate assessment results in clear and accessible language and provide practical suggestions for supporting learning at home. Parents may reinforce children's communication, literacy, mathematical, social-emotional, and physical development through age-appropriate activities and regular communication with teachers. This partnership can help maintain consistency between classroom instruction and home-based learning support.

School Administrators and Curriculum Coordinators. School administrators and curriculum coordinators are encouraged to adopt and evaluate the proposed enhancement plan according to their schools' needs and available resources. Priority should be given to professional development, the standardization of assessment documentation, mentoring, and the effective use of assessment data in instructional planning. Administrators should monitor whether teachers consistently use assessment evidence to identify learning needs and adjust classroom practices. They should also support appropriate digital tools, ensure the confidentiality of children's records, and evaluate the plan through measurable indicators such as training completion, documentation quality, and children's recorded progress.

Policymakers and Education Authorities. Education authorities in Dubai may use the study's findings as supplementary evidence when reviewing guidance on EYFS assessment practices and professional development. They are encouraged to support continuing teacher training in observation-based, formative, baseline, summative, and digital assessment. Where appropriate, they may promote common principles for assessment documentation, data protection, communication with parents, and the use of assessment results to inform instruction. Any policy changes should consider additional evidence from a broader range of schools and should not rely on the present correlational findings alone.

Researcher. The researcher is encouraged to use the findings as a basis for further professional and academic work on assessment practices in early childhood education. The proposed enhancement plan may be presented to participating schools for review and possible implementation. If implemented, the researcher may evaluate its outcomes by comparing baseline and follow-up assessment records, reviewing teacher participation and implementation, and documenting changes in children's developmental progress. Such evaluation would provide additional evidence on whether the proposed strategies are practical and beneficial in the participating schools.

Future Researchers. Future researchers are encouraged to conduct studies involving a larger and more diverse sample of EYFS teachers and schools in Dubai or other educational settings. Further studies may examine all seven EYFS areas of learning, as appropriate to the research objectives, and investigate assessment tools not fully covered by the present analysis. Researchers may also use classroom observations, document reviews, parent perspectives, and children's developmental records to complement teacher-reported data. Longitudinal or intervention-based research could examine whether changes in assessment practices are followed by measurable changes in children's attainment. Particular attention should be given to the negative correlations identified in this study to clarify their possible explanations before drawing practical conclusions.

Overall, the recommendations emphasize the importance of strengthening assessment literacy, improving the use of assessment evidence, and building collaboration among teachers, parents, school leaders, and education authorities. Through systematic implementation and evaluation, the proposed enhancement plan may contribute to more responsive assessment practices and better-informed support for children's development in EYFS classrooms.

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