Evaluation and Progression of Children

The aim of progress assessment of early pre-school children in units offering early education services is to guide and optimize the children development and learning in the period from birth to 3 years old. The progress assessment of early pre-school children is done based on national specific standards, respectively the Fundamentals in learning and child development from birth to 7 years old approved by Order of the Minister of Education.

The syllabus for pre-primary education sets the general guidelines in evaluating children attainment levels (evaluation and assessment is not quantified in marks).

At the beginning of each school year the first two weeks are dedicated for collecting data on the children - the initial evaluation. Teachers observe the children during the different moments of the daily programme and talk to the children and their parents in order to build an image as accurate as possible on each child psycho-somatic development, knowledge, understanding and skills. The same provision applies to children enrolled during the school year.

Evaluation of the children is continuous and is not determined by the structure of the school year. Continuous evaluation is performed by the teacher through various means, including observation, conversation, small projects, etc. and aims at establishing the progress of the children during the school year.

Corrective measures, such as differentiated activities, remedial teaching, etc. are freely applied by the teacher.

The teacher keeps parents informed on the progress of their child and works closely with the specialised local services providing support for children development (Psycho-pedagogical Assistance Centers – Centrul Județean de Asistență Psihopedagogică and units and inter-school logopaedic centers).

A two-week final evaluation is recommended – but not mandatory – in order to assess the overall progress of the each child during the school year or during all pre-primary education. The official recommendation is to use a variety of evaluation methods during this period, without limiting to assessment and/or evaluation fiches. Based on the results of this final evaluation teachers determine the educational strategy to be applied the next school year and/or make recommendations for the children ready to enroll in primary education.

According to the specific curriculum, the assessment is done continuously based on observation, and the collected data are recorded in the child’s portfolio with his/her works.

At the end of kindergarten, teachers fill in a psychopedagogical form for every child intended to characterise their development, and this form will be used when children are admitted in the 1st grade. The psychopedagogical form is different from one county to another and its role is not to recommend or
not a child’s admission to the 1st grade. Children with development problems are directed by teachers, through their parents, to specialised offices for therapy or counselling, or to specialised education services.

Testing children or grading their work or giving qualifying descriptors is not allowed in kindergartens. The new curriculum promotes the idea of encouraging children and helping them to develop a positive self-image, gain confidence in their own abilities and individual progress at one’s own pace.

In pre-primary education children do not have to repeat the class, regardless of their attainment levels.

County Centres for Resources and Educational Assistance (Centrele Judetene de Resurse si de Asistenta Educationala - CJRAE) and respectively Bucharest Centre for Educational Resources and Assistance (Centrul Municipiului Bucuresti de Resurse si Asistenta Educationala - CMBRAE) form multidisciplinary teams for early intervention (together with teachers from units providing early pre-school education services) aiming to achieve the assessment of all children, the monitoring, early detection and appropriate early care for those with special needs or at risk in personal skills development.