

ABSTRACT

This project aims at describing the use of Action Research in the development of more structured assessment practices in Early Childhood Portuguese contexts.

The teacher had always observed young learners' activities and progress, and registered them in the form of "critical incidents". This reflective process structured through this type of narratives helps "tune" the Class Curriculum firstly designed without much knowledge about the kids and so, difficultly responding to their specific needs and interests.

The results achieved suggest kids become better prepared to face further education and life.

Being early childhood assessment felt by most Portuguese kindergarten teachers as an innovative procedure, the project was seen as the launching of roots for "new" practices.