

The broad aim of the study was to examine classroom-based assessment practices by early childhood educators in Masvingo urban primary schools in Zimbabwe. In more specific terms the study sought to understand and describe the nature of classroom-based assessment practices by early childhood educators in order to determine the extent to which the assessment information was used in making decisions about teaching and learning. The major question that guided the study was how early childhood educators used assessment information as a teaching tool. Data were generated through a combination of a questionnaire, observations and a document analysis record sheet. Seventy (70) out of seventy-three (73) early childhood educators from Masvingo urban primary schools participated in the study. Data indicated that most early childhood educators, a) relied on oral questions, written exercises and weekly tests as assessment tools; b) assessed prior knowledge, grasp of concept during lesson delivery and content mastery through weekly tests; c) did not adequately document assessment information as a result feedback was not effectively used during subsequent lessons and d) used syllabuses, teachers' guides and children's text books in making decisions about classroom instruction. In light of the findings it was concluded that there was room for improving early childhood instruction in Masvingo urban schools through utilization of varied assessment practices as well as using assessment information during teaching and learning.