This study was designed to explore teachers’ knowledge and use of, and perceptions about assessment in early childhood in Saudi Arabia. Recently, there has been an intensive focus on early childhood education and improving the education system in Saudi Arabia.

This study involved qualitative interviews with ten teachers and four principals. The interview questions were focused on teachers’ and principals’ knowledge of assessment, their use of assessment, and their perceptions about assessment. Teachers described assessment as the practice of collecting information about each child. Their knowledge of assessment varied by their experience and training. The teachers used assessments every day and they tended to document their assessments using the Noor system. The principals seemed to be responding to the questions in a very careful manner and some did not have a response to some of the questions. The principals talked about the importance of parents' involvement. Also, the principals said that they provided training for the teachers. The results are presented in detail and discussed with recommendations for teachers, programs, and administrators.