

A Model for Assessment

in Play-Based Kindergarten Education

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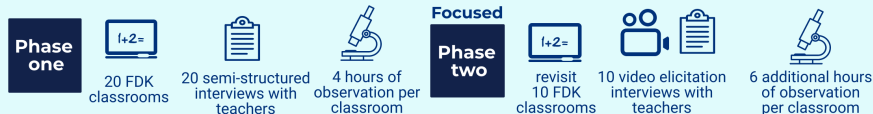
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Introduction

Kindergarten teachers face the challenge of integrating contemporary assessment practices with play-based pedagogy. The current study addresses this challenge by developing an assessment framework informed by current theory and teacher's observed classroom assessment practices.

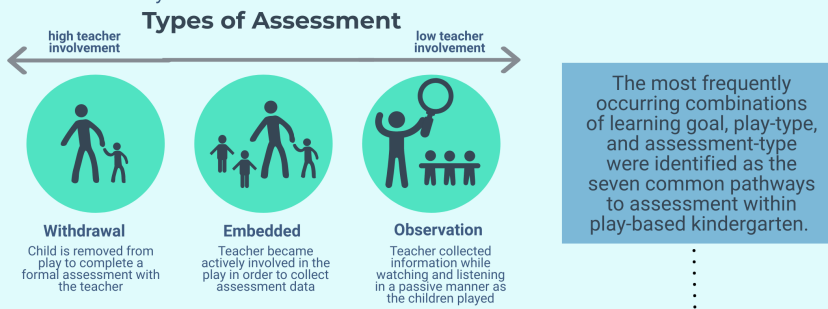


Method

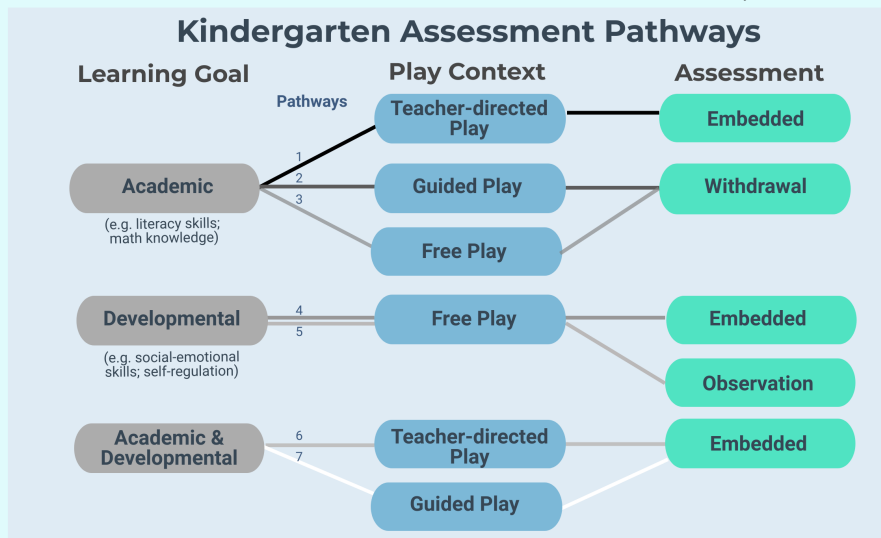


Results

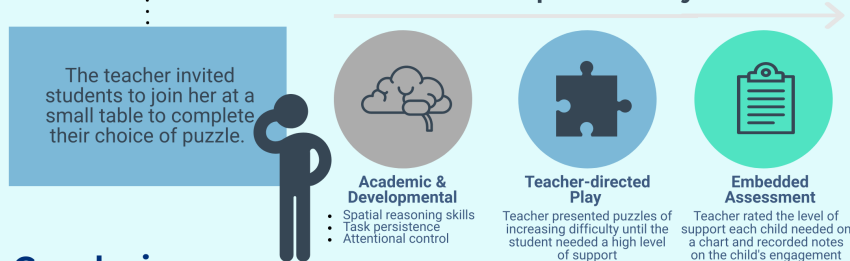
Kindergarten teachers' overarching learning goals (developmental learning, academic learning, or both) informed both the type of play they facilitated as well as the type of assessment they conducted.



Kindergarten Assessment Pathways



Example: Pathway 6



Conclusion

While the current accountability-driven context of kindergarten education is complex and demanding, these results show that teachers engaged in purposeful assessment practices across seven pathways to support the academic and developmental learning of their students. This framework provides a heuristic for teachers as they work to engage diverse types of play and assessment in their classroom.



Pyle, A., DeLuca, C., Danniels, E., & Wickstrom, H. (2020). A Model for Assessment in Play-Based Kindergarten Education. *American Educational Research Journal*. <https://doi.org/10.3102/0002831220908800>