



The role of technology in supporting classroom assessment in play-based kindergarten

Article Summary

There has been a rapid increase in the integration of new technologies in early education. While research has examined how technology can benefit classroom instruction, few studies have looked specifically at how technology is used by early educators to enhance their classroom assessment practices. The current study examined educators' approaches towards the integration of technology in assessment in 20 play-based kindergarten classrooms. The majority of educators described technology as improving the efficiency of their assessment practices, while a minority of educators described technology as meaningfully extending student learning in assessment. Implications of different uses of assessment technology are discussed.

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