



A Model for Assessment in Play-Based Kindergarten Education

Article Summary

Kindergarten teachers face the challenge of integrating contemporary assessment practices with play-based pedagogy. The current study addresses this challenge by presenting a kindergarten assessment framework rooted in theory and current classroom practices, based on teacher interview and observational data collected in 20 kindergarten classrooms. Ten teachers subsequently participated in extended observations and video elicitation interviews. Results uncovered seven different assessment pathways by which teachers mobilized learning goals through play pedagogies and assessment. Based on these pathways, a comprehensive assessment framework was developed underscoring the cyclical relation between student learning goals, types of play, and assessment contexts and practices. This framework supports teachers' negotiation and integration of assessment practices with play-based pedagogies to promote both academic and developmental learning goals.

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