



# Connecting kindergarten teachers' play-based learning profiles and their classroom assessment practices

## Article Summary

Contemporary kindergarten policy mandates the use of assessment to monitor student learning alongside the growing popularity of play-based learning. However, research examining teacher perspectives on assessment in play has uncovered challenges. A two-phase qualitative approach was used to gather observational and interview data in 18 kindergarten classrooms. Thematic analysis revealed that teachers fell into three play profiles that aligned with different approaches towards assessment in play: informal, formal, and blended. Strategies utilized by the blended group reflected contemporary assessment and play-based learning policies. Implications of these approaches and considerations for productive assessment practices are discussed.

**For full article visit [cdeluca.com](http://cdeluca.com)**

Pyle, A., DeLuca, C., Wickstrom, H., & Danniels, E. (2022). Connecting kindergarten teachers' play-based learning profiles and their classroom assessment practices. *Teaching and teacher Education*, 119. <https://doi.org/10.1016/j.tate.2022.103855>



**CART**  
Classroom Assessment  
Research Team  
[cdeluca.com](http://cdeluca.com)