



Leveraging assessment to promote kindergarten learners' independence and self-regulation within play-based classrooms

Article Summary

Currently, kindergarten education is shaped by two priorities: (1) the recognition that early learning must maintain a developmental orientation and support socio-personal growth; and (2) a growing emphasis on standards-based curriculum and the use of assessment to support children's learning. While some researchers have argued these two priorities are counter-related, research demonstrates the potential to embed these goals through play-based pedagogies. The purpose of this paper is to explore how kindergarten teachers leverage assessment practices, particularly Assessment as Learning (AaL), to support children learning within play-based classrooms. Centrally, we argue that a focus on AaL and self-regulation might be the fulcrum that hinges play-pedagogies with standards-based education and assessment mandates, helping to diminish the divide between these two priorities. Data are drawn from 20 kindergarten classrooms via initial interviews, observations and video-elicitation teacher interviews. Findings identify how kindergarten teachers are productively using assessment to promote learner independence within play-based classrooms.

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