



# Assessment in the kindergarten classroom

An empirical study of teachers' assessment approaches

## Article Summary

Within the current accountability framework of public education, kindergarten teachers face the challenge of balancing traditional developmental programming and current academically oriented curriculum. Central to this challenge is teachers' uses of assessment to measure and communicate student learning in relation to their curricular stance. The purpose of this study was to provide an in-depth examination of three teachers' approaches to assessment within the current context of kindergarten education in order to elucidate potential approaches to bridging developmental and academic demands. Based on data collected from teacher interviews and classroom observations, three profiles are constructed that link focal teachers' curricular stances with their approach to assessment. The paper concludes with a discussion on assessment within kindergarten education and areas for future research in the field.

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