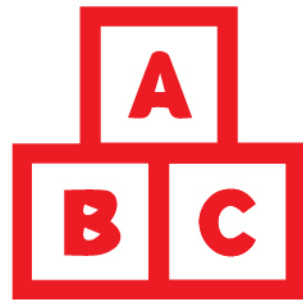


Assessment in Play-Based Kindergarten Classrooms

The Purpose

To explore teachers' approaches to assessment in play-based kindergarten education and specifically to examine how assessment practices differed based on teachers' conceptions of the purpose of play in student learning.



Conclusions

Current reforms have increased accountability structures requiring teachers to integrate assessments throughout their instruction to support academic learning while retaining developmentally appropriate pedagogies such as play-based learning.

The Study

77

kindergarten teachers

Data from 77 Ontario Kindergarten teachers suggests a misalignment in teachers' perspectives of the purpose of play and what teachers assess during periods of play.



CART

Classroom Assessment
Research Team

Pyle, A., & DeLuca, C. (2017). Assessment in play-based kindergarten classrooms: An empirical study of teacher perspectives and practices. *The Journal of Educational Research*, 110(5), 457–466.

Full article at cdeluca.com