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.


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