

# Assessment for Learning in Kindergarten

About the Kindergarten Learning Project Assessment Framework

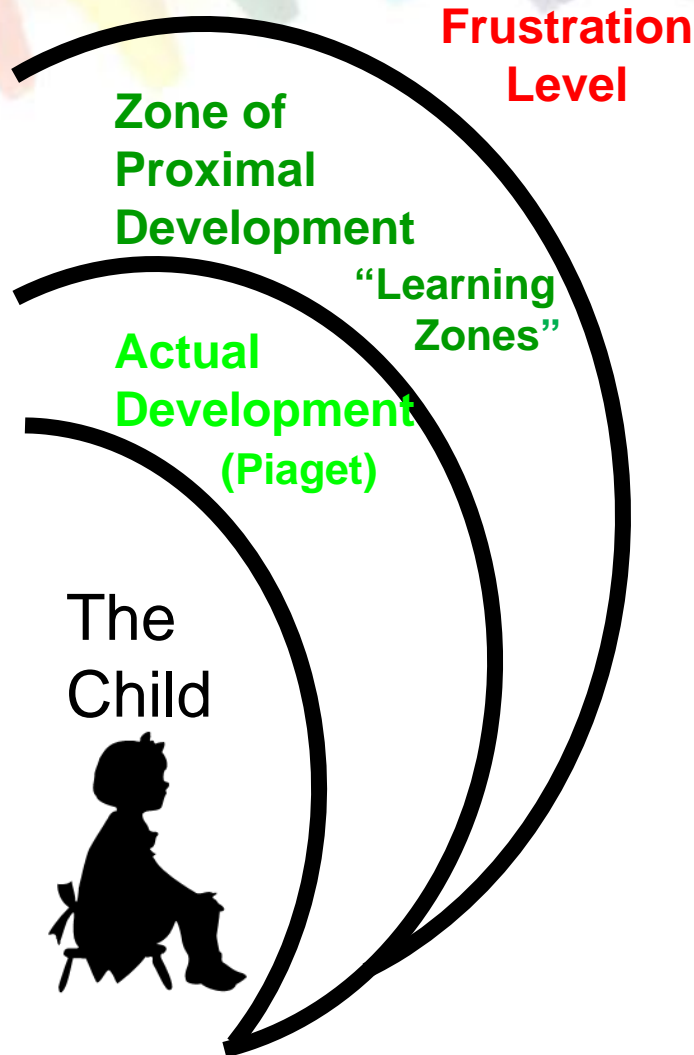


# Language and literacy develop as children play and talk together



- Oral language is the foundation of literacy development
- Language development is facilitated in rich play-based learning environments

# Learning occurs in a social context



"...zones" illustrate how people can stretch beyond their individual capabilities toward more mature cognitive functioning when they learn through social interactions."

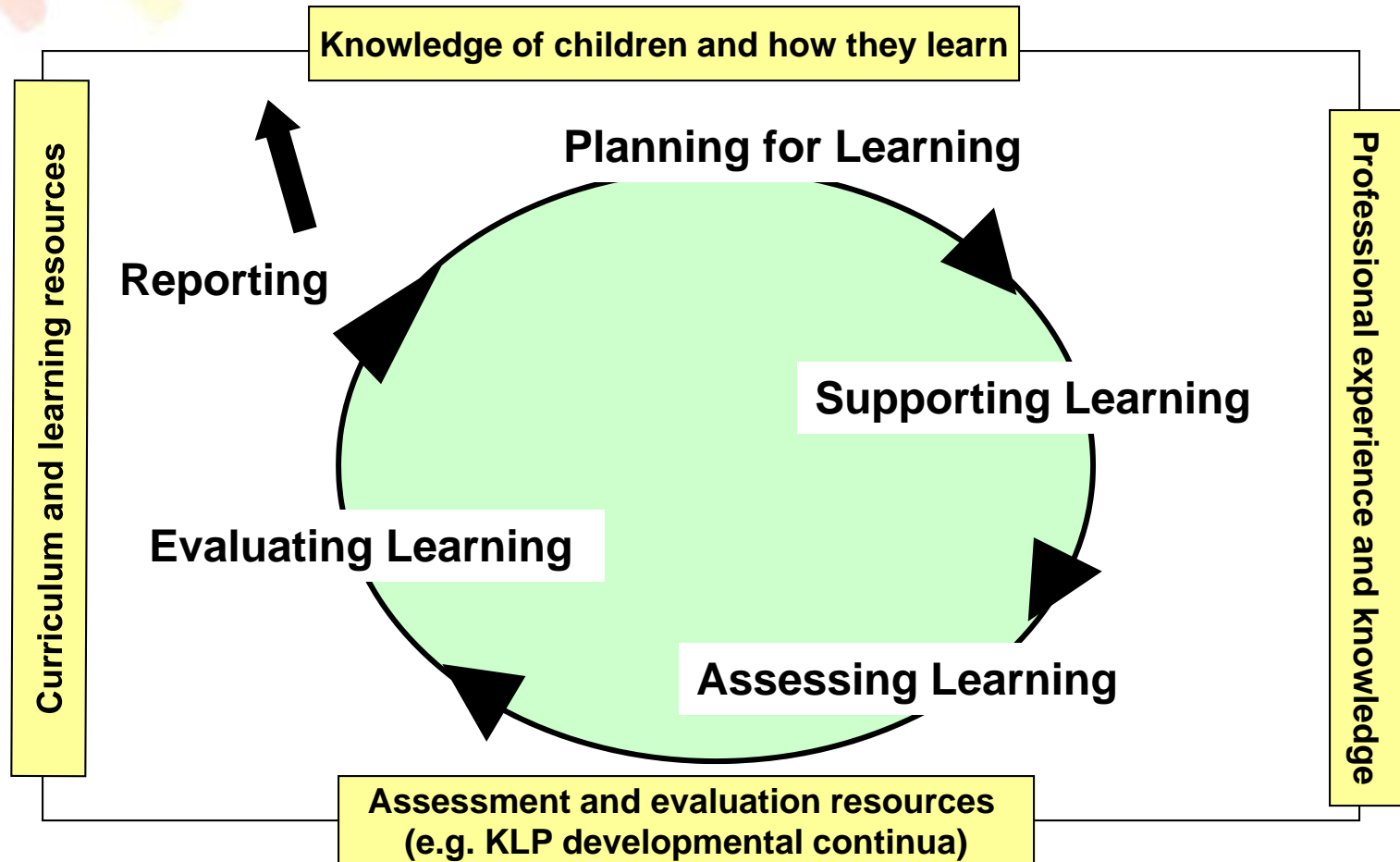
Vygotsky, 1978  
p. 46, *BC Primary Program*

# Assessment and instruction are integrated within the context of everyday learning

- The teacher purposefully structures the environment for meaningful learning to occur.
- Language and literacy develop in the context of play.



# Assessment informs practice through the assessment cycle



# Strategic planning for instruction is based on regular observations using a developmental framework





# Observation is guided by the KLP developmental assessment continua

- The continua focus on student development through the Kindergarten year
- The continua identify aspects of student development that are most important in literacy learning





# There are five developmental assessment continua

- Oral language
- Social responsibility
- Emergent/early reading and viewing
- Emergent/early writing and representing
- Numeracy



# The continua describe K children's development toward independence



## Kindergarten Emergent Literacy Continuum: Oral Language

Developmental aspects	Emerging With direct support...	Developing With guided support...	Applying With minimal support...	Extending
The Child				
Speaking and Listening				
Knowledge of the Content and Structure of Language				
Knowledge of the Sounds of Language				
The Support/Scaffolding*	The Model:	The Coach:	The Advisor:	The Mentor:

\*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development

# The continua indicate the level of support needed at each stage of development

- Based on a “gradual release of support” model
- Guide teachers in identifying and providing appropriate levels of support at each stage of development

**Kindergarten Emergent Literacy Continuum: Oral Language**





Developmental aspects	Emerging With direct support...	Developing With guided support...	Applying With minimal support...	Extending
<b>The Child</b>	With direct support may listen to and use language for play and collaborative learning. May not have enough language for conversation to be meaningful.	With guided support listens to and is beginning to use language for play and collaborative learning. Is beginning to participate in conversations.	With minimal support uses conventional language for play and collaborative learning. Is able to contribute to conversations.	Adjusts language use for play and collaborative learning. Uses language for a range of purposes and actively contributes to conversations.



## **A developmental continuum is different from a Performance Standard because**

- It provides a snapshot of the child's level of development (versus achievement) along a continuum
- It provides a description of the appropriate level of support to be provided by the teacher

# Teachers scaffold development by adjusting the learning environment

- Modeling 
- Guided practice 
- Independent practice 
- Independent application 

An essential quality of a scaffold is that it be self destructive. By that we mean that the child's behaviour signals the teacher: 'I don't need your help anymore. I can do this all by myself'.

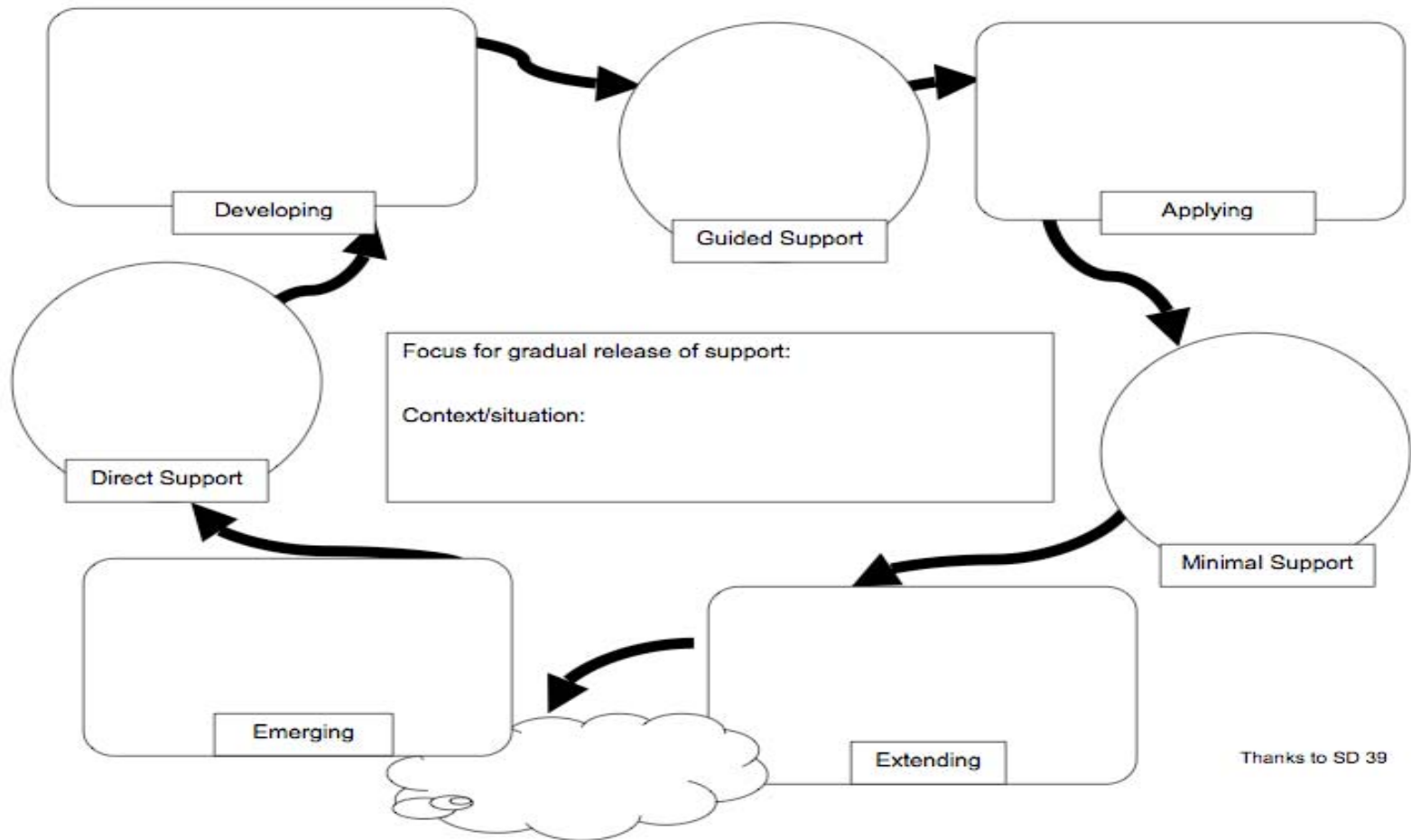
Jeffrey D. Wilhelm

# The learning environment and the teacher's role change as children grow



Stage	Role	Actions
Beginning – with direct support	The Model	Showing, instructing, explaining, directing, making explicit, demonstrating, giving examples
Developing – with guided support	The Coach	Structuring, sequencing, focusing, cueing, guiding, organizing, supporting
Applying – with minimal support	The Advisor	Suggesting, reminding, prompting, monitoring, asking for elaboration
Extending	The Mentor	Extending, stretching, wondering aloud, exploring, 'what if-ing'

# Teachers and children follow a path of support toward independence







# Observation reveals the level of support needed

## Emerging

Children needing **Direct Support**:

- might say “I don’t get it!”
- have limited vocabulary
- need support to link background knowledge to new experiences
- are not able to point out or explain thinking or learning
- are dependent, need reassurance



# Observation reveals the level of support needed

## Developing

Children needing **Guided Support**:

- show interest in trying activities related to the task
- need encouragement to begin
- need encouragement to follow a model through to completion



# Observation reveals the level of support needed

## Applying

Children needing **Minimal Support**:

- recognize and try to use concepts that have been previously taught
- initiate participating in task-related activities



# Observation reveals the level of support needed

## Extending

Children who are independent and can help others  
**Without Support:**

- use concepts, strategies and routines that have been previously taught
- extend on what they have learned in new and creative ways
- help others learn and practice what they know and can do