Section IV: Assessment and Evaluation
Assessment and Evaluation

Assessment and evaluation are fundamental components of teaching and learning. Assessment is the process of collecting and documenting information on individual student learning, while evaluation is the process of analyzing, reflecting, summarizing and making decisions based on this information. The purpose of assessment is to inform teaching and improve learning. The learning that is assessed and evaluated, the way it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued—what is worth learning, how it should be learned and what elements or qualities are considered important.

Assessment techniques are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs in their achievement of English language arts and guides future instructional approaches. Practices must meet the needs of diverse learners in classrooms and should accept and appreciate learners' linguistic and cultural diversity.

Teachers are encouraged to be flexible in assessing the learning success of all students and to seek diverse ways in which students might demonstrate what they know and are able to do. Assessment criteria and the methods of demonstrating achievement may vary from student to student depending on strengths, interests and learning styles.

Evaluation involves the weighing of the assessment information against a standard in order to make an evaluation or judgment about student achievement. Assessment that is ongoing and differentiated is essential in the evaluation process and it is the key to student success.

Assessing the Kindergarten Student's Learning

Teachers recognize that many factors influence learning and achievement. A student’s success in demonstrating what he/she knows or is able to do may vary. His/her level of success may depend on such factors as the time of day, the situation, the type of questions asked, familiarity with the content and child’s willingness to perform at any one time. Children require ample time to demonstrate their achievements through varied learning opportunities that are developmentally appropriate and within the range of things that they can do independently. The rate and depth which individual students will engage in the kindergarten curriculum will vary from the beginning to the end of the kindergarten year.
Learning is active in the kindergarten classroom. Therefore, assessing the process of learning is critical and it should occur while the learning is happening rather than assessing the final product. Ongoing assessment informs the approach needed to design and deliver developmentally appropriate instructional activities. The best opportunities to assess student learning occur within natural classroom instructional encounters with students working individually and in small and whole groups during their engagement in the various language arts. Assessment is frequent, well planned, and well organized so that teachers are able to assist each child in progressing towards meeting the kindergarten curriculum outcomes.

**Purposes of Assessment**

Assessment for, as and of learning are integral parts of the teaching and learning process in the kindergarten classroom. According to research, assessment has three interrelated purposes:

- assessment for learning to guide and inform instruction;
- assessment as learning to involve students in self-assessment and setting goals for their own learning; and
- assessment of learning to make judgments about student performance in relation to curriculum outcomes.

Other research indicates that assessment as learning should be viewed as part of assessment for learning, because both processes enhance future student learning. In all circumstances, teachers must clarify the purpose of assessment and then select the method that best serves the purpose in the particular context.

The interpretation and use of information gathered for its intended purpose is the most important part of assessment. Even though each of the three purposes of assessment (for, as, of) requires a different role for teachers and different planning, the information gathered through any one purpose is beneficial and contributes to an overall picture of an individual student’s achievement.

**Assessment for Learning**

Assessment for learning involves frequent, interactive assessments designed to make student understanding visible to enable teachers to identify learning needs and adjust teaching accordingly. It is teacher-driven, and an ongoing process of teaching and learning.
Assessment for learning:

- integrates strategies with instructional planning.
- requires the collection of data from a range of assessments as investigative tools to find out as much as possible about what students know.
- uses curriculum outcomes as reference points along with exemplars and achievement standards that differentiate quality.
- provides descriptive, specific and instructive feedback to students and parents regarding their achievement of the intended outcomes.
- actively engages students in their own learning as they assess themselves and understand how to improve performance.
- allows for judgments to be made about students’ progress for reporting purposes.
- provides information on student performance that can be shared with parents/guardians, school and district staff and other educational professionals for the purposes of curriculum development.

This type of assessment provides ways to engage and encourage students to acquire the skills of thoughtful self-assessment and to take ownership of their own achievement. Students’ achievement is compared to established criteria rather than on the performance of other students.

Assessment as Learning

Assessment as learning actively involves students’ reflection on their learning and monitoring of their own progress. It focuses on developing and supporting metacognition in students with teacher guidance.

Assessment as learning is ongoing and varied in the classroom and:

- integrates strategies with instructional planning.
- focuses on students as they monitor what they are learning, and use the information they discover to make adjustments, adaptations or changes in their thinking to achieve deeper understanding.
- supports students in critically analysing their learning related to learning outcomes.
- prompts students to consider how they can continue to improve their learning.
- enables students to use information gathered to make adaptations to their learning processes and to develop new understandings.
The goal in assessment as learning is for students to acquire the skills to be metacognitively aware of their increasing independence. They take responsibility for their own learning and constructing meaning for themselves with support and teacher guidance. Through self-assessment, students think about what they have learned and what they have not yet learned, and decide how to best improve their achievement by setting personal goals.

Assessment of Learning

Assessment of learning involves strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized learning plans, or to certify proficiency and make decisions about students’ future learning needs. Assessment of learning occurs at the end of a learning experience that contributes directly to reported results.

Traditionally, teachers relied on this type of assessment to make judgments about student performance by measuring learning after the fact and then reporting it to others. However, it provides useful evidence when used in conjunction with the other assessment processes previously outlined, assessment of learning is strengthened.

Assessment of learning:

- provides opportunities to report evidence to date of student achievement in relation to learning outcomes, to parents/guardians, school and district staff and other educational professionals for the purposes of curriculum development.
- confirms what students know and can do.
- occurs at the end of a learning experience using a variety of tools.
- may be either criterion-referenced (based on specific curriculum outcomes) or norm-referenced (comparing student achievement to that of others).
- provides the foundation for discussions on student placement or promotion.
Because the consequences of assessment of learning are often far-reaching and affect students seriously, teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications.

The Role of Teachers

The following chart provides information concerning the role of the teacher in assessing student learning throughout each of the assessment processes mentioned above. In addition, information is provided regarding the delivery of feedback to students during assessment, for, as, and of learning.

<table>
<thead>
<tr>
<th>The Role of the Teacher in Assessing Student Learning</th>
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<tbody>
<tr>
<td>Assessment for Learning</td>
</tr>
<tr>
<td>Assessment for learning occurs throughout the learning process. It is interactive, with teachers:</td>
</tr>
<tr>
<td>• aligning instruction with the learning outcomes.</td>
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<tr>
<td>• identifying particular learning needs of students or groups.</td>
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<tr>
<td>• selecting and adapting materials and resources to meet the needs of students.</td>
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<tr>
<td>• creating differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning.</td>
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<tr>
<td>• providing immediate feedback that is descriptive, specific and instructive to students.</td>
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</tbody>
</table>
Providing Feedback to Students

**Assessment for Learning**

Students learn from assessment when the teacher provides specific, detailed feedback and direction to guide learning. Feedback for learning is part of the teaching process. It is the vital link between the teacher’s assessment of a student’s learning and the action following that assessment.

To be successful, feedback needs to be immediate and identify the way forward. Descriptive feedback makes explicit connections between student thinking and the learning that is expected, providing the student with manageable next steps and exemplars of student work. It gives recognition for achievement and growth and it includes clear direction for improvement.

**Assessment as Learning**

Learning is enhanced when students see the effects of what they have tried, and can envision alternative strategies to understand the material. Students need feedback to help them develop autonomy and competence. Feedback as learning challenges ideas, introduces additional information, offers alternative interpretations, and creates conditions for self-reflection and review of ideas.

**Assessment of Learning**

Because assessment of learning comes most often at the end of a learning experience, feedback to students has a less obvious effect on student learning than feedback for learning or as learning. Students rely on teachers’ comments as indicators of their level of achievement.

The following chart summarizes assessment planning regarding the three purposes of assessment: assessment for, of and as learning. This chart provides information ranging from the reasons to assess, to how to use the information from assessment.

Assessment Planning Summary
## Assessment Planning Summary

<table>
<thead>
<tr>
<th>Reason to Assess:</th>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
<th>Assessment of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>to enable teachers to determine next steps in advancing student achievement.</td>
<td>to guide and provide opportunities for active participation from students to monitor and critically reflect on their learning, and identify next steps.</td>
<td>to certify or inform parents or others of student’s proficiency in relation to curriculum learning outcomes.</td>
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<tr>
<td>each student’s progress and learning needs in relation to the curriculum outcomes.</td>
<td>each student’s thinking about his or her learning, what strategies he or she uses to support or challenge that learning and the mechanisms he or she uses to adjust and advance his or her learning.</td>
<td>the extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curriculum outcomes.</td>
<td></td>
</tr>
<tr>
<td>Methods to Use:</td>
<td>a range of methods in different modes that make students’ skills and understanding visible.</td>
<td>a range of methods in different modes that elicit students’ learning and metacognitive processes.</td>
<td>a range of methods in different modes that assess both product and process.</td>
</tr>
<tr>
<td>Ensuring Quality Through:</td>
<td>accuracy and consistency of observations and interpretations of student learning.</td>
<td>accuracy and consistency of student’s self-reflection, self-monitoring, and self-adjustment.</td>
<td>accuracy, consistency, and fairness of judgments based on high-quality information.</td>
</tr>
<tr>
<td>Engagement and Learning:</td>
<td>clear, detailed learning expectations.</td>
<td>engagement of the student in considering and challenging his or her thinking.</td>
<td>clear, detailed learning expectations.</td>
</tr>
<tr>
<td></td>
<td>accurate, detailed notes for descriptive feedback to each student.</td>
<td>students record their own learning.</td>
<td>fair and accurate summative reporting.</td>
</tr>
<tr>
<td>Using the Information from Assessment to:</td>
<td>provide each student with accurate descriptive feedback to further his or her learning.</td>
<td>provide each student with accurate descriptive feedback that will help him or her develop independent learning habits.</td>
<td>indicate each student’s level of learning.</td>
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<tr>
<td></td>
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<td></td>
<td>provide the foundation for discussions on placement or promotion.</td>
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</table>
Using the Information from Assessment to:

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
<th>Assessment of Learning</th>
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<tbody>
<tr>
<td>• differentiate instruction by continually checking where each student is in relation to the curriculum outcomes.</td>
<td>• have each student focus on the task and his or her learning (not on getting the right answer).</td>
<td>• report fair, accurate, and detailed information that can be used to decide the next steps in a student’s learning.</td>
</tr>
<tr>
<td>• provide parents or guardians with descriptive feedback about student learning and ideas for support.</td>
<td>• provide each student with ideas for adjusting, rethinking, and articulating his or her learning.</td>
<td>• requires that the necessary accommodations be in place that allow students to make the particular learning visible.</td>
</tr>
<tr>
<td>• teachers continually make comparisons between the curriculum expectations and the continuum of learning for individual students, and adjust their instruction, grouping practices and resources.</td>
<td>• provide opportunities for students to talk about their learning.</td>
<td>• multiple forms of assessment offer multiple pathways for making student learning transparent to the teacher.</td>
</tr>
<tr>
<td>• students can receive material, support and guidance needed to progress.</td>
<td></td>
<td>• has a profound effect on the placement and promotion of students and consequently, on the nature and differentiation of the future instruction and programming that students receive.</td>
</tr>
<tr>
<td>• teachers can decrease misunderstandings to provide timely support for the next stage of learning.</td>
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**Assessment Tools**

A variety of strategies and tools should be used to assess children's learning on an ongoing basis in the context of everyday classroom experiences. Assessment strategies should encourage children to show what they know and what they can do, rather than focusing on what they do not know or cannot do. Focusing on children's thinking rather than a particular answer or solution provides valuable information about a child's learning. Sometimes their thinking is evident through their dialogue or it can be demonstrated through their behaviors.

The kindergarten teacher's greatest assessment tool is a continual process of observation and documentation of learning because young children show their understanding by doing, showing and telling. Teachers need to use the assessment strategies of observing, listening and asking probing questions to assess children's achievement. In addition to documented observations, other assessment tools include anecdotal notes, photographs, video and audio recordings, checklists, work samples and portfolios and conferences.

The assessment tools used should be consistent with beliefs about curriculum and classroom practices. They should clearly reflect student progress towards the attainment of curriculum outcomes outlined in the kindergarten program. Best assessment practices occur frequently and they are planned to fit throughout the organization of the kindergarten day.

**Documenting Observations in the Classroom**

Documentation is an essential element of reflective practice. It makes children's play and learning experiences visible...to children, parents and teachers. It is a way to visibly demonstrate the competence of the child.

Observations of student interactions and engagements with materials and other students within the classroom is a valuable means of assessing student learning. Documentation of these observations provides an authentic account of a student's learning and it shows accountability when planning and communicating each student's progress.

Documentation simply means keeping a record of what is observed while students are engaged in a learning experience during play and exploration. Records might include teacher observations which focus on specific skills, concepts, or characteristics outlined in the kindergarten curriculum. Daily observations may be both planned and spontaneous to ensure that all learning experiences that may emerge from a particular activity are included.
There are various forms of documenting a student’s learning experiences. It might include the use of student’s artwork and writing, photographs, video and audio recordings. Documentation can be as simple as an attractive display of children’s work on a wall or it can be a more elaborately crafted display board that tells the story of an experience of a child or a group of children. Various types of documentation may include display boards, scrap books, photo albums, web sites (accessible only to parents), and emails to parents, bulletin board displays and newsletters to parents. All types of documentation should include a title, photos or sketches of children's work with written captions, children's illustrations of the experience and additional written descriptions of the learning.

Documentation pulls it all together for the students, teachers, and the parents. It provides students with the opportunity to revisit their work which, in turn, provides teachers with the opportunity to discuss with them their interests, their ideas and their plans. By becoming involved in the documentation of their own learning experiences, students become more reflective and more engaged in the learning that is happening all around them.

Anecdotal notes are short narrative descriptions of observations in the classroom. Teachers may choose to write their comments on adhesive labels or Post It Notes© for each child. This allows the teacher to jot down quick notes about the children who are being observed as he/she moves about the room throughout the day. These notes are later transferred and organized into a binder or exercise book containing pages for individual students. It is important to date each note so that progress can be tracked over a period of time. Anecdotal forms may be included in some teacher resources and teacher preference will determine the format used for anecdotal reporting. It is impossible to include anecdotal notes for each student daily but a conscious effort to observe all students over a period of time is necessary.
Photographs and video and audio recordings of learning experiences are great forms of documentation and they are very useful when assessing student learning. They may include pictures of students at a block centre during the construction process, a recording of them talking with peers as they use materials at a water table, or a recording of a student reading a story with a friend.

Students learn about themselves as learners through self-assessment. Reflection on their achievement leads students to gain increasing control over their learning and language processes. The statements made by students themselves are an indication of their knowledge and feelings when they are engaged in a learning experience.

Opportunities arise for students to reflect on their learning both formally and informally. Informal self-evaluation consists of the ongoing reflection about learning that is a natural daily part of the curriculum (e.g., What did we learn? How did we solve the problem?). Teachers can encourage this kind of reflection in a variety of contexts, for example, reading and writing conferences, classroom discussions, shared reading, and shared writing.

One way to involve students in more formal self-evaluation is through the use of classroom portfolios. Teachers who use portfolios involve their students three or four times during the year in examining carefully their work in given areas (e.g., pieces of writing, responses to literature, learning log entries) and in making selections to place in their portfolios. The portfolio samples may be accompanied by a dictated reflection which explains why the student has chosen each item, what it shows about what they are learning and can do, and
what goals they have for future learning. Providing a special place to store work samples encourages self-reflection. Students should be encouraged to select work samples from their collections to share with others in the class. Through the sharing and reflection, many things can be learned about the student’s engagement in the learning experience and possibilities for future learning.

Student reflections may also include audio, video or printed recordings and work samples. Often, students model the teacher by giving them samples of their best work. This allows teachers to help students to set goals for themselves by reflecting on their own work. The process of comparing, selecting, and reflecting is a powerful learning experience for students. Through the process of reflecting on what and how they are learning, and their goals for future learning, students learn to take control of their own learning.

**Checklists**

Checklists are most effective and efficient as an assessment tool when they assess specific curriculum outcomes pertaining to a topic. They are not a replacement for anecdotal records. Some checklists, however, have a space for anecdotal comments opposite each item. Teachers find checklists useful as an organizational device to help focus their observations, and to clarify their own thinking about what behaviours are indicative of successful learning. When students are involved in helping to develop and use checklists, they assist them in discovering what is valued and taking ownership of their own learning.

**Work Samples and Portfolios**

A portfolio is a collection of work samples selected by the student for assessment and evaluation purposes. Through the collection of student work samples, portfolios show a progression of growth in a child’s development during a period of time. The things children make, do or create are vital pieces of assessment data and these samples reveal patterns of growth and change over time. Portfolios allow teachers and parents/guardians to focus on children’s work samples to see what the student is able to do rather than what he/she is not doing. Work samples may include written work, drawings, or documentation of manipulative representations. Engaging children in the selection process is an important experience for children as they are encouraged to value the presentation of their work while recognizing the growth in their learning. Dated work samples document individual student growth and progress over a period of time and it is important to share this with both parents and students.
### Assessment Tools

<table>
<thead>
<tr>
<th>Tool</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning</td>
<td>• asking focused questions to elicit understanding</td>
</tr>
<tr>
<td>Observation</td>
<td>• systematic observations of students as they process ideas</td>
</tr>
<tr>
<td>Conferences</td>
<td>• investigative discussions with students about their understanding</td>
</tr>
<tr>
<td>Demonstrations, presentations</td>
<td>• opportunities for students to show their learning in oral and media performances/exhibitions</td>
</tr>
<tr>
<td>Rich assessment tasks</td>
<td>• complex tasks that encourage students to show connections that they are making among concepts they are learning</td>
</tr>
<tr>
<td>Technology applications</td>
<td>• systematic and adaptive software applications connected to curriculum outcomes; digital presentations</td>
</tr>
<tr>
<td>Simulations</td>
<td>• simulated or role-playing tasks that encourage students to show connections that they are making among concepts they are learning</td>
</tr>
<tr>
<td>Learning logs</td>
<td>• descriptions students maintain of the process they go through in their learning</td>
</tr>
<tr>
<td>Projects and investigations</td>
<td>• opportunities for students to show connections in their learning through investigation and production of reports or artifacts</td>
</tr>
<tr>
<td>Responses to text</td>
<td>• opportunities for students to show connection in their learning learning oral, written or visual responses to text</td>
</tr>
</tbody>
</table>

**Conferencing**

Periods of time assigned for planned conversations with individual children or small groups are valuable in providing insight on children’s thinking processes. Dialogue between the student and the teacher provides valuable information about the child’s learning. Besides the incidental observations that are carried out as students work and play, there are times when formal and in-depth observations and conferences are required for gathering specific information. Purposeful conferences with students provide reliable evidence of their development. A conference may occur while engaging in conversations with a student about the sequence of events in a story which they have read, a discussion about a sign created in the home centre or probing questions asked as students tell the teacher about their discoveries in the reading centre. As the child and teacher are engaged in these situations, anecdotal notes may be recorded for assessment and evaluation purposes.
### Tool and Purpose

<table>
<thead>
<tr>
<th>Tool</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Developmental continua</td>
<td>profiles describing student learning to determine extent of learning, next steps, and to report progress and achievement</td>
</tr>
<tr>
<td>Checklists</td>
<td>descriptions of criteria to consider in understanding students’ learning and focus observations</td>
</tr>
<tr>
<td>Rubrics</td>
<td>descriptions of criteria with graduations of performance described and defined</td>
</tr>
<tr>
<td>Reflective journals</td>
<td>reflections students maintain about their learning and what they need to do next</td>
</tr>
<tr>
<td>Self assessment</td>
<td>processes in which students reflect on their own performance and learn about themselves as learners</td>
</tr>
<tr>
<td>Peer assessment</td>
<td>processes in which students reflect on the performance of their peers and use defined criteria for determining the status of the learning of their peers</td>
</tr>
<tr>
<td>Anecdotal Records</td>
<td>focused, descriptive records of observations of student learning over time</td>
</tr>
<tr>
<td>Documentation</td>
<td>a record of student learning observed</td>
</tr>
<tr>
<td>Video or audio tapes, photographs</td>
<td>visual or auditory images that provide artifacts of student learning</td>
</tr>
<tr>
<td>Portfolios/E-portfolios</td>
<td>systematic collection of student work samples that demonstrates accomplishments, growth, and reflection about student learning</td>
</tr>
<tr>
<td>Demonstrations, presentations</td>
<td>student presentations to show student learning</td>
</tr>
<tr>
<td>Parent-student-teacher conferences</td>
<td>opportunities for teachers, parents, and students to examine and discuss the student’s learning and plan next steps</td>
</tr>
<tr>
<td>Records of achievement</td>
<td>detailed records of students’ accomplishments in relation to the curriculum outcomes</td>
</tr>
<tr>
<td>Report cards</td>
<td>periodic symbolic representations and brief summaries of student learning for parents</td>
</tr>
<tr>
<td>Learning and assessment newsletters</td>
<td>routine summaries for parents, highlighting curriculum outcomes, student activities, and examples of student learning</td>
</tr>
</tbody>
</table>

Table 12 (continued)
Assessing Speaking and Listening

Valid assessment of speaking and listening involves recognizing the complexities of these processes. Informal assessments can be used to assess achievement of many of the speaking and listening outcomes. However, when students are to be evaluated on their performance in formal speaking situations, most students will need opportunities in a small-group situation to rehearse, receive feedback, and revise their presentations.

The following should be considered when assessing speaking and listening:

- Teachers should have clear expectations for students when assessing outcomes.
- Speaking skills can be assessed using an observational approach where the teacher observes student behaviour.
- Speaking skills can be assessed using a structured approach in which the student is asked to perform one or more specific oral communication tasks.
- Students can self-assess to explore and reflect on their own and others’ perceptions of themselves as speakers and listeners.
- Student portfolios can include reflections and discussion on performance, listener and observer responses, peer assessments and self-assessments of speaking and listening.

When assessing speaking and listening outcomes, teachers should have clear expectations for students, and have a manageable way of documenting observations. Scales or rubrics may be helpful for teachers and students to use in scoring individual or group assessment tasks. Portfolios for students can include reflections on discussion and performance, listener and observer responses, and peer assessments and self-assessments. Teachers might also consider the inclusion of audio and video tapes in students’ portfolios to document their growth and achievements.

Using Checklists

Checklists are most effective if they are constructed with students, as this ensures that students understand the expectations for success. The teacher and the students must determine what speaking and listening behaviours or skills are desired. These are then recorded in action terms, describing what the student will demonstrate. Once the checklist is made, the teacher, the student, or the student’s peers can use it to document outcomes that have been successfully demonstrated.
When developing the checklist, consider ways to record observations and the validity of the information recorded. Teachers should be looking to see that the student has consistently and over time demonstrated proficiency in this area. One way to address this is to choose a system that is more than a simple checklist on which a single check mark is recorded.

**The Magic of Three**

Each time a student demonstrates one of the skills, one-third of the box is shaded in. This tool allows you to see the frequency of a student’s ability to demonstrate a desired skill or meet an outcome. If you would like to be able to document the degree or level of proficiency, a rating scale or rubric might be more appropriate.

**What and When**

When a student demonstrates a skill, a checkmark is placed in the appropriate box indicating both the skill and the lesson or activity in which it was demonstrated. While this method requires more paper than the Magic of Three method, it also provides greater detail for future discussion with students and parents.

**Using Rating Scales**

A rating scale takes a checklist to another level. They are most effective when they are created with and by the students. Rating scales allow the teacher or student to assign a value that represents the degree to which an outcome, behaviour, or skill is met. Because they provide clarity about what is expected and an easy way to record a student’s level of achievement, they are effective tools to use with students for self-assessment or peer assessment.

First, choose criteria (for example, the expectations for speaking and listening) as the core of this assessment tool. It is best if these criteria are written in language created by the students. Next, decide on the scale. Common rating scales are four- or five-point scales. However, scales using facial expressions are more friendly for kindergarten students.
Observation

Through observation, teachers can consider what students think, know and can do as they engage in classroom activities. It is one of the most powerful assessment tools available to teachers. A variety of record-keeping systems may be used for organizing observations including anecdotal records or checklists.

The criteria below describes some of the characteristics of an effective speaker and listener. These criteria can be used to guide and assess student performance.

### Assessing Reading and Viewing

Assessment practices for reading and viewing should build a rapport between the teacher and the students. Teachers support students by exposing them to varied reading materials which capture their interest.

Key areas to assess include the student’s ability to:

- comprehend printed, oral, visual and media text.
- respond personally to and critically analyse text.
- successfully navigate various texts.

Strategies to assess reading and viewing may include:

**Observation** is a powerful assessment tool. Through observation, teachers can consider what students think, know, and can do. It can be informal, where a teacher notes something that was said or done by a student relevant to his/her skill development and knowledge, or formal, where the teacher plans the time to observe, who will be observed, and the focus of the observation.

**Conferencing** is an ideal way to collect information about a student’s reading. Conferences can range from very informal conversations that teachers have with students about their reading to more formal times when teachers and students sit together to discuss reading and learning in a more focused and in-depth manner.

**Student work samples** give great insight into student learning. It is necessary for teachers to provide opportunities for students to create a range of work samples for assessment purposes.

**Performance assessment** allows teachers to observe students as they use their skills and strategies. It is necessary to consider how the information will be collected and recorded.

**Self assessment or peer assessment** allows students to take responsibility for their learning and to be accountable for monitoring their growth. Teachers should support students through modelling and ongoing communication.
Assessing Writing and Representing

A great deal of information can be gathered by looking at samples of students' work. Work samples can include a broad range of items from stories, reports, posters, and letters to journals, multimedia, and poetry. Students must be provided with clear direction and the instructional support necessary to successfully complete a learning activity. Teachers may consider the following when assessing writing and representing:

- how ideas and information have been communicated through other forms of representation.
- evidence of the writing processes.
- the writing conventions and mechanics used.
- how ideas have been organized.
- a student's understanding of audience and purpose.

In providing specific feedback to the student, the teacher should speak about what the writing or representation reveals. What is not written or represented can tell as much about the learner as what has been included. The emphasis should be on helping the student to recognize and build on strengths and to set goals for improvement.

Student Self Assessment

Self assessment is an essential part of the learning process. Challenge students to consider two key questions when it comes to their learning:

- What can I say now that I couldn't say before?
- What can I do now that I couldn't do before?

Self assessments may be very open-ended, or designed so that students focus on a particular aspect of their writing, representing and their learning. In either case, structure and support will have to be provided for students. Helping students narrow their reflection to something manageable is essential and it will require individual conferences with each student to discuss/decide what improvements they will work towards.
Inherent in the idea of evaluating is “value”. Evaluation should be based on the range of learning outcomes which should be clearly understood by learners before teaching and evaluation takes place.

The quality of student work is evaluated on the basis of the curriculum outcomes prescribed for kindergarten.

Evaluation, closely related and dependent on the assessment process, is defined as a continuous cycle of collecting data to analyse, reflect upon and summarize the information in order to make decisions regarding future instruction of students. It is an integral part of the teaching and learning process that provides feedback to students, parents/guardians, and other educators who share responsibility for a student’s learning.

Evaluation occurs in the context of comparisons between the intended learning, progress, or behaviour, and what was obtained. Interpretation, judgments and decisions about student learning are brought about, based on the information collected. Evaluation is a time-relevant snapshot of student learning as it relates to curriculum outcomes.

During evaluation, the teacher:

- interprets the assessment information and makes judgment about student progress.
- makes decisions about student learning programs based on the judgments or evaluations.
- reports on progress to students, parents, and appropriate school personnel.

Upon completion of evaluation, the teacher reflects on the appropriateness of the assessment techniques used to evaluate student achievement of the learning outcomes. Such reflection assists the teacher in making decisions concerning improvements or modifications to subsequent teaching, assessment and evaluation.