

AER GAINS Video Series - Assessment for Learning with Young Learners: Transcripts

Segment 6: Using Assessment for Learning in Kindergarten (6:44)

Narrator: How educators use goals and criteria in learning impacts children's perception of themselves as capable learners, and whether children take an active role in learning. A common misconception about goals and criteria is that these tools should be provided to students when students begin to experience the learning.

T1: You know when we first started with success criteria and trying to figure how that applies in kindergarten, we absolutely had times where we brought the kids all together and said, how do you know you're a writer and they stared at us and nothing came out and I thought this doesn't work, I don't know what's going on but it doesn't work.

Narrator:

A more effective approach supportive of a play- and inquiry based learning environment is to bring goals and criteria to children's attention as they emerge in their learning experiences.

T1: I find that by giving them the materials that you need to start it; that has to be the conscientious plan, that's what you have to be mindful about, those initial experiences that you offer them. Then you need to listen and you document what they do with it. That's going to tell you what they know, that's going to guide your next steps, what you're going to offer them,

T2: So if we're starting to talk about patterning we would put materials, we would observe the children just playing with the materials and see how they're exploring and then we would start to

take pictures of things. If they've started to build their own patterns we would observe that, take a picture of it ...

T1: So we put the materials out for them to explore and then we named their learning. We listened to the words that they have, we have conversations about it and they would label it.

T2: Then we would bring them all together as a group and we would talk about the pictures. Well, what's the learning happening in this picture? From there we would connect those terms up to our, our learning boards, our learning panels.

T1: Check it out. How many have I got?

S1: 4

T1: How did you know that was 4?

S1: Because there's 2 on here and 2 on there.

T: Wait a minute. Wait a minute. So you're telling me that I can look at this and know that that's 4. But you're telling me I can see that there's 2 here and 2 here and that makes 4? Do you know what we call that? Are you ready for this word? Adding.

S1: Adding?

T1: Adding. When you can take numbers and groups and put them all together you can call that adding. Now JJ said can we add one more?

S2: That would make 5.

T1: How did you know that?

S2: ...2 and 2 and you add 1 more that would make 5.

T1: Did you hear that? If we had 2 and added 2 and added 1 more to it Joshua says we'd have 5. Can you tell me how do we know there's 5 there?

S1: We counted.

Narrator:

In a play and inquiry based learning environment, educators provoke children's thinking by, for example, the materials they provide, and by building on children's interests. As children begin to construct meaning from their experiences, educators can notice, and then name the learning to the child in conversation with them. Knowing the goals and criteria embedded in the program expectations is an important support for educators' ability to do this.

T1: You have to know what you're looking for. You need to know that curriculum probably better than I've ever known any other curriculum -- you know what you're looking for and you know it when you see it and you honor it when you see it.

Narrator:

As educators continue to notice and name learning with children, children deepen their understanding of the knowledge and skills in the expectations.

T1: High 5 to you. So here's what I heard. I've heard Lyric read the numbers, I have heard Thane count the numbers and what did you do with numbers?

S1: I

T1: And what do we call that? 2 and 2 and 1 more?

S2: Adding

T1: We add.

T2: But it's almost like staging so if I know that next week I want to start labeling patterning, this week I'm going to fill that room with patterning materials because if you put the materials out, some of the kids are going to use them to make a pattern. Because if you start with "here's the knowledge" there's nothing to base it on, then you're not, there's not enough depth of understanding or background knowledge but if you give them the opportunity which is usually staging with the materials or possibly a small group activity so that they've all had some experiences- But you can't start from scratch by just asking them.

T1: Basically we capture on pictures what we want to see for the success criteria, I can make a pattern, I can extend a pattern, I can label a pattern, I can record a pattern. So once we've captured them doing it we would put them up on our board and show the children the pictures and use their words. Oh, "well, what's happening in this picture", so they can identify that they can make a pattern and we would say, "Great, let's make a board with that", so we would identify the success criteria of "make a pattern, label a pattern, record a pattern, extend a pattern", and then as they continue to do it we would label their learning and then would say, "oh you just made a pattern, where could we put that," and then, "what would you do next," and then, "oh I could record my pattern", great, and then, "where would we put that"? And then so they feel that they're a part of making that board, they own it, they go to it they know where to find it in the room and then we talk about them being a mathematician because they are pattern experts.