

## TRANSCRIPTION

### Module 2: Assessment for/as Learning

**NAVEEN:**

Welcome to module two of *Growing Success: The Kindergarten Addendum* which describes the policy for assessment, evaluation and reporting for kindergarten. I'm Naveen...and this is Joseph. We're kindergarten educators.

**JOSEPH:**

I think that we all know that assessment is the process of gathering and interpreting information that reflects a child's demonstration for learning. And the primary purpose of assessment is to improve learning and help children become self-regulating, autonomous learners.

**NAVEEN:**

So, let's look at Assessment *For* Learning, and Assessment *As* Learning.

**JOSEPH:**

Assessment *For* Learning means that educators observe and document evidence of learning and provide descriptive feedback to children to help them move forward in their learning.

**NAVEEN:**

Whereas Assessment *As* Learning occurs as educators support children in setting individual goals, monitoring their own progress, determining next steps, and reflecting on their thinking and learning.

**JOSEPH:**

When we interact with children in play and inquiry, provide descriptive feedback, and review documentation with them, we use "noticing and naming the learning" to articulate what children are doing. In kindergarten, the strategy of "noticing and naming the learning" serves as a vehicle for sharing "learning goals" and "success criteria" with children.

**NAVEEN:**

We elicit Information about children's Learning by collecting evidence through observations, conversations and demonstrations of learning.

**JOSEPH:**

We provide children with Descriptive Feedback that helps them understand where they are and where they are going next in their learning.

**NAVEEN:**

We help them develop Self-Assessment and Peer-Assessment Skills so they can identify where and how their learning, and that of their peers, align with the learning goals.

**JOSEPH:**

Developing Individual Goal-Setting Skills helps them identify for themselves what they need to do to further their own learning.

**NAVEEN:**

And let's not forget helping them to develop Self-Regulation Skills, as the ability to self-regulate is critical to children's capacity to learn and to reflect on and assess their own learning. Now, do you want to talk about Evaluation, or should I do it?

**JOSEPH:**

I'll do it. You can Peer-Assess my performance if you want to.

**NAVEEN:**

Glad to.

**JOSEPH:**

Evaluation involves the judging and interpreting of evidence of learning to determine children's growth and learning in relation to the overall expectations outlined in The Kindergarten Program. This is done by "Frame". The four frames are:

...Belonging and Contributing...

...Self-Regulation and Well-Being...

...Demonstrating Literacy and Mathematics Behaviours...

...and Problem-Solving and Innovating.

**NAVEEN:**

Joseph. You gave a clear definition of evaluation and correctly identified the four frames.

**JOSEPH:**

Well, thank you, Naveen. And one final note. We should always encourage parents to join with us in supporting their children's learning through Assessment *For* and *As* Learning.

**NAVEEN:**

See you next time.