

## Assessment in the Kindergarten

The teachers in the Kindergarten worked on the project as a team of four people. All were involved in planning activities, sharing with the children about the project and exploring together the ideas and themes and their knowledge and skills.

All the teachers had the responsibility to implement the methodology and classroom strategies to implement the project plan.

Two main teachers (Barbara Stacey and Maggie Ritchie) were responsible for gathering and recording the children's learning and progress in their development as a result of the project activities.

Our assessment methods have been:

### 1. Conferencing

a) Teacher – Teacher: To design activities and develop standards through a shared understanding of the quality of a child's work and ways the children can be included. We gathered and reflected on ideas.

b) Teacher – Pupil: Happened on an on-going basis during the school year. It has been valuable for assessing in what way the children could be supported and what interested them most. It has been assessment for learning – through it we could determine what was needed to make the implementation of the project relevant to our diverse community of learners (various levels of English skills, various ages), how to make changes to our planning (for example: after several weeks of working on the cartoon which involved a lot of drawing and creating a story the children expressed their need to have more hands-on activities, science exploration, which was possible through focusing on water theme)

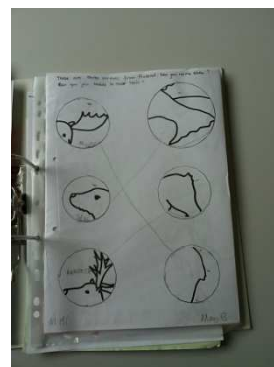
c) Teacher – parent: received feed- back from the parents and shared our gathered records, did some problem solving together.

2. Questioning – used by teachers throughout the year while implementing the themes and activities but most importantly to assess their knowledge and skills, as well as to inspire their sharing of reflections after different sessions of working on the project.

3. Portfolio – we collected most of the drawings and written records of the project related activities. Their portfolios show a range of work they have done on each different themes: Animals, Water, Environment, Weather. There is also a Kindergarten photo album to show our activities throughout the year.

4. We used concept map – example: Environment, Animals in Finland

5. Games – we used teacher designed tasks to help children show us the level of their understanding some themes (animals, water, weather) – the games involved PE activities as well as activities of sorting, matching, counting animals' legs (they created their own books). We also used the materials created in cooperation with the partner schools (animal theme)



We also had some follow up activities on the teacher exchange visits – a chance to assess what we have learnt. An example is making a puzzle given to us (with a stork from Poland), reviewing the flags and matching them with pictures or animals representing the country.



### Children's self-evaluation

At the end of the year the group evaluated the project according to what they thought was best (they would give a star). The most popular have been: playing with water and experimenting with food and water, visits to places like the museum and pet shop. They also liked the teachers from other countries visits as well as working on the water cycle and the cartoon.

Individual evaluations by the children has been done through a questionnaire – they would give answers to the teacher who would record them, or they would give themselves a sticker (smiley face if the answer is positive or sad face if negative)

