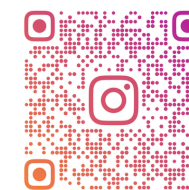


# PLAY WITH A PURPOSE

Assessing Curricular  
Learning Through Play

**Kelsey Bagnall**  
**CIE Communication Officer**



BUILDING.BRIGHT.FUTURES

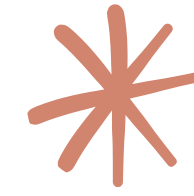
The book cover is blue with white text. It reads 'THE STATION ROTATION MODEL & UDL' and 'Elevate Tier 1 Instruction AND COLLABORATE BETTER TOGETHER' by 'CATLIN A. TUCKER'.

Enter to Win!

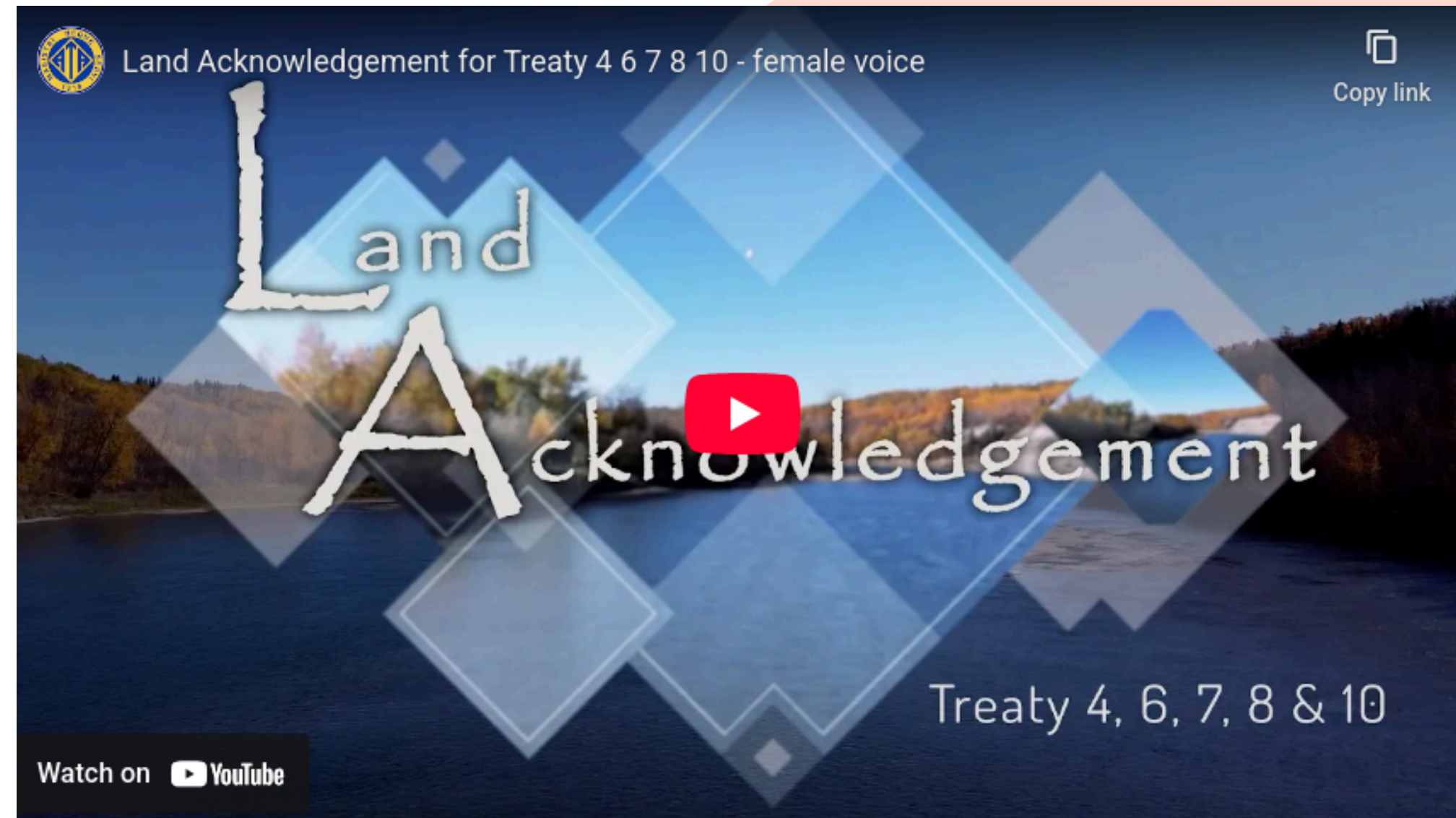
SCAN ME

A standard black and white QR code.The CIE logo is repeated at the bottom of the graphic.

# WELCOME & LAND ACKNOWLEDGEMENT



The Alberta Teachers' Association respectfully acknowledges that we are located on Treaty 4, 6, 7, 8 and 10 territories—the travelling route, gathering place and meeting grounds for Indigenous Peoples, including the Siksikaitsitapi, comprised of the Siksika, Kainai, Piikani, Amskapi Piikani First Nations; the Tsuut'ina First Nation; and the Îyârhe Nakoda, including the Chiniki, Bearspaw and Goodstoney First Nations; and the Nehiyaw, Denesųłiné, Dene Tha', Dane-zaa, Nakota Sioux, Anishinaabe, Haudenosaunee, Métis Otipemisiwak and Esikisimu Nunangat, whose histories, languages, cultures and traditions continue to influence our vibrant community. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.



# SESSION GOALS

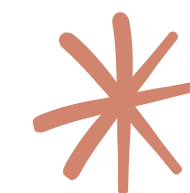
- Understand how to assess curricular outcomes through play
- Explore the balance between purposeful play and assessment
- Learn how to leverage AI to support the creation of additive complexity rubric creation that is aligned with Alberta curriculum





*I can examine how belonging is supported withing groups and community.*

# MY JOURNEY: FROM PLAY TO PURPOSEFUL ASSESSMENT

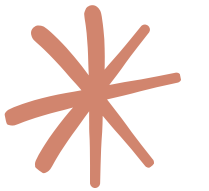


**How do I know they  
are learning?**



*I can analyze environments and investigate interactions and changes.*

# MY JOURNEY: FROM PLAY TO PURPOSEFUL ASSESSMENT



**Backwards  
Planning – starting  
with the end in  
mind!**

# LEVERING AI TO CREATE RUBRICS



- The “Concept” – Alberta KUSPs
- Additive Complexity
- Access point and challenge points

## Sample AI Prompt:

- Go to your favorite AI generator – I use co-pilot as it is within my school division's microsoft suite (data held within Canada)
- Try to create a detailed prompt:

# PRACTICAL TIPS

Hi there, try asking, 'what can you do?'

Science K-6-2... X

You are an expert grade 1 play-based inclusive educator. You teach science through play using explore centres such as small world play, art studio, maker spaces, building centre, dramatic p

Help me prepare for a review of January 5th.docx with business...  
Get unbiased feedback

Identify key contributors to LENS Data 01-26.xlsx  
Who worked on this?

How can I more concisely describe time management?  
Write more confidently

See more

### Grade 1 Science Rubrics |

#### Organizing Idea: Matter

Learning Outcome	Beg	Emg	Prg	Adv	Mas
Analyze properties of objects and investigate how they can be changed	Identifies one obvious property of an object with support	Names two properties of objects and uses one tool with guidance	Compares properties of two objects and uses tools independently	Predicts how actions will change properties and explains why	Explains physical changes and connects them to material composition consistently

#### Organizing Idea: Energy

Learning Outcome	Beg	Emg	Prg	Adv	Mas
Investigate direction, pathway, and speed of moving objects and animals	Observes and names one direction of movement	Describes direction and pathway for one object	Records direction, pathway, and speed for multiple objects	Explains how shape or surface influences movement	Predicts and tests how changes affect movement and explains results

#### Organizing Idea: Earth Systems

Learning Outcome	Beg	Emg	Prg	Adv	Mas
Analyze environments and investigate interactions and changes	Identifies one sign of seasonal change	Names two signs of seasonal change and shares a personal example	Documents seasonal changes over time using simple records	Explains how seasonal changes affect plants and animals	Connects seasonal and sudden changes to human and animal behaviors with reasoning
Describe responsibility to care for nature	States one way to care for nature	Identifies two actions that show care for nature	Explains why caring for nature is important	Connects actions to community or cultural practices	Advocates for environmental responsibility and suggests new actions

#### Organizing Idea: Living Systems

Learning Outcome	Beg	Emg	Prg	Adv	Mas
Investigate and examine needs of plants and animals	Names one need of a plant or animal	Identifies two needs and gives one example	Describes needs of both plants and animals and how they are met	Explains interdependence between plants, animals, and humans	Connects needs to environmental stewardship and cultural practices

#### Organizing Idea: Computer Science

Learning Outcome	Beg	Emg	Prg	Adv	Mas
Follow instructions and relate them to outcomes	Follows one-step instruction with support	Follows two-step instructions in order	Sequences two or three steps to achieve an outcome	Explains why order matters for instructions	Creates and tests own instructions to achieve a desired outcome consistently

#### Organizing Idea: Scientific Methods

Learning Outcome	Beg	Emg	Prg	Adv	Mas
Engage in and describe investigation	Asks a simple question with support	Predicts an answer and names one step of investigation	Completes all steps of investigation with guidance	Explains steps and records observations independently	Designs and conducts investigations, reflects on data to form conclusions
Record observations as data	Makes a simple observation	Records observation using words or drawings	Records multiple observations using different formats	Explains why recording data is important	Analyzes recorded data to draw conclusions and share findings

# DOCUMENTING EVIDENCE IN PLAY



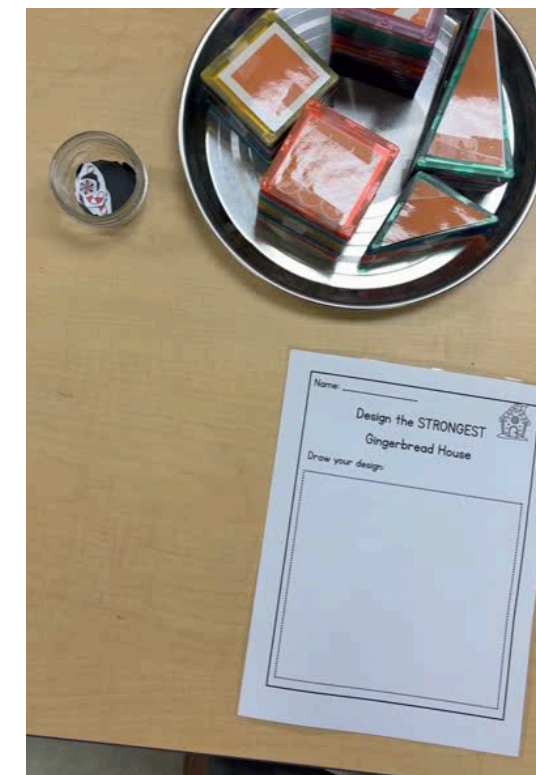
- **Using Photos and Videos**
- Photos and videos paired with anecdotal notes capture key moments of student understanding during play.
- Quick checklists track specific skills or behaviors without interrupting children's natural play flow.
- **Recording Student Voices**
- Capturing student voices provides authentic evidence of language development and reasoning during play.
- Combining photos, notes, and recordings during activities reveals deep understanding in subjects like math and science.

# FRAMEWORK FOR ASSESSING THROUGH PLAY



Conversation

Observation / Conversation



Conversation / Product

**Products: Artifacts, drawings, construction**

**Conversations: Peer talk, teacher-student dialogue**

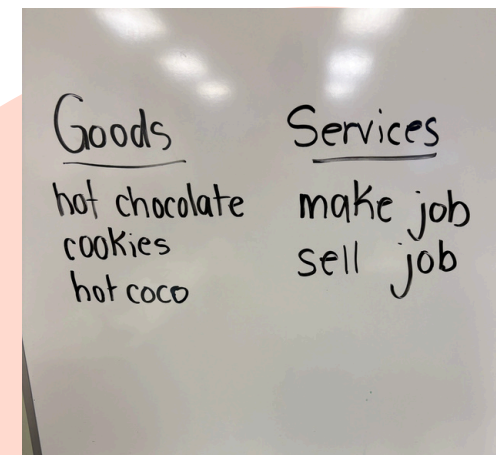
**Observations: Behaviours, strategies, engagement**



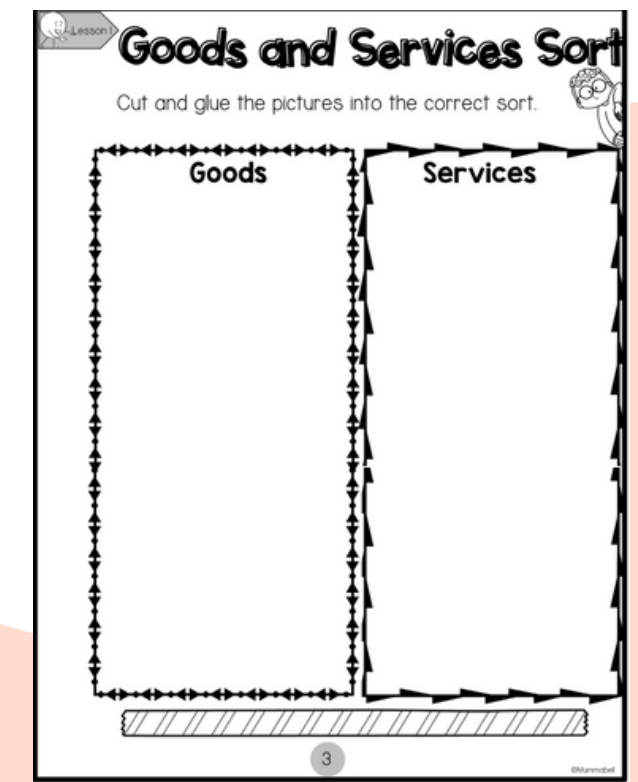
Product



Conversation



Product



# FRAMEWORK FOR ASSESSING THROUGH PLAY

 Inclusive Chronicles: Tips and Tricks for Inclusion in Alberta S2, E2 Guests Landry F an...  Copy link



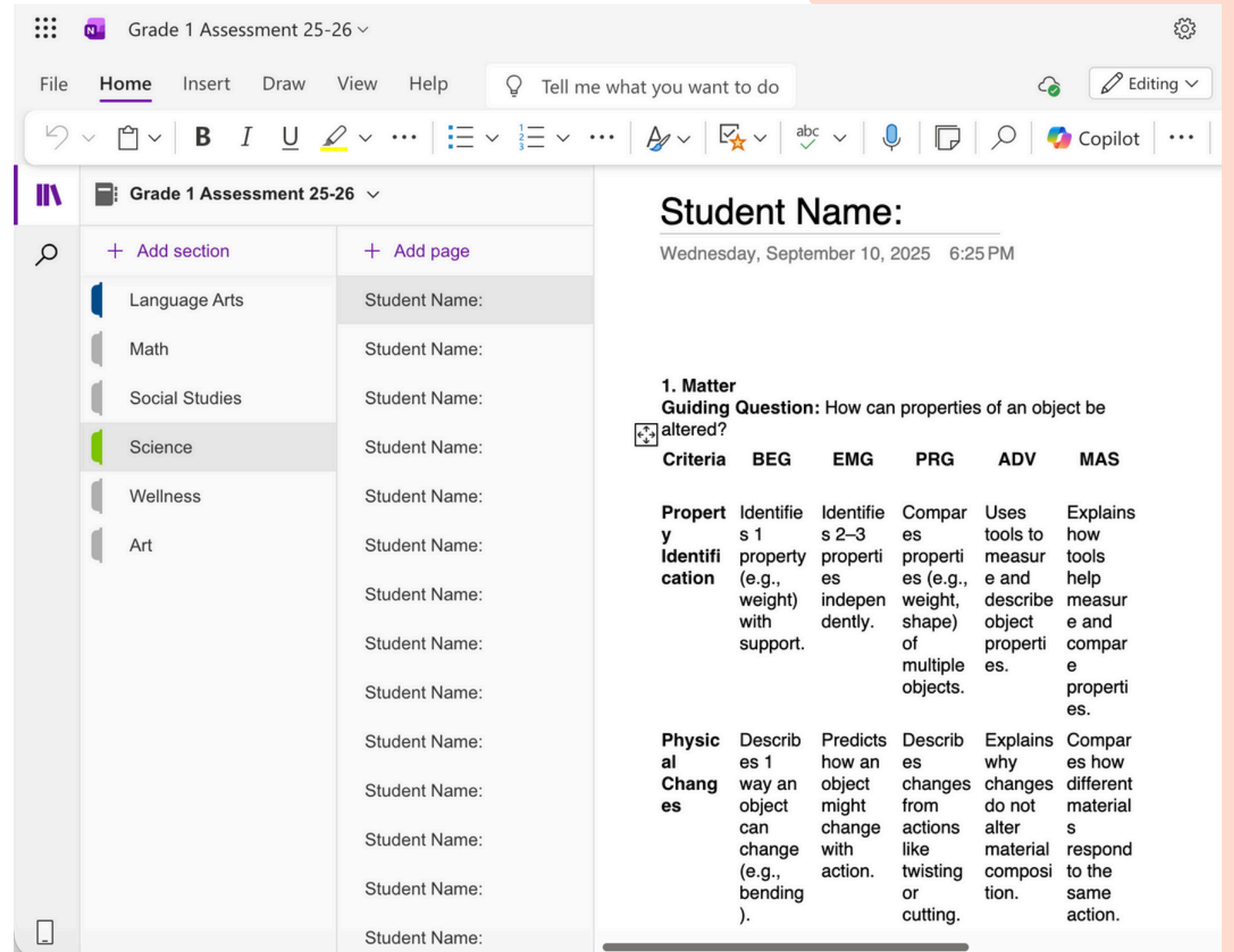
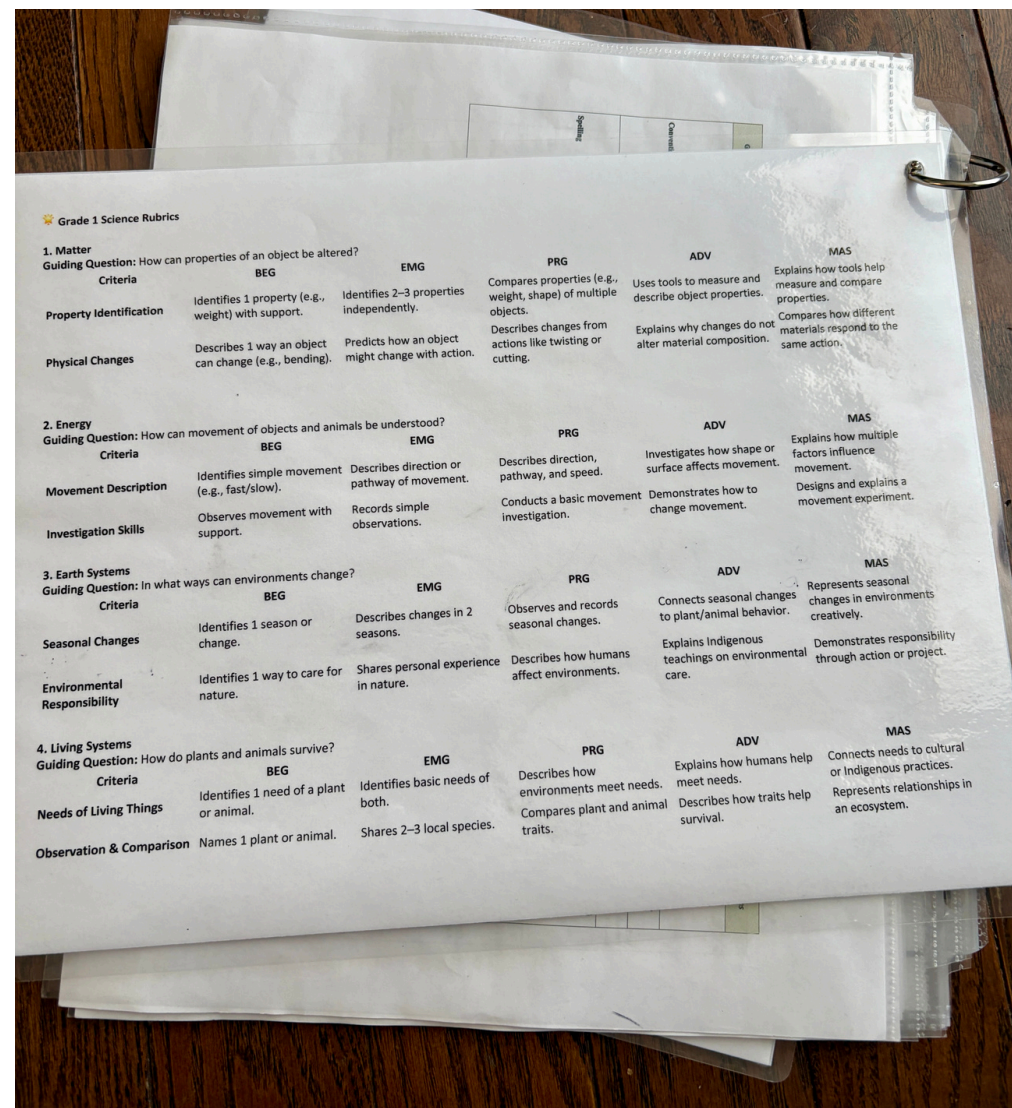
Watch on  YouTube

**Products: Artifacts,  
drawings, construction**

**Conversations: Peer talk,  
teacher–student dialogue**

**Observations: Behaviours,  
strategies, engagement**

# PRACTICAL STRATEGIES & EXAMPLES



- One Note
- Rubric ring

# PRACTICAL STRATEGIES & EXAMPLES

- PS set up
- Sharing with Families

**Bagnall Grade 1 - Assessment**

The main goal of assessment is to help teachers improve and support student learning. Assessments should be ongoing, meaningful, and accurate for all students. Different types of assessments are important for student success. Feedback to...

[google.com](https://www.google.com)

Edit: Scientific Methods - Observation and Data

Assignment Students Standards Publish

Assignment Name\* Methods - Observation and Data

Category\* Formative

Due Date\* Friday 11/28/2025

Traditional Grade Options

Score Type Letter (MAS...)

Score + Weight Points\* 3

Count in Traditional Final Grade

Description

Throughout our learning, your child will be assessed in a variety of ways to help us understand their progress and support their growth. We use a combination of **products** (such as work samples and creations), **conversations** (discussions with your child about their thinking), and **observations** (watching how your child engages in learning tasks and routines)

Delete Duplicate Save Save and Close

Score

MAS ADV PRG Codes

EMG BEG LIM

Enter

Missing Collected Late Fill

Incomplete Exempt Absent Fill

Rubric Comment:  
- Makes a prediction.

Assessed via observation and conversation during explore centres \*Design the strongest gingerbread house out of magnet tiles - Draw your prediction\* - December 2025

STUDENTS (23)	SCORE (11/28/2025)	SCI.1.ES.1
	BEG	BEG
	ADV	ADV
	ADV	ADV
	ADV	ADV
	ADV	ADV
	ADV	ADV
	EMG	EMG
	ADV	ADV
	EMG	EMG
	ADV	ADV
	✓	IE
	ADV	ADV
	ADV	ADV
	BEG	BEG
	PRG	PRG
	ADV	ADV
	ADV	ADV
	BEG	BEG
	BEG	BEG
	PRG	PRG
	EMG	EMG
	PRG	PRG
	ADV	ADV

## Purposeful Play in Learning

- Play linked to curricular outcomes ensures purposeful and meaningful learning experiences for students.

## Multimodal Assessment

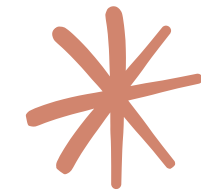
- Assessment through play is ongoing and uses multiple methods like products, conversations, and observations.

## AI as an Assessment Ally

- AI tools support teachers by creating efficient and effective ways to assess learning outcomes.

## Empowering Educators

- Intentional planning and the right tools enable rewarding assessment through play benefiting teachers and students.



# BIG TAKEAWAYS



# QUESTIONS?

# FEEDBACK

**Contact:**

**Kelsey Bagnall**  
Communication Officer  
Council for Inclusive Education

[communication@cieducation.ca](mailto:communication@cieducation.ca)

