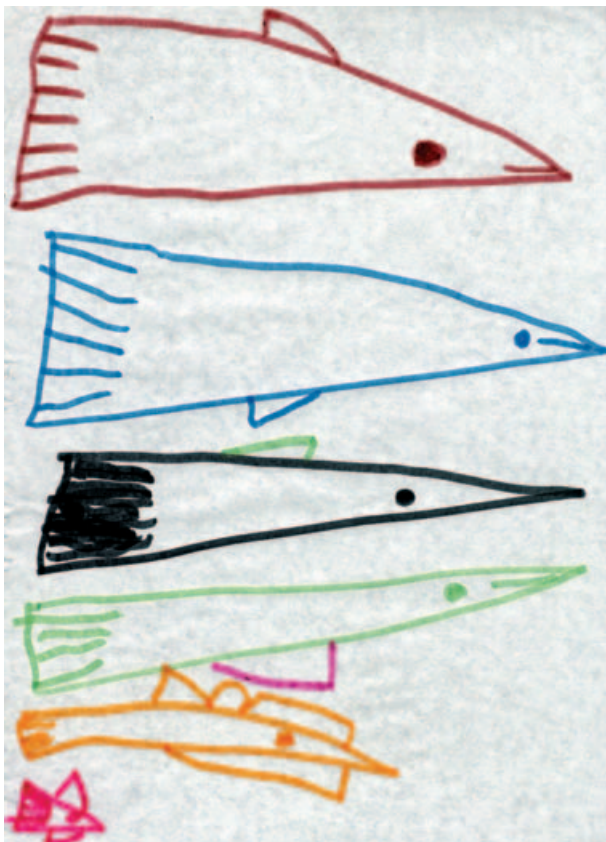


Ray learns to draw fish



Fish March (4 years)

Ray has learned to draw nice, straight lines and nice triangles. He drew two triangles first and they looked like fish, so he drew in eyes. He drew another one and another one. Fish, fish, fish. Ben came along and said, "If you draw lines here, it will look more like fish." Ray tried, and it did look better. He added fins and a lot more fish.



What's happening here?

Ray's family has contributed a story about Ray's drawing at home. It includes his older brother Ben giving advice. The commentary is written in the family's home language of Japanese as well as in English.

What aspects of children's contribution to assessments does this exemplify?

Ray's family is contributing to the assessment record with and for Ray. Ray's primary identity belongs with the family and the home language. Therefore, this exemplar can be seen as a child's contribution to the centre's record.

How might this assessment develop children's capacity to contribute to assessments?

The family's contributions to this portfolio over time reflect a partnership between the family (including Ray) and the teachers in the compilation of evidence of Ray's learning at home and at the early childhood centre. It is a joint enterprise, and no doubt Ray feels part of this process and encouraged to contribute.

What might this tell us about informal noticing, recognising, and responding in this place?

This family contributes to Ray's assessment record by documenting some of the noticing, recognising, and responding to Ray's learning at home. In this case, it was his brother Ben who responded to his initial drawing with a suggestion for improvement. Ray takes up this suggestion. The parent responds by documenting the process and adding it to Ray's early childhood centre portfolio.