



Parental Involvement in Children's Assessment in Kindergarten

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Abstract The present study described the various practices of parental involvement in the assessment of their children in kindergarten. More specifically, the present study looked into the role of parents in three stages of assessing their child: pre-assessment (before instruction), assessment during instruction, and post assessment in their children's schooling. There were 20 parents interviewed and their specific practices in getting involved in the child's tests, grading, and other forms of marking, and assessment were asked. It was found in the study that before assessment, the parents organizes review materials for the child by purchasing references, prepares reviews, and further inquiry with teachers. During assessment, the parents balance between being a mother and delivering the academic practices (oral questioning and revisiting previous assessment results). After the assessment, the parents praise and reward the child.

Keywords: assessment, parental involvement, kindergarten assessment, early grade assessment

Parents play an important role on their child's academic achievement. Once the child is placed in schools, the parents' role is deepened due to the various modes of assessments used by schools. Given this situation, parents must provide opportunities at home where children can further hone their skills to increase academic performance. This is especially true among parents who are full time in taking care of their own child. They are much concerned about the kind of assessment that their child will engage. The seriousness of schools in the conduct of assessment places the parents in a situation to mimic the kind of assessment done by schools. These practices need to be documented in order to situate parental involvement factors within a more specific context in education such as assessment.

The available literature on the role of parents in the assessment of their child can be explained in two areas. One is the rich reviews on parental involvement that specified ways that parents interact with schools and with their children to promote academic success (Hill & Taylor, 2004). Another is the concept of the Early Grade Learning Assessment (EGLA) that specifies appropriate levels and kinds of assessment for the early grade including kindergarten (Early Learning Standards Task Force, 2005).

Theories available on parental involvement explain that involvement goes on two levels: School-based involvement (Conners & Epstein, 1995; Epstein & Sanders, 2002) and home-based involvement (Seginer, 2006). Examples of school-based involvement are involvement in the parent-teacher conferences, volunteering in school activities, and joining school governance. On the other hand, home-based activities include assisting the child in school activities, facilitating reviews for the child, and assisting other parents. In a meta-analysis conducted by Hill and Tyson (2009), they reported that parental involvement showed to have a strong positive association with students' achievement across studies.

The concept of parental involvement was distinguished by Magno (2007) with parenting styles. Different factors of parenting characteristics were clustered using multidimensional scaling which distinguished parental involvement and parenting styles. The factors of parental involvement include communication, support, bonding, interaction, giving material rewards, monitoring, and affection. On the other hand, the factors that congested for parenting styles include authoritarian, psychological control, behavior control, autonomy, authoritative, and discipline. Given the set of factors under parental involvement, the variable is further described as specific socializing activities in which parents engage such as guiding the child in homework. Likewise parenting styles are further described as attitude towards the child that is manifested through communication and creation of an emotional climate.

The meta-analytic study by Hill and Tyson (2009) showed that parental involvement impacts the child's performance in the academic setting. In the same way, the clusters of parental involvement in the study by Magno (2007) provided the specific characteristics that parents show when getting involved in their child.

Typically, teachers in schools are the primary players seen as the key agents involved in the learning of children. A significant amount of research may suffice that there are actually concrete good results that when parents get involved, it also benefits the children's learning (Brinke, 2002). Parents' role in making appropriate and high-quality environment are important to be noted in order to assess learning in its totality.

Parents' involvement in children's early academic development is necessary to investigate in order to establish the influence of family in a child's academic life. Parents' involvement is malleable variable that can be changed. This malleability has been its distinct quality, which makes the parents' engagement more reasonable to be interrogated (Arnold, Zeljo, Doctoroff, & Ortiz, 2008).

In particular, the involvement of parents in evaluating child's academic performance has been studied by several scholars and found that it is actually associated to some positive outcomes. Most of these findings

are correlational, but there are also some causal relationships (see Anderson & Minke, 2007). Moreover, for preschoolers, increased parent school involvement and more active types of parent involvement were both associated with more positive development in all domains and greater mastery of early basic school skills in all subject areas (Marcon, 1999). In addition, parents' involvement contributes to the social and cognitive development in the process of evaluating learning outcomes. There is a superfluity of evidences that might prove parents' significance in making them involved in the assessment of education of children, and there must be strong positive outcomes that may be associated to such theoretical linkage, but the interrogation of such research field does not end here.

Many scholars somehow posit a different interpretation to parent's involvement, if not, little benefits are seen and sometimes they are even immeasurable. Fan (2001) makes a compelling case in which to present a critical way of understanding parent's involvement and bringing out the issue of definition and dimension of such theoretical construct. Brinke (2002) also asserts that there is somehow a lack of confidence to parents' capacity, in particular, their conception of high-quality environment for young children. There seems to be a question also of professional judgment and the validity of information that comes from them in assessing their child's behavior. Arnold et al. (2008), further argue that, there may be a wide belief on the importance of parents' involvement to early childhood learning, but there are quite few studies that deal, empirically, with evaluation of parents' involvement particularly relating on the phase of a child's emerging academic performance like pre-school and the like. Furthermore, Anderson and Minke (2007) claim that there is a variation among each family's level of resources when it comes to the compliance to teachers' expectations. It is necessary to take into consideration that the capacity of each family depending on their socio-economic status still is a factor in the degree of inducing formalized mechanisms of engagement to their child's learning development.

There might be issues surrounding the vitality of parent's involvement in early childhood learning, but it is important to consider that its positive effects are not to be easily dismissed. This significant linkage, indeed, is already in itself worthy of further scientific investigation because of its potential contribution to the literature and to the practice of early childhood development.

Parents become involved with their child's schooling in a variety of ways in the academic area. These manifestations of involvement involve the parents guiding the child in doing their homework, giving examples of exercises, and reviewing the child for a test (Tam & Chan, 2009). There is a pattern that the involvement is focused on assessing the child. It is noteworthy to look at this specific area in education where parents get involved.

The assessment of the child's academic performance in the early grades requires a holistic perspective. This reasoning necessitates further investigation of plethora of variables that may affect child's development.

Kindergarten Assessment

Pre-school programs are potential arenas that situate the assessment of early childhood learning. Kindergarten assessment, in particular, is important to look into because of some distinct manifestation of parents' engagement as to how they contribute to the process of the child's learning.

Kindergarten assessment processes are somewhat complex because it requires making priorities and decisions based on building knowledge, best practices, and designing a process that is feasible based on the availability of resources. Moreover, it is sophisticated because there are many interrelated decisions to be made about its purpose, focus, methods, and implementation. The Washington State Department even distinguished kindergarten assessment as an organized way to learn what children know and are able to do, including their disposition toward learning, when they enter kindergarten and possibly at other points in time (SRI International, 2008).

In assessing the competencies of children, it calls for a collection of information from multiple areas of development. Many research studies suggest that in the process of assessing what a child knows and can do when they are about to enter kindergarten, it is important to look at the multi-faceted and multiple ranges of skills or areas of learning. In other words, gathering information from multiple sources such as teachers, parents, and trained assessment specialists is recommended to understand better the young children's skills and competencies (Snow, 2011). Included in this source of assessment are the parents who are important participants in producing a valid and useful assessment. The parents act as informants about their child's skills and abilities and as recipients of assessment information as well.

Some forms of kindergarten assessment include measures of language and literacy, social, emotional, and general knowledge. In general, some kindergarten assessment are inclined and interested to provide information across multiple facets of learning (Fan, 2001).

The purpose of assessment in early childhood is to support learning. Assessment sets a definition about what a child can do and what he/she is ready to learn next (Shepard, Kagan, & Wurtz, 1998). It also becomes a guide and a turning point for teachers to improve their ineffective ways of teaching or improving the curriculum and classroom management to fully maximize a child's learning development. It is important to identify the child's special needs for many reasons such as developmental assessment, knowing if the child has special needs and if they are physically or mentally impaired.

Principles of Assessing Children

The National Association for the Education of Young Children (NAEYC) with the Division for Early Childhood (DEC), the Head Start Program Performance Standards, American Educational Research Association (AERA), and the National Association for School Psychologists have come up with six principles of assessing children in the early grade. These principles serve as a guide for teachers and other school personnel that directly conduct assessment for children. The principles include the purpose for conducting

assessment, the appropriate method, context, process, standards-based, and parents as partners.

Purpose. The purpose of assessing early childhood should “identify both the well-developed and the least well-developed skills of children so that beneficial learning experiences and teaching can be individually planned and carried out” (NAEYC, p. 7). The purpose for this level should be diagnostic in nature and the assessment results are used for further planning. The diagnosis should identify the interests, difficulties and strengths, changes overtime, and appropriate instruction.

Method. The assessment method appropriate for children is authentic and done through naturalistic observation. Assessment is closely integrated with instruction where the teacher observes children during instruction and class activities. The teacher uses portfolios, observations, anecdotal notes, and checklists. Wiggins (1998) described that tasks are authentic if (a) it replicates the ways in which the child’s knowledge and abilities are tested in real world situations, (b) the child uses knowledge and skills to solve unstructured problems, and solution involves more than following a set of rules, (c) the child has to carry out exploration and work within the discipline of the subject area, rather than restating what is already known, (d) the contexts involve specific situations that have particular constraints, purposes, and audiences, (e) the child is required to integrate all knowledge and skills needed, and (f) learning should be focused through cycles of performance-feedback-revision-performance.

Context. Assessment is conducted while instruction or class activities are conducted. Assessing takes place in the naturalistic setting while the child is learning (like when engaging in class activities such as singing, dancing, playing, writing, storytelling, and others). The naturally occurring behavior typically describes the child’s strengths and weaknesses.

Process. The process of assessment is conducted regularly over time to determine the progress and growth of the child. The process of assessment is individualized rather than comparative. Each performance of the child is a reference point to his/her progress overtime.

Standards-based. Assessment is closely integrated in the educational program of schools for preschool or K to 2. The assessment provides feedback whether the curriculum is appropriate or not. It also informs teachers about developing their instruction. The assessment and the curriculum should be aligned with some national or international standards.

Parents as partners. One of the unique principles of assessment in the early grades is the close involvement of parents in the activity. The assessment of the child does not only occur in school but also must be continuous at home. The parents also provide feedback for the child’s improvement. The teacher and the parents work together in order to help facilitate the child’s skills and improvement.

Assessment Domains

The child is assessed on three areas: Curriculum-based, early learning skills, and diagnosing disabilities.

Curriculum-based assessment measures the capacity of the child within the school program. The school program specifies some required competencies and the child is diagnosed on how much further instruction is

needed to develop the targets for the child. This typically includes assessing reading, writing, and mathematics skills.

The assessment of early learning skills includes an in-depth analysis of determining what the child can do at a specific level. By identifying the early learning skills of the child, programs are created to suit their learning needs.

The diagnosis of disabilities concerns in identifying some delayed skills of the child. The child is referred to specialists if difficulties are recurring.

Individual Approach in Assessment

Individual approach in assessment is important in assessing children and young people most especially in determining their special educational needs and/or disabilities. Each children's needs in the early grades are varied that needs to be addressed in the individual level. Individual pupil assessment is composed of using pupil records, classroom observations, interviews and quantifiable baseline data, and a collection of materials. An in-depth report is made with recommendations based on pupil assessment for schools, parents and other professionals. Personal education plans, individual education plans, behavior support plans, pastoral support plans, and risk assessments are made to suit individual pupil needs. A recommendation is given on how to implement the plans created.

Assessment for early childhood is done like the usual process. First, a teacher or whoever responsible for the assessment observes and takes evidences about the child. Second, they analyze and evaluate the evidences to check if there are some issues needed to be improved. Third, they have a plan for action with regard to the child's needs. The action plan should be congruent with what they found out during the second step. Last, they implement the action plan and check on the child's progress then go back to step 1.

Subject Area Assessment

Mathematics and Reading are subjects that are taught to students in order to develop certain skills and competencies of an individual. Mathematics is offered to the students who are at young age in order to speed up the cognitive development of the individual. According to Clements and Sarama (2008) that schools use a curriculum in order to effectively mold students to become good in mathematics. An example would be the building block curriculum where the implementation and facilitation uses materials and technological tools in order to teach the student mathematical concepts (Clements & Sarama, 2008). Students who were tested to be under the building blocks math curriculum were found to show positive effects in their performance in mathematics. Tests that are rooted under this building block curriculum are used in order to assess the mathematical abilities of the students. In a study by Xue and Meisells (2004), it was said that standardized tests are used to assess the performance of early childhood in the reading subject. The subject in math and reading are assessed based on their respective curriculum assessment tools.

The literacy skills of children can be measured using the (ELSA) Early Literacy Skills Assessment. ELSA assesses the comprehension, phonological awareness, and alphabetic principle of children. In order to execute this assessment, the teacher has to read a story to his/her students then he/she will have to stop in order to ask questions to them. The evaluation process would entail the students to undergo the same procedure again through the process of teacher reading the story again to his/her student after one year (Purpura, Hume, Sims, & Lonigan, 2011).

The Present Study

The present study described the various practices of parents in the assessment of their children in kindergarten. More specifically, the study looked into the role of parents in the pre, during, and post assessment practices in their children's schooling.

The study used qualitative approach where 20 sets of parents were interviewed. They have children in kindergarten level ages 5.5 to 6.5 who are in K to 12 schools. These parents that were interviewed did not employ any tutors for their children's academic needs. Both or one of the parents took the sole responsibility of teaching their children in all academic subjects.

Method

Participants

The study involved 20 parents who voluntarily participated in the study. The parents had children who are in the preschool level and at least one of the parents is full time (house wife or house husband) in assisting the child in school. All the 20 parents had either a junior or a senior kindergarten child who is currently studying in a private school in Metropolitan Manila.

Instruments

An interview guide was constructed to determine the general practices of parents in getting involved in their child's assessment. The parents were asked about the forms of assessment conducted in school, how they guide the child when studying specifically before exams, during periodic exams or major assessments, and after major assessment are conducted when the results are obtained.

Procedure

The parents in three private schools were recruited by the referral of school personnel. The school personnel referred the full time parents who regularly accompany their preschool child in school. These parents stay near the vicinity of the school while the child is attending his/her class. Both parents (mother and father) were requested for an interview. Once the parent agreed, an appointment was scheduled for the best time to conduct the interview.

The interview took about one hour for each parent couple. The interview session was recorded. The parents were informed about the

purpose of the study. At the end of the interview the parents were thanked for giving their time in participating in the interview.

Data Analysis

The responses from each of the parents were transcribed. Extracting the necessary information for each question asked among the parents further reduced the transcribed data. The specific practices that were taken from the transcriptions were coded. The codes were classified into meaningful categories that best explain assessment practices of parents. The categories were used to integrate the codes derived and they typically explain the assessment practices. The codes were shown to experts in parenting studies and qualitative analysis to make sure that they were mutually exclusive. They also arrived at an agreement on the placement of the codes on the categories derived.

Results

A total of 414 codes were identified, these codes were classified into meaningful categories to come up with the parental practices that reflects assessment of the kindergarten child's learning.

The responses were organized into the presentation of the various assessments used in the kindergarten level, the grading system, and role of parents before, during, and after assessment.

Forms of Assessment Used in Kindergarten

Formative Assessment. The first type used in the kindergarten level is informal assessment that includes the homework, exercises, worksheets, using the workbooks, pen and paper quizzes, and board works. Most of the homework were done on textbooks and worksheets prepared by the teacher that allowed children to master a particular skill. Others come in the form of a project that needs to be completed at home such as arts and craft. These forms of assessment are used to check up whether the child can perform the task while teaching is going on. In this level, it can be observed that parents can recognize how formative assessment is conducted in the classroom setting. The exercises and homework given to the child reflect formative assessment as part of the instruction. It serves to inform the teacher by adjusting teaching and learning while they are happening.

I can see at times that my child writes in the pad paper in doing exercises and gets a star when the work is well done. At certain times the teacher allows my child to redo the work to give chance for my child to perform better. I asked once that these exercises are not graded because they are meant to check if the child has acquired the skill.

Performance-based Assessment. The second type of assessment includes the performance tests like counting and reading, performance tests like reciting, writing and psychomotor activities that includes writing, singing and physical exercises. These assessments are mostly conducted one on one with children that focus on a single skill like reading or counting. This form of assessment may or may not be announced at times. This

category of assessment that the parents describe is performance-based. Parents describe this type of assessment as practical and test students' specific competencies that are not through the usual paper and pencil tests.

Some assessment that the teachers give are unannounced. This assessment involves recitations where my child is asked to read aloud words in a flash card or on the board. There are also times that the teacher lets them do exercises on their writing book. During the PE time, they are tested on their physical fitness like jumping and running. At times, they are asked to count from 1 to 10 individually.

Traditional Assessment. The last form of assessment is the paper and pen tests, which was the most common form of assessment. The paper and pen tests were given periodically and all of these tests were announced and scheduled in advance. Examples include quizzes, long tests, periodical, and quarterly tests. These tests are described by the parents as major types that the school puts greater weight. The pointers for review are provided and the teachers announce it two weeks in advance.

The serious tests are taken each month and before the quarter ends. These are the quarterly test and the monthly test for each month. We generally review the child on this because the teacher sends pointers for review and it is 40% of their grade.

Awareness of the School's Grading System

The grading system in schools would vary. Some schools would use numerical grades, others give letter grades, and others would only give a narrative feedback about the child.

Numerical Grade. For the assessments that provide an equivalent numerical value, the highest numerical grade a child can get is 100% and the passing grade is 75%. The number grade is generally the kind of grade understood by parents. They are more pressured for the child to get grades with 90 onwards because the numbers reflect the amount of achievement obtained by the child.

We help our child all the time especially on assignments and projects that are taken home. During quarterly tests, we really schedule the time of our child for review because this takes a large percent of the grades. We are concerned and do not want our child to get a line-of -seven grade.

Letter Grade. There are schools whose assessment used letters. Some would use "E" for excellent as the highest grade and the passing grade is "MS" for moderately satisfactory. Some schools would give A+ as the highest grade and C- as the passing. The parents would generally inquire about the status of the child to better understand the letter grades.

My child is new in the school and a letter grade is given. We are not accustomed so we ask the teachers what it means and the class standing of our child. We got used to the numerical grade in the previous school.

Anecdotal Records. Other schools would not give numerical nor

letter grade. They provide a narrative description of the child's performance. The feedback is supported with specific facts and anecdotal records. The assessment is not limited to the cognitive skills but there is equal reference to the social and emotional development of the child as well. This type of assessment is appreciated by the parents because they can see that the teacher prepared for it. The teachers support their narratives with the portfolios of the child to view their progress and the parents get an idea how the child is improving.

We listen to the teacher's narrative assessment. This is discussed with us and the teacher shows our child's portfolio. We can see in the portfolio how our child performs. What we appreciate is that the teacher includes feedback about how our child deals with classmates in the class. We get an idea if my child is shy or active in class. We appreciate this because the teacher spent a lot of time for the feedback.

Before Assessment

The parents before assessment practice the following: Self-reviewing, purchasing identical copies of books used in school, preparing home based academic activities, organizing academic requirements/school sheets, communicating with the teachers, and engaging in non-academic activities. These practices were done in preparation for their child's assessments.

One of the common practices is self-reviewing where the parents themselves study topics in advance to teach their children. This is practised so that the parents can pace the review with the child in an identical manner the way the teacher teaches. This is ensured to pace the level of learning for the child and to make the review suitable for the child. The parents are concerned about giving the same kind of review in school so that it will help the child understand the lesson taken up with to ensure mastery.

I myself review the lesson so that I will know what to teach my child. This helps me get an idea what is being taught in the classroom and I could follow-up the learning of my child.

Reviewing helps me know what kind of test I can prepare for my child.

Another common response on parental practice before assessment is the purchasing of identical copies of books and learning resources used in the school. This practice ensures that the kind of guidance that parents provide is at par with the standards of the lesson in school. Having the same kind of reference materials used in school allows the parents to provide a wider array of exercises that are not limited on the book that the child has.

I ask the teacher the other references that they use in school so that I can buy them. This helps me provide other exercises for my child to work on.

I buy the same kind of books that the teacher uses so that I will never ran out of sample work for my child to answer at home.

Majority of the parents also reports preparing home-based academic activities. Examples would be drills, exercises, and the kind of items in the book and previous tests. This activity allows the child to further master the skills taught in the classroom. Having the child answer a series of exercises practices the child to become more prepared for the tests. The constant exercise helps the child to be familiar with the kind of test items that will come out in the actual test. The parents use the pointers for review provided by the teacher to come up with their sample items.

We prepare a set of items similar with the test to review our child. We use the pointers to review as our guide.

The items we make are similar to the test given by the teacher so that the child will be familiar with the test.

In order to prepare for the assessment, the parents engage in organizing the academic requirements/school sheets. This includes the parents collecting all the previous assessment such as quarterly tests, long tests, quizzes, and worksheets. These are compiled so that the parents are guided to the test types provided and the kind of skills included in the test.

We collect the test folders and put in an envelope all quizzes and worksheets. This gives us an idea on what will come out in the test.

When it is time for us to make the reviewer for the child, we bring out the precious tests so that it can guide us. We also make our own outline of the lesson to guide the child.

The parents mentioned that communication with the teachers is an important part of preparation. In this practice, the parents have an opportunity to clarify some information with the teacher. The clarification involves asking the current class standing of the child, some behavior concerns, and the child's general learning capacity. Some schools would require an appointment and some would not. For other parents, this opportunity comes during the card distribution and the feedback is used to make some improvements for the following quarter of the school year.

We are lucky at times that we have some moment of conversation with the teacher. We ask about our child's current standing in school. We also ask if the teacher is having difficulty in handling our child.

Meeting with the teacher needs to be done through an appointment in the school of my child. In the meeting we discuss some of my concerns like performance in projects and tests and I ask for suggestions how to help further my child.

The parents also engage in non-academic activities in order to know about the school. By knowing more about the school, they get to know what learning facilities the school has and the resources used in the school. The parents indicated that learning about what the school has gives them idea what the child is learning and how to help the child further.

It is not only through the teacher that we get to know about what is happening in the school. When we join parent-teacher conferences, meetings, and volunteer activities, we see what the school can provide to our child.

By joining school activities we know what is happening in the school. Then we know more the schedule of our child in school and adjust our own schedule for it.

During Assessment

The parents during assessment practised multiple strategies, which were categorized into two: the academic orientation and motherly orientation. The academic orientation includes analyzing reviewers from school, inspecting previous notes from the teachers, creating new reviewers, revisiting previous tests/quizzes, and oral questioning. On the other hand, the motherly orientation includes reinforcing an early bed time, preparing good breakfast preferred by their child, allowing play time in between review sessions including the use of the computer, making promises for good performance, and preparing a conducive learning environment at home.

The academic orientations are those practices that are consistent with what the teacher and the school do in assessing the child. These are similar to the academic activities given by the school and the teacher.

The common academic orientation is analyzing reviewers from school. The reviewers are analyzed by looking at the formative assessment done in school. These are the quizzes about the topics, exercises from the books, and worksheets. The parents are informed what kind of items to create for their own review with the child. The parents in analyzing review materials are guided on what kind of items and type of test to make for their own review.

I look at the review materials that my child worked with in school. I use this to make my own review.

I make sure that the review materials I make are similar to what the teacher gave.

Part of the academic orientation is inspecting previous notes taken up in class. The inspection involves knowing what topics will be covered in the exams. The parents browse the books and the notebooks to know the lessons that will be covered in the tests. Sometimes, the sequence is not directly followed in the book and the parents will look at the pattern of the pages answered so that they will know what to follow up in the child.

To know the topics taken up, I browse the notebook and books. I will know what topics are covered for the exams. I mark the ones taken up in the previous test so that I am properly guided.

The notes and books tell me what topics will be taken up in the test.

The parents as part of the academic orientation create new reviewers for the child. Majority of the parents make their own exercises and test during the week of the test dates. They realize that when they practice their child, the child will come prepared for the real test in school. In this

aspect, the parents use their previous resources such as the notes, books and reviewers to write their own mock test for the child.

I make my own reviewer for my child. This is an effective way to prepare for the quarterly and long tests.

We make items similar to what the test will be. We are guided by the pointers to review and the kind of items in the quizzes.

The parents revisit previous tests/quizzes in order to review the child. The parents use the old test and quizzes and let the child answer them again. The old tests and quizzes review the child of the lessons that will be covered in the future test. This is usually done during the week the major tests are given. This technique ensures that the child is able to recall the topics taken up and that will be covered for the quarterly test.

We use the previous tests and quizzes to review our child. We rewrite the old tests and let the child answer them again.

The old tests are helpful. It guides us on what will be taken up for the quarterly test.

The parents during the test week engage the child in oral questioning. The oral questions are asked to review the child often. The questions are asked once in a while to check if the child can still recall the important things to be remembered. The oral questioning is helpful in different settings. Even if the child and the parents are outside of the house or doing other things, the oral questions allow to review the child.

We ask our child oral questions about what we have reviewed. This can be done repetitively once in a while to make sure the child does not forget what we have reviewed.

Even when we are in bed already or eating we ask our child questions about the lessons to review.

The next set of practices refers to motherly orientation. This refers to the practices that involve activities showing how the parents regularly socialize with the child. They differ with the academic orientation because these sets of practices with the child can only be done at home with the parents.

One of the common responses is reinforcing an early bedtime. This is done in order to make sure that the child has enough sleep and be able to wake up early in the morning. This strategy also ensures that the child will not be sleepy while answering the test in school.

We make sure that our child goes to bed early. This makes sure that he will not be sleepy in school.

The parents also prepare a good breakfast preferred by their child. This helps the child to be more motivated to take the test and perform well.

The child sees that the parents are exerting effort and appreciates the child. In return, the child needs to perform well for the parents.

I prepare a good breakfast that my child likes during the test week. My child shows their appreciation by performing well in the test.

I cook the favorite food of my child for breakfast so that they will be more energetic in taking the test.

The parents allow playtime in between review sessions. This includes the use of the computer. The child generally has limited attention span and the break gives time for the child to rest and have fun. The time of the child is scheduled in a way that there is time for play and time for studying.

I give break time for my child when studying. They will not enjoy studying too much if there is no fun.

I notice that my child becomes uneasy when reviewing for a long time so I give time for breaks.

The parents prepare a conducive learning environment at home for studying. This involves setting an area in the house for the child to study, provision of tables and chairs to study, maintaining a quiet place, and having school supplies in the house. Having a study place in the house allows the child to take time to study and not forget about school.

I make sure that my child has a place to study in the house. We set aside a place where they go and study.

My child has a corner where there is table and chair and this is the place where my child studies. During test weeks, we maintain silence in the house for the review.

The parents make promises to the child for good performance. This practice is done to reward the child and that the child will work hard in order to get the reward in the end. This practice is consistent with extrinsic motivation to learn where rewards are given to attain learning goals.

We promise to our child new toys when they get high grades in test or during the card distribution.

We often get our child something new when they good grades in school.

After Assessment

The parental involvement does not end after the major tests. There are still assessment practices that occur after. These practices after assessment involve asking for feedback about the performance in the test taken, praising the child, and giving the material rewards promised to the child. These after-assessment practices focus on parents praising and providing the material promises without the results of the assessments.

Upon the release of positive assessment results, parents still provide more material benefits.

The common response after assessment is the parents asking for feedback about the performance of the child in the test taken. The parents generally ask their child about the details of the test. They inquire about the level of difficulty, the type of test, and if the child did well in the test. These responses indicate that parents are conscious about test difficulty, types of test, and the confidence level of child in the test. Reporting the details of the test to the parents would require a great deal of ability for the child to make judgment about the tests difficulty and their performance. Children who makes accurate judgment of their performance tends to perform well on the test.

I ask my child how if he was able to answer correctly the test items and if he was able to answer most of the items or not.

I ask if the topics we reviewed came out in the test. This ensured the confidence of my child in my expertise as a parent.

Majority of the parents praised their child after taking the major assessment such as the quarterly test or any major performance-based activity. The parents made sure to capitalize on the strength and positive aspect of the child's performance. They made sure not to criticize the child so that the child is further motivated in future assessments. Performance-based assessment impacts parents' positive emotions. After the parents have seen their child in performances, the parents take pride in the talent shown by the child.

I make sure that my child gets to be praised after the exams. When I see the quarterly test, even if the scores are not very high my child deserves praise for the effort.

When I see my child joins contests such as poems, singing, and dancing, I feel proud that my child is not shy to showcase her talent. I praise my child for this.

The parents' after seeing the results of the child's performance, they give material rewards that they have promised. Initially, the parents promise these rewards to extrinsically motivate the child. After the performance, the child is given material rewards for the work done. The material rewards are given to the child to show appreciation of the hard work shown in the entire assessment cycle.

I give the materials that I have promised my child. This reward is not for the results of the test but for the effort shown by the child in studying.

I saw that my child becomes happy when they are bought new things after the test. When this happens, they look forward for the next test week and study again.

Discussion

A parent's involvement in their kindergarten child's assessment is important, considering that a parent has the ability to accommodate the cognitive, socio-emotional, and physical needs of their child during the early years. The parent's role in their child's kindergarten assessment is viewed as crucial in the development of academic skills. Providing these various needs, the academic achievement of a child increases and at the same time the relationship between parents and the child is nurtured. Moreover, when parents capitalize on the moral development of their child in an attempt to increase academic performance, parents view this attempt as motivational in nature thus strengthening the motivation of their child towards learning. The findings in the study highlights that parental involvement in assessment is not only limited to a set of practices that parents engage with their preschool. The involvement in assessment extends to the consciousness of the parents in knowing the different forms and functions of assessment, the grading system, and practices before, during, and after assessment. This result contradicts the findings of Brinke (2002) that parents lack consciousness on the rigors of assessment in schools.

The results of the study highlight that parents when deeply involved in the child's assessment becomes conscious of the forms and functions of assessment. Generally, the ability to use different forms and functions of assessment is part of teacher competencies. However, in the present study, it was found that when parents are engaged in the child's assessment they also acquire this competency. This competency is not formally learned but through their experience in teaching their own child. The parents' acquiring the assessment skills leads them to acquire assessment literacies. Based on the responses, the parents possess three important assessment literacies that include (1) how to make use of a variety of assessment methods to gather evidence of the child's learning, (2) how to provide appropriate feedback to the child, and (3) engineering an effective assessment that boosts their child's motivation to learn. Possessing a certain degree of assessment literacy reflects that the parents that are highly involved with their child have a sophisticated notion on assessment and how it is conducted. This competency allows them to become effective in teaching and guiding their own child.

The results also highlight the function of the grades to determine how much effort is needed in enforcing the study skills of the child. This result is made known in the responses on their awareness of the grading system in the school. The parents work on the needed effort to help their child improve their grades and performance in school. For the parents, the grades are not simply marks given to the child. They inform parents on how much effort they need to help their child to perform better. This practice is supported in the principles of assessment 'for' learning. In this principle, assessment is used to help the child learn better. The parents show this by the specific practices mentioned in the second cluster: giving constructive feedback, inquiry from the teachers, and asking for recommendations from the teachers.

It was also found that though parental involvement, the parents are able to distinguish the different stages of assessment: before, during, and

after instruction. This sophisticated awareness in the assessment stages show the parents in their progression towards expertise in educating their child. Having distinguished manifestations for the stages of assessment allows the parents to pace themselves in the child's learning process. The child as an expert learner uses different learning strategies when reviewing for tests, taking the test, while assessment is going on and after assessment. The parents are able to adjust themselves also with the pace that the child goes through. The parents act as a scaffold in the child's preparation for assessment. As a scaffold, support is given in order for the child to demonstrate the acquired skills.

The parents assume two roles during the assessment stage: as a mother (motherly orientation) and as a teacher (academic orientation). The findings show that the parents are able to balance two orientations. They see to it that their academic guidance for the child is balanced with how they show their affection for the child. They balance the cognitive engagement of the child with the affect by becoming parents. This balance is uniquely done by the parents because they are able to blend two aspects that the child needs, which is the need for cognition and the need for affection.

The parents realize the value of extrinsic motivation for the child to perform. Extrinsic motivation is evidenced by giving material rewards for the child as the parents have promised. This practice is acceptable for parents because part of their role is to provide for the material needs of the child as well. It should also be emphasized that the material rewards are given not for the test outcome but rather for the effort that the child exerted in studying. The value of the material reward is taken by the child as something to look forward to in the next assessment cycle. In this way, the child enjoys engaging in the assessment process. The kind of willingness of the child to go through the extrinsic rewards manifests the inherent power of this type of motivation. The child is externally propelled into studying in order to obtain a high grade because of the reward that follows.

The findings further support the principles of early grade assessment where parents are partners in the child's assessment. This principle is further expanded in the present study where parents do not only provide support, but rather, they take a more active role in facilitating the assessment in schools. In this regard, parents must be given the opportunity to appreciate assessment as a tool for understanding their child's development. The parents have the potential to acquire assessment competencies and literacies. They are also adaptive in pacing themselves in the different stages of their child's assessment. They have acquired two areas of expertise in assessment, which made them not only as parents who provide emotional support, but in addressing the academic needs of their child as well.

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