**Ontario's Full-Day Kindergarten and Report Cards:
Honouring Children's Learning and Development through Reflective Evaluation Practices**

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Abstract

The Ontario Full Day Kindergarten (FDK) program, now in its fifth year, celebrates children's intentionality and natural curiosity about the world. Consequently, a report card is needed to support the vision for the new full-day early learning program in Ontario. A preliminary review of the report cards reveals that expectations/outcomes have been categorized and quantified. The scales being used vary considerably from school board to school board and these variations include: using numeric scales of achievement (Levels 1-4); providing descriptors for a specific skill set (i.e. emerging, developing at expected level, beyond expected level); or evaluating progress based on frequency (i.e. sometimes evident, always evident, not yet evident). Additionally, although reports should include next steps for the Early Learning-Kindergarten team, as well as next steps for the parents to assist them in supporting their child's learning (Ontario Ministry of Education, 2010), our preliminary review reveals that while this information is sometimes communicated variably or informally, it is only periodically included in completed report cards. The overall focus of the new FDK program is on developing children's problem solving and metacognitive skills (encouraging children to think about their thinking). In addition, the goal is for children to develop self-motivation and self-regulation so that they can become self-directed, lifelong learners. A new report card is needed to embrace this new vision for full-day learning which is based on child directedness and inquiry. In this article we: a) present the background on the inception of the Full-Day Kindergarten program in Ontario; b) share insights and evaluative methods from the Reggio Emilia approach of pedagogical documentation for reporting growth and learning of four and five year olds in an attempt to inform our practices in Ontario; and c) present a standardized provincial Kindergarten report card that is aligned to Pascal's vision for full day early learning.

Introduction

The early learning report *With Our Best Future in Mind* (Pascal, 2009) that inspired Ontario's new kindergarten program embraces an emergent approach to teaching and learning with an emphasis on a play-based curriculum. The new Ontario Full Day Kindergarten (FDK)

program celebrates children's intentionality and natural curiosity about the world. With that intention, we believe that a report card is needed to support the vision for the new full-day early learning program in Ontario and to inform parents of the reflective evaluation process-taking place in inquiry based FDK classrooms. The work of MacDonald (2007) informed the development of the FDK report card proposed in Appendix B. She suggests a Reggio Emilia style of pedagogical documentation, which is said to create a disposition toward reflection where teachers undertake the role of researcher to determine how a child or group of children explore activities. In her study, five kindergarten classrooms in the New Westminster school district were exposed to this type of documentation over a six-month period to investigate its potential as a means of formative assessment in literacy instruction and to communicate learning to children and their families. Interviews with parents and classroom teachers followed and transcripts were analyzed using grounded theory methodology to determine common responses and patterns in the perspectives articulated. One year later teachers were re-interviewed to determine if they had continued to use any of the techniques introduced and to ascertain barriers and challenges to implementation. Results of the study indicated overwhelmingly positive responses from teachers, parents and children. Reflection during this process is distinct from traditional reflective practice done post hoc to improve lesson delivery and student learning (Loughran, 2002). During the process of *pedagogical documentation*, reflection is encouraged collectively and encompasses both the children's and the pedagogue's feedback on learning by asking questions such as:

- a) What connections has the child made to past knowledge or experience?
- b) What has captured the children's interests?
- c) What background knowledge are they drawing from?
- d) What are their current theories about the experience?

These questions help to deepen the interpretation of the observations in the Kindergarten classroom.

In order to develop an effective evaluative instrument, it is necessary to analyze the current Kindergarten reporting methods used in school boards across the province. A preliminary review of the report cards reveals that expectations/outcomes have been categorized and quantified. The scales being used vary considerably from school board to school board and these

variations include: using numeric scales of achievement (Levels 1-4); providing descriptors for a specific skill set (i.e. emerging, developing at expected level, beyond expected level); or evaluating progress based on frequency (i.e. sometimes evident, always evident, not yet evident). Additionally, we believe that report cards should include next steps for the Early Learning–Kindergarten team, as well as next steps for the parents to assist them in supporting their child's learning (Ontario Ministry of Education, 2010). Our preliminary review reveals that while this information is sometimes communicated variably or informally, it is only periodically included in completed report cards.

The overall focus of the new FDK program is on developing children's problem solving and metacognitive skills (encouraging children to think about their thinking). In addition, the goal is for children to develop self-motivation and self-regulation so that they can become self-directed, lifelong learners. Therefore, perhaps a new report card is needed to embrace this new vision for full-day learning that is based on child directedness and inquiry.

The objectives of this article are to: a) present the background on the inception of the Full-Day Kindergarten program in Ontario; b) share insights and evaluative methods from the Reggio Emilia approach of pedagogical documentation for reporting growth and learning of four and five year olds; and c) present a standardized provincial Kindergarten report card that is aligned to Pascal's (2009) document *With Our Best Future in Mind* and to the Ministry of Education's (2010) *Full-Day Early Learning – Kindergarten Program: Draft Version*, including a set of learning outcomes targeting the six areas of learning (personal and social development, language, mathematics, science and technology, health and physical activity, and the arts) as well as invite parents to be part of the dialogue about assessment and evaluation. In summary, an FDK report card should be as consistent as possible with the program's objectives and principles. The FDK program places a strong emphasis on the importance of family with regard to student learning and development (Ontario Ministry of Education, 2010), therefore, the report card should be as transparent as possible.

Background

In 2010, the Ontario Ministry of Education began implementing an innovative, research-based, full-day Kindergarten program. The Full-Day Early Learning – Kindergarten Program has been gradually phased in over four years. In September 2014, all publicly funded elementary

schools began offering two years of full-day programming prior to Grade One featuring a play- and inquiry-based curriculum and an instructional partnership between a teacher, registered through the Ontario College of Teachers, and an early childhood educator, registered with the College of Early Childhood Educators (known as the Early Learning – Kindergarten team or EL–K team) (Becker & Mastrangelo, 2014).

FDK, effectively an overhaul of Kindergarten in Ontario, is an ambitious answer to increasingly incontrovertible evidence that high quality early learning programs produce long-term benefits to children's social and academic skills (Ontario Ministry of Education, 2012). The FDK curriculum document (Ontario Ministry of Education, 2010) is guided by the six overarching principles for early childhood settings developed by the Best Start Expert Panel on Early Learning (2007):

- 1) Early child development sets the foundation for lifelong learning, behaviour, and health.
- 2) Family and community partnerships strengthen the ability of early childhood settings to meet young children's needs.
- 3) Respect for diversity, equity, and inclusion are prerequisites for honouring children's rights, optimal development, and learning.
- 4) A planned curriculum supports early learning.
- 5) Play is a means to early learning that capitalizes on children's natural curiosity and exuberance.
- 6) Knowledgeable, responsive educators are essential.

The FDK program and curriculum incorporate recommendations by Dr. Charles Pascal from the Ontario Institute for Studies in Education's Atkinson Centre for Society and Child Development. In 2007, former Ontario Premier Dalton McGuinty appointed Dr. Pascal as his special advisor on early learning, tasking him to utilize available research to articulate a vision for early learning in Ontario. Pascal's (2009) report to the Minister, *With Our Best Future in Mind: Implementing Early Learning in Ontario*, incorporates decades of seminal studies on Aboriginal children, parent involvement, diverse families, the preservation of Francophone culture, inclusive practice, children in poverty, gender differences, brain development in early

childhood, child-centered and play-based early childhood curricula, the role of the principal, the location and physical environment of early childhood facilities, program integration, and the long-term impacts of quality early childhood programs.

The report inspired the FDK program, which is designed to foster young children's learning and development in five developmental domains (social, emotional, cognitive, physical, and communication/language) and across six curricular areas: 1) Personal and Social Development; 2) Language; 3) Mathematics; 4) Science and Technology; 5) Health and Physical Activity; and 6) The Arts (Ontario Ministry of Education, 2010). The EL–K team is expected to use “reflective practice, planned observation, and a range of assessment strategies to identify the strengths, needs, and interests of individual children in order to provide instruction that is appropriate for each child” (Ontario Ministry of Education, 2010, p. 8).

Assessment and Evaluation in FDK: Setting the Context

In order to support the move to a full day of learning for four and five year olds, the Ministry of Education determined that an updated articulation of expected practice with respect to pedagogy and learning expectations was necessary. The Ministry looked to a variety of sources including the Pascal report, *With Our Best Future in Mind*, and the *Early Learning for Every Child Today (ELECT)* documents from the Early Learning Framework to develop a draft version for the *Full-Day Early Learning – Kindergarten Program* (2010). What is missing from this document is a report card that translates the language of the new program into an evaluative tool that measures development across the domain areas. The only mention of reporting stipulates that teachers should:

Describe the assessment and/or evaluation methods used, the purpose of the assessment, and the expectations for which progress was assessed or achievement evaluated. The reports must reflect evaluation of achievement in all six areas of learning and should include anecdotal comments on the child's achievement in relation to the overall expectations. Next steps for the [teacher and early childhood educator], as well as next steps for parents to assist them in supporting their child's learning should also be included (Ministry of Education, 2010, p. 32).

With reference to planned observation and a range of assessment strategies, the FDK curriculum document (Ontario Ministry of Education, 2010) provides the following guidance in a section entitled, *Assessment, Evaluation, and Reporting*:

Early Learning Kindergarten team members interpret and analyse the notes they have taken to document their observations and make plans for further instruction and learning based on their analysis. Team members need to observe, monitor, and document children's learning continually, and regularly report to parents their assessment findings about children's progress towards the achievement of the learning expectations. Team members also provide feedback to the children themselves (p. 29).

What needs to be addressed in the Ministry document is the central role individual teachers have in the full-day early learning environment. A starting place might include a section in the document that highlights the research revealing the important role teachers play in creating a physically inviting space that is conducive to a rich, inquiry-based approach. In the classroom, teachers have opportunities to become deeply aware of how their outlook on 'learning' will influence both the learning environment and individual children. The FDK program is based on an 'emergent curriculum' whereby the children's interests, initiations, and curiosities set the stage for learning and development. The teacher's personal perception of the developing human being in the childhood years is essential when thinking about 'how the teacher perceives a child.' Teachers need to be encouraged to think about their beliefs on child development and learning within situated contexts, since what they can offer children within the learning environment could be very different from the children's long-held beliefs.

The Ministry of Education Kindergarten document suggests the following assessment strategies and tools: portfolios, developmental continua, age and stage-of-development charts, videotapes and/or photographs, records of reading behaviours, conferences, self-assessment and peer assessment, and writing samples. Additionally, it states that formal report cards to parents are to be based on evaluations of children's progress in relation to the FDK program expectations.

The findings published in *A Meta-Perspective on the Evaluation of Full-Day Kindergarten During the First Two Years of Implementation* reveals that the support offered to

teachers on assessment and evaluation is not enough. The report combines all available program evaluation findings to date and concludes that although,

FDK educators are becoming increasingly more knowledgeable of and creative in their assessment and evaluation of children... There is much work to be completed in this area. Currently, guidelines specific to the assessment of children relative to the learning objectives of the kindergarten program have not been established at a provincial level (Social Program Evaluation Group et al., 2013, pp. 15-16).

We believe that assessment can provide a starting point for instruction in the FDK program. Additionally, a well-planned program provides the FDK team with many opportunities for ongoing observation and assessment of children's strengths, needs, and interests. Teachers are responsible for using the team's assessment to evaluate children's progress in attaining the identified learning expectations before entry to Grade 1. The Kindergarten document contains a series of "big ideas" within the six aforementioned areas of learning that are essentially the broad, important understandings that children should retain from their participation in the full-day program. These big ideas are:

- a) Children are connected to others and contribute to their world. Children have a strong sense of identity and well-being (Personal and Social Development--Social/Emotional Domain);
- b) Children are effective communicators (Language--Communication/Language, Cognitive and Emotional Domains);
- c) Young children have a conceptual understanding of mathematics and of mathematical thinking and reasoning (Mathematics--Communication (mathematical literacy) and Cognitive Domains);
- d) Children are curious and connect prior knowledge to new contexts in order to understand the world around them (Science and Technology--Cognitive Domain);
- e) Children make healthy choices and develop physical skills (Health and Physical Activity--Physical Domain);

- f) Young children have an innate openness to artistic activities (The Arts-- Communication/Language, Cognitive, Emotional, and Physical Domains).

All of the “big ideas” draw on the skills, indicators, and interactions related to the domains.

Intentional and child-centred pedagogy operates across a range of contexts (Ginsburg, Lee & Stevenson-Boyd, 2008). Children will learn from their “natural” activities in play-based program settings; however, the teacher’s arrangement of materials, along with the physical and social environment, will also affect their learning. For instance, when literacy and numeracy materials are embedded within play settings in preschool, Kindergarten, and multi-age programs, studies find increases in children’s engagement and use of literacy and numeracy materials (Ontario Ministry of Education, 2011). In the FDK program, *Assessment for Learning* (also known as learning made visible) occurs by: displaying (why and what are we learning), demonstrating (how learning happens), and documenting (the evidence of learning).

A Reggio Emilia Approach to Pedagogical Documentation

The Reggio Emilia approach began at the end of World War II and values each child as a unique, strong, and powerful being, with individual rights. Loris Malaguzzi, a teacher, along with parents of the villages around Reggio Emilia, Italy, developed the approach and believed that children were in need of a new way of learning after witnessing and feeling the devastating effects of war. The approach is based on the understanding that people form their own personality during the early years of development and, moreover, that children are endowed with "a hundred languages" (Fraser, 2012). The program embraces principles of respect, responsibility, and community through exploration and discovery, in a supportive and enriching environment based on the interests of children through a self-guided curriculum. Within a Reggio context, the child’s environment serves as the third teacher, with a focus on the aesthetic, transparency, bringing the outdoors in, flexibility and reciprocity. Children’s learning is further celebrated through documentation, recording, interpretation and analysis (Fraser, 2012).

According to Avery (2014), educators are becoming increasingly aware of the growing possibilities of pedagogical documentation to reveal the emotional, social, physical, and intellectual capacities of young children.

The use of pedagogical documentation is inspired by the educators of Reggio Emilia, Italy in their approach to early childhood education and is being interpreted in Canada in a myriad of early learning contexts. When we consider pedagogical documentation as a way to listen for children's understandings we might also become aware of our own socio-cultural experiences. Our unique understandings filter our interpretations and, as we clamber to understand children using pedagogical documentation, we have a desire to expand our field of experience and meet, discuss, and collaborate with others working in this way (Brown, 2015).

By documenting both the learning process and product, teachers are able to capture a clearer and richer account of the complexity and multifaceted nature of a child's growth and development.

A report card for the FDK program needs to reflect the richness of inquiry captured in Pascal's vision. Appendix A contains examples of evaluation, alongside guiding questions, so that teachers and early childhood educators can feel a sense of cohesion between the philosophy and program found in the curriculum documents and the reporting process. In addition, we support Carol Anne Wien's suggestion to take the report card further in helping to create a new relationship between families and schools that might be better suited to the learning and development of four- and five-year-old children than the existing documents (C. A. Wien, personal communication, August 18, 2009). Parents often harbour fears about whether their preschool children will transition smoothly and adjust to the FDK program. Thus, strengthening the communication between parents and the school in the Kindergarten years, signalled by a report card invites parents into a dialogue about their child with the teaching team which includes the ECE, Kindergarten teacher, and school principal. The questions in Appendix A are for both parents and the teaching team to address together, so that both sides gain a fuller picture of the child's capacities and development. The questions are also intended to open a conversation.

A Report Card Template for Consideration

Through documentation, a teacher can share the significance of a child's learning to the parent and illuminate ways the children are constructing their understanding of a particular task.

In addition, the teacher can also share ideas about how learning may be furthered and in turn can reflect on their own teaching and learning. Documenting children's learning in meaningful ways is a process that allows a "*pedagogy of listening* to be placed and held for consideration by others; it lifts thinking out of the stream of lived experience in education and makes it visible" (Wien, 2008, p. 2). The report card comments and qualitative descriptors should be based on evidence collected throughout a particular term. Teachers are encouraged to evaluate:

- Samples of children's work that show their efforts and progress--photos of complex block building at various stages of construction, samples of a child's name written over a period of time, or drawings that show what children understand;
- Teacher and ECE comments—a description of how and what the children did, reactions to what children said, or an overview of an event or long-term study;
- Children's comments—statements made and questions asked during discussions or while explaining their plans and actions, collected in observation notes, tape recordings, or dictation.

Additionally, Maynes (2013) suggests the use of *growth schemes* to envision the possible levels of learning that may be demonstrated by children as they move toward full understanding. The process of growth scheming starts with the mandated learning expectation and then identifies all of the various aspects (or criteria) of that learning expectation that might be achieved separately, thereby contributing to the achievement of learning of the overall expectation.

The proposed report card (see Appendix B) is based on the research of alignment, which is the extent to which standards and assessments are in agreement, working together to guide educators' efforts to support children's learning and development (Roach, McGrath, Wixson, & Talapatra, 2010). Two dimensions of alignment are: (a) breadth, or the number and diversity of goals and expectations included in a curriculum document; and (b) depth, or the relative emphasis given to different goals and outcomes on a report card. An alignment process provides a series of indices that indicate a general match or coherence between report card standards and curricular expectations.

The report card encapsulates the six areas of learning, the five developmental domains, and the big ideas as outlined in the two documents. The FDK curriculum document situates Personal and Social Development as the first area of learning, and therefore it is strategically placed at the beginning of the proposed report card template to affirm its significance in young children's development and in laying the groundwork for all learning experiences. Overall expectations adopted from the FDK curriculum document are described under each big idea. The template encourages both teachers and parents to plan next steps, and, to promote communication and partnership in each child's learning and development. Equal space is devoted to both teacher and parent observations. In addition, the report card reflects the literature (Ontario Ministry of Education, 2010, p. 25), which suggests that in order for children to learn they must be able to make connections and find patterns. As they make connections between the things they already know and new information, their brain creates patterns that help them understand the world around them (Ministry of Education, 2010). Three ways in which children might demonstrate the "connections" in their learning are by saying, doing and representing. The report card includes these three areas of demonstrated learning and is primarily qualitative in nature to allow teacher and parent observations about *connections in learning* to be documented. In summary, the report card has the potential to promote children's self-confidence and self-awareness so that they recognize themselves as learners. Additionally, the report card could help teachers reflect on what they are doing and why, possibly avoiding "casual improvisation" where lessons and activities are presented without a rationale. A standardized Full-Day Kindergarten report card should bridge theory (i.e. the curriculum documents) and practice (what is occurring in FDK classrooms) and serve as a tool to assist teachers with: curriculum development; assessment and evaluation practices; developing specific program goals; and refining their observation skills. In addition, regardless of where a child attends FDK in Ontario, the report card will be the same.

Conclusion

Ontario's new FDK program reflects an evidence-based model for learning that promotes play, inquiry, children's intentionality, natural curiosity, and family partnerships. FDK program evaluation research to-date suggests the need for further development in the areas of assessment and evaluation. Perhaps a standardized evaluative instrument is needed to reflect the new early

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learning vision for Ontario, as well as an FDK report card template that not only reflects the curriculum documents (the six areas of learning, five developmental domains, and big ideas), but also reflects the literature on early childhood. In particular, one might adopt MacDonald's (2007) Reggio Emilia style of pedagogical documentation, which encompasses both the children's and the pedagogue's feedback on learning. The Reggio Emilia approach serves as a springboard to inform and influence Ontario's reporting methods and fits closely to the inquiry-based approach infused in the province's FDK programs. The proposed report card bridges theory and practice, and at the same time, bridges schools and families, thus opening the door for enhanced communication about children's learning and development.

Appendix A

Reflective Questioning

Appendix A has been reproduced with permission of the author, Carol Anne Wien, with special thanks to Karen Callaghan and Jason Avery who also contributed to the content.

Children have a strong sense of identity and well-being

In what ways does this child show positive emotion? What does she or he take delight in? How does this child show this?

What is this child interested in? How does this child participate in the space?

Is the child confident and cooperative? Can the child control how he or she uses his or her body? Are there times or places where the child “falls apart” and should have support?

How does the child know that the school cherishes and values his/her presence? (e.g. photos of families in the room, documentation of children's thoughts, theories, ideas, samples of children's work present).

What opportunities provided by the environment does this child choose in order to sustain activity (play, art or inquiry projects, thinking, collaborating, and so forth) for long periods of time, and for long chains of interaction with others?

Is the child able to sustain interest in an exploration when ideas and work are revisited ? (e.g. in documentation--images and text, sample work, video, etc.)?

Is the child developing a capacity to communicate emotion through language and through using various materials? (Emotion should be welcomed in schools as an important foundation of learning.)

Children are connected with others and contribute to their world

Does the child have friends and participate in supporting the classroom community? How so?

Does the child show empathy when others are in need or distress? How does empathy emerge?

Is the child happy to show others something he or she has learned? Or show them how to do something he or she has figured out?

Children are involved and confident learners

What kind of planning do you see the child enjoying? Does this child like to plan as she/he draws, or builds with blocks, or enjoys imaginative play, or questions how something works? Where do you see this child creating a plan?

In what contexts do you see the child's thinking revealed? Where do you see the child's ideas come into the classroom?

-Does the child have theories about how things work?

-About how things grow or change?

-About people's feelings or thoughts?

How does this child show his/her imagination? (e.g. through generating theories (ideas) about how things work or how things change)

In what ways can the child find solutions for what goes wrong or needs further work in his/her world of experience? (e.g. conflicts with friends, tape not holding their invention together).

Children are effective communicators

We use the term "languages of learning" to describe the many ways and materials through which children express their ideas, such as drawing, dance, music, wire, clay, drama, light and shadow,

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block building, writing, numbers, mapping, and so forth. What ideas have you seen this child work through and in what languages of learning?

In what ways can the child show his/her thinking and feeling through using various graphic materials or the body?

How have writing and print activities (emergent literacy) been incorporated into play activities and other activities in the classroom so they are a natural part of children's meaningful activity?

In what activities or contexts do you see this child's interest in print and/or writing developing? What does s(he) like to do with print or writing?

How have numeracy and problem solving been incorporated into play activities and other activities in the classroom so they are a natural part of children's meaningful activity? In what activities or contexts do you see this child's interest in numeracy or other aspects of mathematics? What does (s)he like to do?

Children make healthy choices and master physical skills

Young children are highly active in all ways. In what physical activities does this child love to engage? How does the FDK program make room for these?

What choices does the child make that expand possibilities for learning through the active control of his or her body?

Appendix B

Report Card Template

<p><u>Achievement of the Provincial Full-Day Early Learning – Kindergarten Program Expectations</u></p> <p>BD = Beginning to Develop (The student is beginning to develop the knowledge, skills, and attitudes outlined in the curricular expectations.)</p> <p>DE = Developing at Expected Level (The student has developed the knowledge, skills and attitudes outlined in the curricular expectations.)</p> <p>HD = Highly Developed (The student is exceeding the knowledge, skills and attitudes outlined in the curricular expectations.)</p>
<p>Anecdotal Teacher and Parent Observations: The comments reflect your child's demonstrated learning (i.e. what he/she says, does, and represents).</p>
<p>Next Steps: Both parents and teachers are invited to document the next steps in all areas of learning.</p>

<u>Personal and Social Development</u>				
<i>Big Idea: Children are connected to others and contribute to their world.</i>				
Areas of Learning	Achievement Level	Teacher Observations	Parent Observations	Next Steps
Identifies and uses social skills in play and other contexts.				
Demonstrates an ability to use problem-solving skills in a variety of social contexts				
Demonstrates a beginning understanding of the diversity in individuals, families, schools, and the wider community.				

<i>Big Idea: Children have a strong sense of identity and well-being.</i>				
Areas of Learning	Achievement Level	Teacher Observations	Parent Observations	Next Steps
Demonstrates a sense of identity and a positive self-image.				
Demonstrates independence, self-regulation, and a willingness to take responsibility in learning and other activities.				
Demonstrates an awareness of his or her surroundings.				
<u>Language Arts</u>				
<i>Big Idea: Children are effective communicators.</i>				
<u>Reading:</u>				
Demonstrates understanding and critical awareness of a variety of written materials that are read by and with the EL–K team.				
Uses reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials				
<u>Writing</u>				
Communicates in writing, using strategies that are appropriate for beginners.				
<u>Oral Communication</u>				
Communicates by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts.				

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Areas of Learning	Achievement Level	Teacher Observations	Parent Observations	Next Steps
<u>Media Literacy</u>				
Demonstrates a beginning understanding and critical awareness of media texts.				
<u>Mathematics</u>				
<i>Big Idea: Young children have a conceptual understanding of mathematics and of mathematical thinking and reasoning.</i>				
<u>Number Sense and Numeration</u>				
Demonstrates an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships.				
<u>Geometry and Spatial Sense</u>				
Describes, sorts, classifies, builds, and compares two-dimensional shapes and three-dimensional figures, and describes the location and movement of objects through investigation.				
<u>Measurement</u>				
Measures and compares length, mass, capacity, area, and temperature of objects/materials, and the passage of time, using non-standard and standard units, through free exploration, focused exploration, and guided activity.				

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Areas of Learning	Achievement Level	Teacher Observations	Parent Observations	Next Steps
<u>Patterning</u>				
Explores, recognizes, describes, and creates patterns, using a variety of materials in different contexts.				
<u>Data Management and Probability</u>				
Sorts, classifies, and displays a variety of concrete objects, collects data, begins to read and describes displays of data, and begins to explore the concept of probability in everyday contexts.				
<u>Science and Technology</u>				
<i>Big Idea: Children are curious and connect prior knowledge to new contexts in order to understand the world around them.</i>				
Demonstrates an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of his/her findings				
Conducts simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (questioning, planning, predicting, observing, communicating).				
Demonstrates an understanding of the natural world and the need to care for and respect the environment.				

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Areas of Learning	Achievement Level	Teacher Observations	Parent Observations	Next Steps
Uses technological problem-solving skills (questioning, planning, predicting, observing, constructing, communicating) in free exploration, focused exploration, and guided activity.				
<u>Health and Physical Activity</u>				
<i>Big Idea: Children make healthy choices and develop physical skills.</i>				
Demonstrates an awareness of health and safety practices for themselves and others and a basic awareness of their own well being				
Participates willingly in a variety of activities that require the use of both large and small muscles.				
Develops control of large muscles (gross-motor control) in a variety of contexts.				
Develops control of small muscles (fine-motor control) in a variety of contexts.				
<u>The Arts:</u>				
<i>Big Idea: Young children have an innate openness to artistic activities.</i>				
<u>Music</u>				
Demonstrates an awareness of him or herself as a musician through engaging in music activities. Demonstrates basic knowledge and skills gained through exposure to music and music activities.				

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Areas of Learning	Achievement Level	Teacher Observations	Parent Observations	Next Steps
Uses problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in music both individually and with others.				
Expresses responses to a variety of forms of music, including those from other cultures.				
Communicates his/her ideas through music.				
<u>Visual Arts</u>				
Demonstrates an awareness of him or herself as an artist through engaging in activities in visual arts.				
Demonstrates basic knowledge and skills gained through exposure to visual arts and activities in visual arts.				
Uses problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in visual arts both individually and with others.				
Expresses responses to a variety of visual art forms, including those from other cultures.				
Communicates his or her ideas through various visual art forms.				

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Areas of Learning	Achievement Level	Teacher Observations	Parent Observations	Next Steps
<u>Drama and Dance</u>				
Uses problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in drama and dance both individually and with others.				
Demonstrates an awareness of him or herself as a dramatic artist and dancer through engaging in activities in drama and dance.				
Demonstrates basic knowledge and skills gained through exposure to drama and dance and drama- and dance-related activities.				
Expresses responses to a variety of forms of drama and dance, including those from other cultures.				

Response Form

Parents’/Guardians’ comments on child’s learning and development:

Student Self-Evaluation (Written or Pictorial Format):

-What do I like to do at school?

-What do I do best at school?

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