

## **ASSESSMENT, EVALUATION AND REPORTING IN KINDERGARTEN**

**A Guide to the Early and On-Going  
Identification Process and the  
Kindergarten Report Card**



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### A Guide to the Early and On-Going Identification Process and the Kindergarten Report Card

#### INTRODUCTION

In 1998, the Ministry of Education released *The Kindergarten Program*, a policy document that serves as a basis for Kindergarten programming across Ontario. It outlines the knowledge and skills that children should have by the end of Kindergarten. The arrival of this document has necessitated a review of current policies and practices in Kindergarten especially in the assessment, evaluation and reporting of student progress.

The new Kindergarten Progress Report meets the reporting requirements outlined in *The Kindergarten Program*, and was adapted from the one developed by the Toronto Catholic DSB. It will replace all Kindergarten report cards currently in use thereby providing a consistent progress report for all Kindergarten children in the Nipissing-Parry Sound Catholic District School Board.

The Kindergarten Progress Report and the Junior Kindergarten Conference Form are also part of the Board's newly revised process for early and on-going identification. Since 1982, all school boards have been required to establish a policy on early and on-going identification of learning abilities (PPM#11). This early identification of children's strengths and needs is intended to assist teachers to recognize what children already know and to plan developmentally appropriate programs so they will develop to their full potential.

*Children's early learning experiences have a profound effect on their development. In Kindergarten, children's receptivity to new influences and capacity to learn are at their peak. During this period, they acquire a variety of important skills, knowledge, and attitudes that will affect their ability to learn, their personal development, their relationship with others, and their future participation in society.*

The Kindergarten Program, 1998, p. 3

## **EFFECTIVE ASSESSMENT, EVALUATION AND REPORTING IN KINDERGARTEN**

The assessment and evaluation of children's learning is intended to inform and improve student learning and to ensure effective programming. A thorough understanding of student learning requires three components: assessment, evaluation and reporting.

### **Assessment is...**

the gathering, recording and analysis of data about the student's progress and achievements

### **Evaluation is...**

the making of judgements and decisions based on the interpretation of accumulated data

### **Reporting is...**

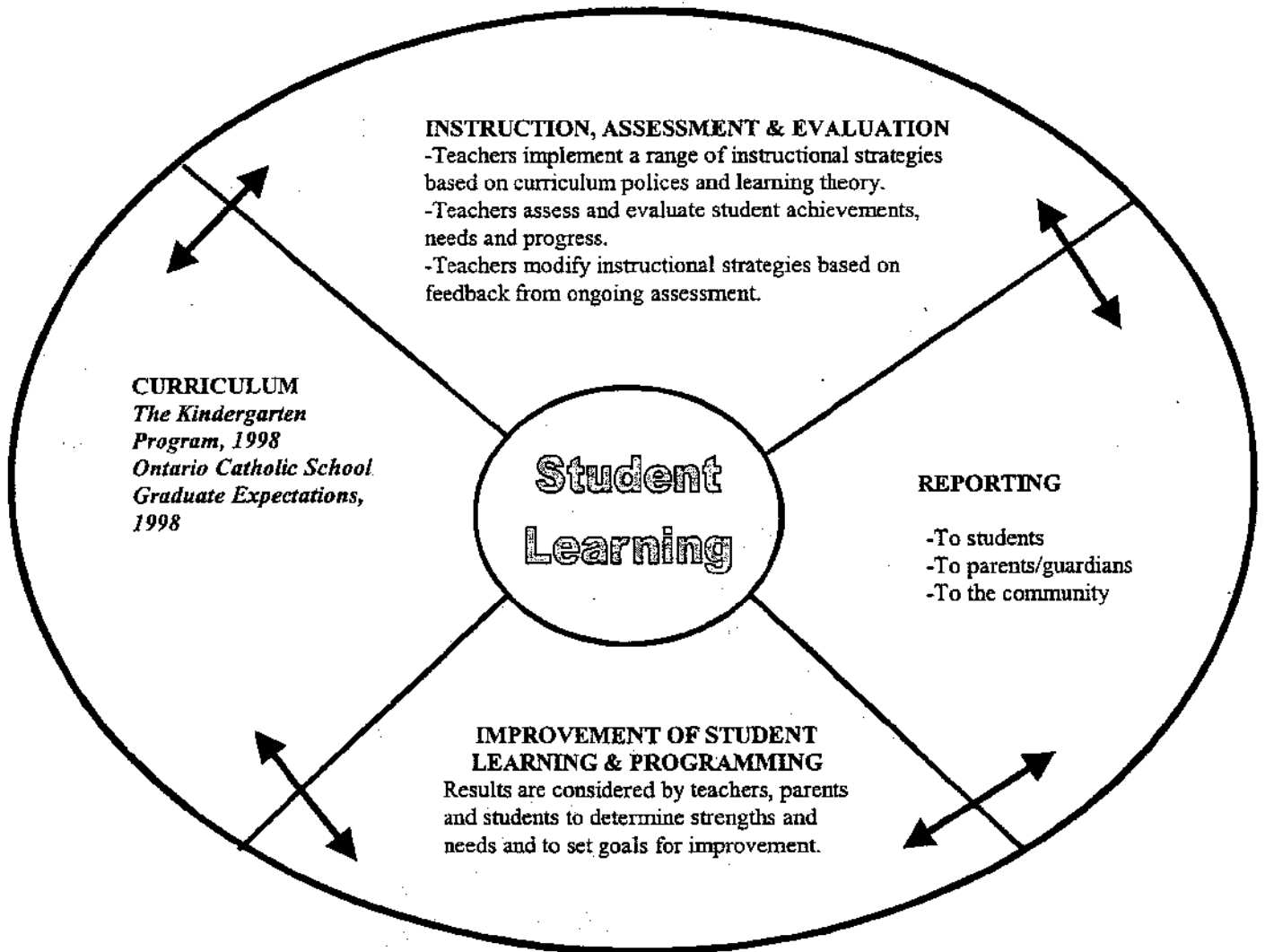
the sharing of clear, accurate and timely information with parents/guardians, students and educators

Assessment, evaluation and reporting are used throughout the teaching-learning cycle in order to compile clear, accurate and timely information on student progress and proficiency. They enable teachers to determine how activities and strategies are working and if any changes are required in programming to assist children to achieve the learning expectations for Kindergarten.

This cycle begins with the learning expectations from *The Kindergarten Program* (Ministry of Education, 1998) and the *Ontario Catholic School Graduate Expectations* (Institute for Catholic Education, 1998) in addition to the Nipissing-Parry Sound Catholic District School Board programming requirements outlined in the key Kindergarten documents, *Building Futures, 1998* and *In God's Image* (Canadian Conference of Catholic Bishops, 1993).

Teachers develop and implement a range of instructional strategies that address student needs, abilities and learning styles and are based on these expectations and directives. Teachers also continually assess students' achievements and progress using a variety of appropriate strategies. This assessment information is collected and analyzed to determine student needs, set goals and develop plans to improve student learning. Teachers communicate clear and detailed information to parents/guardians about their child's achievement, areas for growth and suggestions for supporting their child's learning at home. The Kindergarten progress report and the Junior Kindergarten Conference form are two methods used by teachers to report on student learning.

# The Teaching-Learning Cycle in Kindergarten

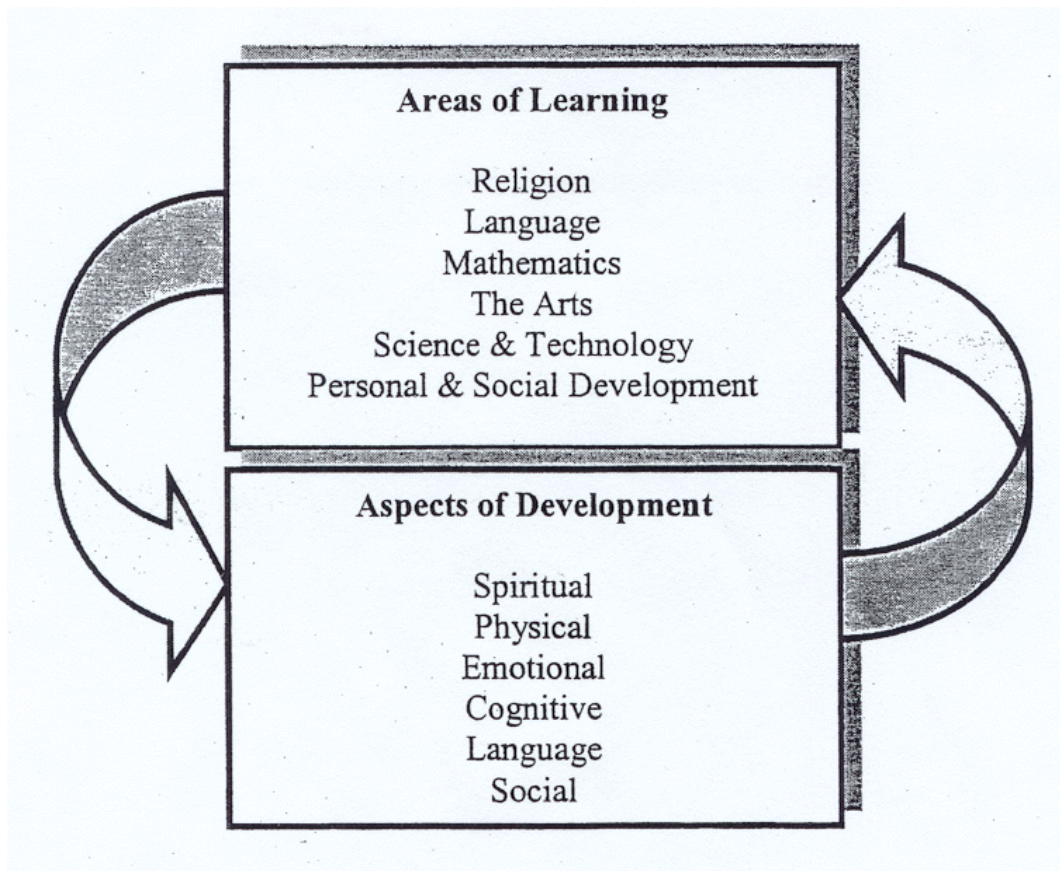


## The Principles of Effective Assessment

Effective assessment as outlined in the NPSCDSB Assessment policy is:

- < respectful of the self-worth of each student
- < on-going and continuous
- < part of the teaching-learning cycle
- < diagnostic, summative and formative
- < reflective of both process and product
- < appropriate
- < bias-free
- < varied
- < communicated regularly to students and parents/guardians

In Kindergarten, teachers need to assess children's learning in the five areas of learning as outlined in *The Kindergarten Program*. Since young children go through many stages as they grow and learn, Kindergarten teachers must also consider each child's spiritual, cognitive, physical, emotional and social development.



## Authentic Assessment in Kindergarten

Assessment is an integral component of teaching and is required in order to:

- T determine the student's strengths, needs and interests
- T monitor student growth over time
- T determine how a student solves problems
- T celebrate learning and achievements
- T diagnose exceptionalities
- T identify and document achievement of curriculum expectations
- T provide information to parents/guardians, support staff and other teachers
- T evaluate curriculum and methodology
- T enhance teaching

Kindergarten teachers need to find authentic ways of assessing young children in everyday situations. Authentic assessment captures the essence of children's learning and development. Teachers should take advantage of daily routines as opportunities for authentic assessment. Assessment opportunities may occur during calendar, large- or small-group lessons, sharing time, teacher-directed activities and self-selected activities. Authentic assessment also includes children's own work: their artwork, recordings of their talk, their writing, block constructions or graphs. Growth and development are made visible through these creations.

Authentic assessment is continuous in that it includes:

- T observing
- T interacting
- T determining appropriate expectations
- T planning
- T focused teaching
- T choosing suitable materials
- T providing appropriate learning experiences
- T evaluating and observing again

*Assessment is essential to enable teachers to determine how well their planned activities and teaching strategies are working, and to make any changes needed to enable Kindergarten children to achieve the learning expectations.*

The Kindergarten Program, p. 10

## Appropriate Assessment Strategies in Kindergarten

The following types of assessments are used in Kindergarten:

**Diagnostic assessment** is used to determine what the students currently know and can do and to identify strengths and weaknesses so that suitable instruction can be provided. Methods of diagnostic assessment used in Kindergarten include:

- T running records
- T inventories
- T surveys
- T “Ready to Learn” checklists

**Formative assessment** is the on-going assessment of student learning used to inform and improve performance and instruction. Methods of formative assessment used in Kindergarten include:

- T observation
- T student journals
- T portfolios
- T self and peer reflection
- T questions and answers
- T discussions
- T “Ready to Learn” checklists

**Summative assessment** provides a cumulative description of student achievement and assists students, parents and teachers to plan further instruction and learning activities. Methods of summative assessment used in Kindergarten include:

- T performance-based tasks
- T learning logs
- T conferences
- T checklists

Note that some assessment strategies may fall into both formative and summative categories, depending on how the data will be used.

In Kindergarten, assessment data on a student’s progress are gathered using a variety of strategies in the **context of daily classroom experiences**. A range of assessment strategies will help the teacher to develop accurate profiles of each child’s growth and to plan appropriate programs.



Appropriate assessment strategies for Kindergarten include:

**1. Observation**

The process of systematically viewing and recording student behaviour for the purpose of making instructional decisions.

**In Kindergarten, opportunities for observation occur throughout the day during classroom activities.**

**2. Checklist**

A list of expected skills, concepts, behaviours, processes and/or attitudes used to facilitate assessment of student achievement.

**In Kindergarten, opportunities for the use of checklists may occur during activity time or at certain periods during the day (e.g., Math circle) as key behaviours or expectations are observed.**

**3. Conference**

A meeting of teacher with one or more students and in some cases parents/guardians to review progress.

**In Kindergarten, opportunities for informal, student conferences can occur before, during and after teacher- or self-directed activities. Conferences with parents occur at initial school visits, during reporting periods to discuss student progress and throughout the course of the year as necessary.**

**4. Demonstration**

An assessment strategy in which students demonstrate their competence by performing specific skills.

**In Kindergarten, opportunities for the use of student demonstrations can occur during calendar time, circle time, sharing time, shared reading and writing or play periods.**

**5. Learning Log**

An on-going record of what a student does while working on a task or assignment.

**In Kindergarten, opportunities for the use of simple learning logs or kinderjournals can occur after a teaching-learning situation or an activity. Students can be invited to draw, write, record or dictate what they have learned or experienced.**

**6. Peer Assessment**

Assessment of student performance by fellow classmates.

**In Kindergarten, opportunities for peer assessment may occur during small-group activities (e.g., puppet centre) or at group sharing times (e.g., the**

author's chair). Student can be asked to provide positive, oral comments to their peers.

#### **7. Performance Task**

An open-ended, hands-on activity performed by a student or a group of students under the supervision of a teacher for the purpose of demonstrating specific skills and/or knowledge.

**In Kindergarten, opportunities for performance tasks can occur individually or in small groups. In mathematics, for example, a small group of students may be given a collection of buttons and asked to show the various ways they can be sorted.**

#### **8. Portfolio**

A selective, reflective and collaborative collection of student's work that demonstrates the range and depth of the student's achievement, competencies and skills over time and across a variety of contexts.

**In Kindergarten, portfolios are often kept as records of student progress in all areas of learning. Even the younger students can be involved in selecting and reflecting on portfolio entries.**

#### **9. Questions and Answers**

An assessment strategy during instruction to determine whether students understand and can use the material being presented.

**In Kindergarten, opportunities for use of questions and answers occur everyday during such classroom activities as shared reading, shared writing, calendar, teacher read aloud, etc.**

#### **10. Self-Assessment**

Student's own assessment of his/her personal progress in knowledge, skills or processes.

**In Kindergarten, opportunities for self-assessment occur during group sharing times, individual conferences with the teacher, one-to-one interaction during activities. Simply constructed self-reflection sheets allow students to express their personal feelings about skills or situations. These can be as simple as colouring sad, happy or neutral-faced icons.**

## Observation and Communication as Assessment

In Kindergarten, assessment and evaluation of learning should focus on the teacher's **observation** of an **direct communication** with students in the context of everyday classroom activities. During a typical day, Kindergarten teachers continually **watch**, **listen** and **interact** with their students to determine what they are doing and how they are doing it. Observation and communication involve:

- # **watching** the way students go about their work and the way they interact with others and their surroundings;
- # **listening** to students' ideas, thoughts and feelings to gain an understanding of their skills, knowledge and values;
- # **talking** with students about their ideas, creations, feelings and understanding so they can reveal the way they think and learn.

A teacher can assume different roles when observing children. The teacher as **spectator observer** watches, listens and records assessment information. The teacher, as **participant observer**, watches, listens and discusses to gain further information or to extend the learning, and then records the information. In both roles, the teacher is granted great insight into the child's strengths, understandings and progression towards the learning expectations during daily classroom experiences.

When **watching** students, Kindergarten teachers should observe children:

- # interact with others in various settings
- # follow routines
- # at play
- # select and complete tasks
- # when they choose to be alone
- # during teacher-direction lessons and activities.

When **listening** to and **talking** with students, Kindergarten teachers should:

- # talk informally with children in a variety of situations throughout the day
- # listen to children talk among themselves and in group discussions
- # talk with and listen to children while they are reading and writing
- # organize opportunities for children to share their learning with the class, with a group, with a friend and with the teacher.

Effective observations provide a continuous record of a child's progress and the basis for appropriate programming that meets individual needs. Observations are most effective when:

- # they are linked to learning expectations
- # records are dated, organized and maintained
- # the teacher focuses his/her observations on one or two students at a time

# they are planned as part of the day.

## Collecting Evidence of Learning

Everything that happens in a classroom is potential evidence of student learning. Evidence of learning consists of observations of children at work, the products they create and what they communicate in their conversations. This evidence can be collected and managed with various recording and tracking tools. Kindergarten teachers can choose or develop recording tools that suit their style, the needs of the students and the activity being assessed.

Recording and tracking tools include:

- # index cards or files
- # three-ring binders or exercise books
- # adhesive labels or Post-it notes
- # checklists
- # “at a glance” books
- # scrapbooks
- # video clips, audio cassettes, photographs
- # planning board.

Recording and tracking tools are most effective when they are:

- # accurate
- # clearly understood by the teacher and students
- # part of everyday, classroom routines
- # simple to use and understand
- # adaptable to the needs of students and the teacher.

## Reporting Student Progress

The needs of children are best served when a partnership is developed with the parents/ guardians. It is through this partnership that parents become aware of their child's progress and how the Kindergarten program addresses the needs of the child. Teachers can use a variety of ways to communicate informally with parents/guardians about their children's learning, including the following:

- # sending notes and calendars home
- # making telephone calls
- # sending home student portfolios or work collections
- # inviting parents/guardians to comment on student work (e.g., individual portfolios, class-created book)
- # sending home videos or audio cassettes of classroom activities
- # capturing student learning with a photograph that is sent home.

Informal communication with parents/guardians is common in Kindergarten. It can occur naturally when children are brought to school or picked up after school. These brief encounters often provide meaningful exchanges of information and a starting place for conversations between parents and their children.

More formal communication can take the form of:

- # meetings
- # presentations
- # parent-teacher-child conferences
- # progress reports
- # formal school visits.

On-going communication with parents/guardians and students provides opportunities for teachers to:

- # describe programming and learning expectations
- # explain assessment techniques
- # provide information on student performance in relation to the learning expectations
- # provide and discuss strategies to promote growth
- # exchange relevant information about the child with parents/guardians.

## THE EARLY AND ON-GOING IDENTIFICATION PROCESS

*The learning needs of all children should be identified initially through the Board's early identification procedures. These procedures, which are part of a continuous assessment and program planning process, are in place to ensure the educational programs are designed to accommodate each child's learning needs and to facilitate his or her growth and development.*

The Kindergarten Program 1998, pg. 9

Starting school is an important step in the life of a child. From the familiar home, family, neighbourhood and pre-school environments, the child must now enter an entirely new situation.

Children arrive at school with varying spiritual, social, emotional, physical, intellectual and linguistic experiences, abilities and needs. The Kindergarten teacher will begin to discover each child's learning strengths and needs in an attempt to ensure that he/she achieves his/her fullest potential. The Ministry of Education requests that each school board establish this early and on-going identification of student development. These procedures are part of a continuous assessment and program planning that begins during a child's early school years and continues throughout the child's school life.

The goal of early and on-going identification process is to help each child to develop to his/her fullest potential. This process is for all children to determine what skills they already have and those they require in order to be successful in school. Through this process, some children may be identified as requiring early intervention and on-going program modifications.

**It is crucial to identify children with learning needs as early as possible in order to make effective program accommodations and/or modifications.** As reported by Margaret Norrie McCain and Fraser Mustard in *The Early Years Study* (April 1999, pg. 152) "programs must incorporate early identification of problems and have the capacity to adapt the setting to meet the needs of the individual child."

When discussing the early and on-going identification process with parents/guardians, it is suggested that schools highlight the importance of parental involvement and the necessity of close and on-going communication between home and school.

## Home Visits

Home visits for Junior Kindergarten children are arranged for September before the child's first day of school. The purpose of this visit is:

- # to introduce the child to the teacher in the presence of a supportive parent/guardian
- # to give the teacher an opportunity to gain relevant, developmental information about the whole child
- # to exchange relevant information so as to ensure the child's safe and successful entry into school
- # to begin documentation for the early and on-going identification process.

During this visit, the Kindergarten teacher conducts an interview with the parents/guardians and the child. Information gained at this time is recorded on the *Early and On-Going Identification Form* (see appendices). It provides the teacher and the school with relevant information regarding members of the family, health or medical concerns, social and personal experiences. Teachers should direct some questions to the child as well as the parent/guardian.

To enhance this important visit, the teacher may consider the following ideas:

- # Send a personal welcome letter to the child and the parents/guardians before the visit.
- # Schedule ample time between each visit.
- # Bring a home visit 'kit' with activities to do with the child.
- # Take a photograph (with parents'/guardians' permission) of each child. These can be displayed in the class on the first day of school.
- # Invite the child to draw a picture and tell you about it. These drawings can be used to create an attractive bulletin board display for the first day of school.
- # Provide information regarding school policies, suitable attire, programming, arrival and dismissal procedures, etc.
- # Establish a date and time for the child's first day at school and inform parent/guardian of any special procedures for that day.

Staggered entrance of Junior Kindergarten children in September is a procedure used by teachers to ensure that the transition from home to school is positive. In this process, small groups of children are invited to begin school each day until all the children are admitted. This gives the teacher time to observe and interact with each child, and introduce the child to the learning classroom routines and classmates. Staggered entry must be completed by the **end of the third week of school**.



## Early and On-Going Identification: Flow Chart

**Kindergarten Registration**  
(March/April)

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**School Orientation**

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**Home Visits**  
(First two weeks of school)

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**Junior Kindergarten Parent-Teacher  
Conference**  
(End of first reporting period)

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**Kindergarten Progress Report**  
(Second and third reporting period in JK. At the end of each reporting period in SK)

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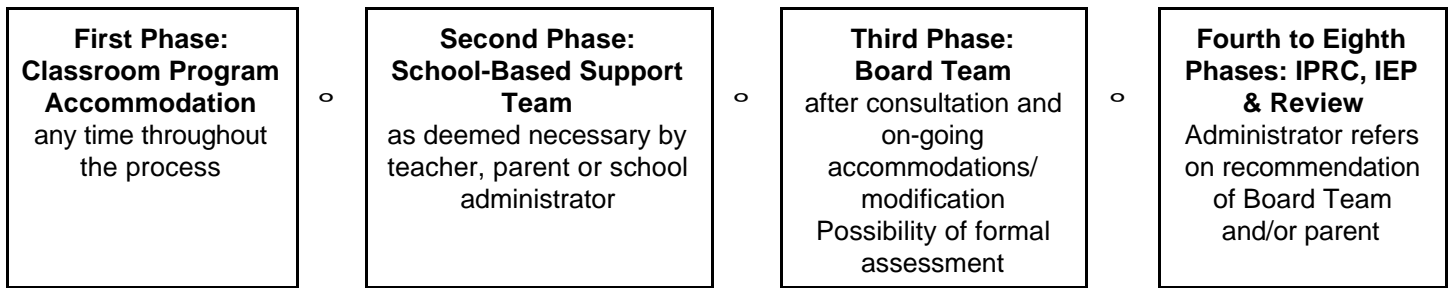
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### **On-Going Classroom Assessment**

Throughout this process, the Kindergarten teacher observes and keeps systematic records on all facets of the child's development using effective assessment strategies. If there are specific concerns about a child's progress, the parents/guardians should be contacted and appropriate intervention may be necessary.

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**Phases of Intervention (Informal to Formal)**



**Early and On-Going Identification: Procedures**

Steps/Timeline	Procedures	Purpose	Responsibility
<b>Kindergarten Registration</b> (March/April)	General registration procedures will be followed. Appropriate forms will be filed in the child's OSR. Local school information can be distributed at this time.	# to collect initial personal information about the child # to flag students already identified to be at-risk	# School secretary # Parent/guardian # Teacher
<b>Home Visits Junior Kindergarten</b> (First two weeks of the school year)	The Junior Kindergarten teacher will contact the parents/guardians of Junior Kindergarten children to arrange a home visit. During the visit, the teacher will ask the parent/guardian and child specific questions. Information gained at this visit will be recorded on the <i>Early and On-going Identification Form</i> (see Appendix) and filed in the child's OSR. The teacher may also want to suggest a date for the child to begin school at this time. <b>Please note: Staggered entry must be completed by the end of the third week of school.</b>	# to gain relevant developmental information about the whole child # to meet the child and parent/guardian before the child starts school in order to assist with home-to-school transition # to initiate appropriate early intervention or referrals as needed (e.g., hearing tests)	# Junior Kindergarten Teacher # Parent/Guardian # Child

Steps/Timeline	Procedures	Purpose	Responsibility
<p><b>Junior Kindergarten Parent-Teacher Conference</b> (End of first reporting period)</p>	<p>At the end of the first reporting period, parents/ guardians will be asked to attend a conference. <b>A letter explaining the purpose of this conference to parents/guardians is included in the Appendix of this guide.</b> Teachers will complete the points for discussion on the <i>Junior Kindergarten Conference Form</i> (see Appendix) BEFORE the conference. Any <b>pertinent</b> information exchanged during the conference will be noted. The administrator, teacher and parents/guardians will sign the form. This form will be filed in the child's OSR. A copy of the form may be sent home upon request.</p>	<ul style="list-style-type: none"> <li># to exchange information about how the child is adapting to school</li> <li># to provide an opportunity to share areas of strengths and concerns and suggestions for growth</li> <li># to initiate early intervention as needed</li> </ul>	<ul style="list-style-type: none"> <li># Junior Kindergarten Teacher</li> <li># Parent/Guardian</li> <li># Child</li> <li># School Administrator</li> </ul>
<p><b>Kindergarten Progress Report</b> (JK for second and third reporting period; SK for first, second and third reporting period)</p>	<p>Junior Kindergarten teachers will complete the <i>Kindergarten Progress Report</i> (see Appendix) for the second and third reporting periods. Senior Kindergarten teachers will use the <i>Kindergarten Progress Report</i> for each reporting period.</p>	<ul style="list-style-type: none"> <li># To provide parents/guardians with a summary of the child's progress and achievements in relation to the expectations in <i>The Kindergarten Program</i></li> <li># To suggest ways in which parents/guardians could support their child's learning</li> </ul>	<ul style="list-style-type: none"> <li># Kindergarten Teacher</li> <li># Child</li> <li># Parent/Guardian</li> <li># School Administrator</li> </ul>
<p><b>On-Going Classroom Assessment</b> (throughout the process)</p>	<p>Junior and Senior Kindergarten teachers will collect and reflect on assessment data collected through various strategies.</p>	<ul style="list-style-type: none"> <li># To monitor student progress of the learning expectations</li> <li># To inform instructional practices</li> </ul>	<ul style="list-style-type: none"> <li># Kindergarten Teacher</li> <li># Child</li> </ul>

Steps/Timeline	Procedures	Purpose	Responsibility
<b>First Phase: Classroom Program Modifications or Accommodations for Child</b> (started at anytime)	If there are specific concerns about a child's development or progress, the teacher should contact the parents/guardians. The teacher is responsible for making modifications to the program as required. Teachers must set appropriate goals for these children. Records should be kept if modifications or accommodations are made. These modifications or accommodations should be explained clearly to parents on the progress report.	# To program for individual needs and support further student learning	# Kindergarten Teacher # Support Staff
<b>Second Phase: School-Based Support Team</b>	If there are continuing concerns in spite of modifications, the teacher, in consultation with the parent/guardian and school administrator, may decide to discuss the child at a School-Based Support Team Meeting. Before this meeting the teacher must complete <i>SS1 Form</i> (see Appendix).	# To ensure that the child receives appropriate support services to continue to develop to his/her fullest potential	# Teacher # Parent/Guardian # School Administrator # Members of the Interdisciplinary Joint Team
<b>Third Phase: Board Team</b>	After on-going accommodations and/or program modifications, and in consultation with parents/guardians and the school administrator, it may be necessary to meet with the Board Team for more extensive support. Formal assessment may be recommended.	# To ensure that the child receives appropriate support services to continue to develop to his/her fullest potential	# Teacher # Parent/Guardian # School Administrator # Members of the Interdisciplinary Joint Team
<b>Fourth to Eighth Phases: IPRC IEP Annual Review</b>	Upon recommendation of the Board Team or request from the parent/ guardian, the school administrator and teacher may refer the child to IPRC (Identification Placement and Review Committee).	# To ensure that the child receives support services that will enable him/her to develop to his/her fullest potential # To ensure the provision of special education services # To develop an Individual Education Plan (IEP) for the child who has been formally identified through IPRC	# School Administrator # Members of the Interdisciplinary Team # Teacher # Parent/Guardian # Identification Placement and Review Committee

## THE JUNIOR KINDERGARTEN CONFERENCE FORM

*Because children in the first year of school are going through the process of adjusting to the school setting, they should be given ample time to demonstrate their abilities. It should be remembered that the period of adjustment is longer for some children than for others.*

The Kindergarten Program 1998, pg. 10

At the end of the first reporting period, parents/guardians of Junior Kindergarten children will be asked to attend a conference to discuss how their child is progressing and adjusting to school. This conference is an occasion for parents/guardians, the teacher and child to inform one another about the progress made since September and to celebrate the child's achievements. It is also an opportunity for the parent/guardian and the teacher to continue to exchange information for the early and on-going identification process.

In order to prepare for this conference, Junior Kindergarten teachers will be asked to reflect upon each child's progress in school for the first reporting period based on on-going classroom observation and assessment. Teachers will use the Junior Kindergarten Conference Form to record points to be discussed during the conference in the following areas: personal and social development, areas of strength and areas for growth. These areas are to be completed on the form before the conference.

Teachers may be asked to submit this form to their principal before the conference. Both the principal's and the teacher's signatures are required.

Key points for discussion in the area of **personal and social development** may include the child's:

- # adjustment to school routines
- # interactions with classmates or others
- # participation in large- and small-group activities
- # development of play
- # cooperation skills
- # degree of independence
- # self-image
- # conflict resolution skills

Key points for discussion in **areas of strength** may include:

- # the child's strengths in the areas of learning with emphasis on **language and mathematics**
- # specific classroom situations that show evidence of these strengths

Key points for discussion in **areas of growth** may include

- # specific or general areas that may require more attention or support

The teacher should record any **significant** information exchanged at the conference and/or strategies for improvement in the conference notes section of the form.

Parents/guardians will be asked to acknowledge this exchange of information by signing at the bottom of this section. This form is to be filed in the child's OSR. The form may be copied and given to the parents/ guardians upon request.

## **Junior Kindergarten Conference Procedures**

The Junior Kindergarten teacher should follow these steps to ensure a meaningful and successful conference.

### **Before the Conference**

1. Complete the points for discussion sections of the Junior Kindergarten Conference Form. Comments should be based on on-going classroom assessment.
2. Send a letter home to parents/guardians explaining the purpose of the conference and why no formal Kindergarten progress report will be written for this first reporting period (see Appendix for sample letter).
3. Notify parents/guardians of the date and time of their conference. This information can be recorded on the sample letter.

### **During the Conference**

1. Use the points from the Junior Kindergarten Conference Form as a guide for discussion with parents/guardians.
2. Suggest goals and specific strategies for parents/guardians.
3. In the conference notes section of the form, record significant information exchanged at the conference and/or strategies agreed upon.
4. Ask the parents/guardians to acknowledge this exchange of information by signing at the bottom of the section.
5. Ask the parents/guardians if they would like a copy of the completed form to be sent to them.

### **After the Conference**

1. Send copies of completed forms to parents/guardians upon request.
2. Use the information shared during the conference to inform instruction and promote student growth and progress.
3. File the Junior Kindergarten Conference Form in the child's OSR.

For parents/guardians who are unable to attend this conference, an alternative time or a telephone conference can be arranged.

## Conducting an Effective Conference

1. Be prepared. Organize all conference forms in order of conference time.
2. Be sure the room and seating arrangements are comfortable.
3. Set the tone of 'sharing' information. This is an opportunity to establish a rapport where all partners learn from each other.
4. Remain on topic by following your points on the Junior Kindergarten Conference form.
5. Record only **significant** information and agreed-upon strategies for improvement.
6. Consider having an older student help with keeping time and distributing children's portfolios as parents/guardians arrive for the conference.
7. Consider having parents/guardians look through their child's portfolio or work collection upon arrival before their conference or send portfolios home with children before the conference.
8. Arrange to meet with parents/guardians of students with special needs at another time if more time is required.



## INTRODUCTION TO THE KINDERGARTEN PROGRESS REPORT

The Kindergarten progress report has been developed in accordance with *The Kindergarten Program* issued in 1998 by the Ministry of Education. The following reporting practices are described in *The Kindergarten Program*:

- # Teachers must continually **observe, monitor, document** and **evaluate** the children's learning.
- # Teachers must regularly report on the child's achievement of the Kindergarten expectations to parents/guardians and children themselves.
- # Reporting practices should be **on-going** and should include a variety of formal and informal means ranging from written reports and discussions with parents and the child to informal notes to parents and conversations with them.
- # Reports must reflect assessment of achievement in **all five areas** of learning.
- # Reports must include anecdotal comments on the child's progress and suggestions for ways in which parents could support their child's learning.
- # It is important to seek the children's own views.
- # Any accommodations and/or modifications made to the program to improve a child's performance should be explained.

The Junior and Senior Kindergarten years form a two-year continuum designed to provide a secure and challenging learning environment for all children. The Kindergarten Progress Report summarizes student progress and achievement in relation to the expectations for the end of Kindergarten in all areas of learning. However, a child's progress or achievement of the expectations should be assessed and evaluated with a sound knowledge of child development and a thorough knowledge of skills and concepts that are planned for each reporting period in both Junior Kindergarten and Senior Kindergarten. Children can meet expectations that are appropriate for their level of development. Therefore, Junior Kindergarten children can be meeting expectations that are appropriate for their own level of development.

Student progress will be reported on key expectations in Language, Mathematics, Science and Technology, the Arts and Personal and Social Development. Most of these key expectations are general overall expectations from each area of learning. Although these are appropriate for both Junior and Senior Kindergarten, achievement indicators will vary at each level. Indicators for Junior and Senior Kindergarten are provided in this guide.

Communication about student progress should be designed to provide detailed information to improve students learning, programming and instruction as well as to help parents/guardians support learning at home. The Kindergarten Progress Report is only one of the several ways teachers can report student progress and achievements to parents/guardians. On-going communication through phone calls, newsletters, parent-teacher-student conferences, calendars and student work samples remain

integral aspects of the reporting process.

### **Reporting Procedures**

The Kindergarten Progress Report consists of three pages:

1. The first page provides general information about the student and an opportunity for student reflection of learning.
2. The second page provides information on student progress.
3. The third page is a parent response form.

Children attending Senior Kindergarten will have their progress reported on The Kindergarten Progress Report at the end of all three reporting periods.

Children attending Junior Kindergarten will have their progress reported through a formal teacher-parent conference at the end of the first reporting period. The Kindergarten Progress Report will be used during the **second** and **final** reporting periods.

**Original** copies will be sent home to parents/guardians. An exact copy will be placed in the student's OSR folder after each reporting period.

## Format of the Kindergarten Progress Report

### First Page of the Kindergarten Progress Report

#### **School Information Section**

This section is in the upper left-hand corner of the progress report. It should include the school's official name, address and telephone number.

#### **Current Grade Placement**

Teachers will indicate the child's current placement as either Junior or Senior Kindergarten and whether the child is enrolled in a French Immersion program.

#### **IEP**

This box refers to an Individual Education Plan (IEP). Individual Education Plans will be used for students who have been formally identified as exceptional by an Identification, Placement and Review Committee, as well as for students with special needs who are receiving special education programs and services but who have not been formally identified. In all cases where a student has an IEP, the parents should have a clear understanding of the expectations that make up the student's program. If the child has an IEP, the IEP box should be checked.

**Please note: If the IEP box is checked, the teacher will not complete the learning expectations and performance checklist section. The teacher will complete the strengths and areas for growth section, as well as the goals for the student. This standard, introductory statement should be used:**

*"The strengths and areas for growth are based on the expectations in the IEP and may vary from the Kindergarten expectations."*

#### **Student Information Box**

This section contains the following information:

- # the student's name
- # the teacher's name
- # the principal's name
- # the date the report will be sent home
- # the student's date of birth

#### **Catholic Education Statement**

The following statement on Catholic Education is stated on the first page:

*In God's Image*, the catechetical resource produced and approved by the Canadian Conference of Catholic Bishops, is the basis for all Kindergarten planning in the Nipissing-Parry Sound Catholic District School Board. This resource is used to address many of the Ontario Catholic Graduate and Ministry of Education learning expectations. It affirms the child's intellectual, spiritual, physical, emotional and social growth while celebrating the wonder of all creation as a 'trace of God'.

### **Watch Me Grow**

This section provides one of many opportunities for the child to reflect on his/her learning and participate in self-evaluation. The child is asked to draw a picture **that represents an aspect of learning at school**. The illustration should be done with pencil, markers or pencil crayons. The child may be encouraged to write about the picture independently.

**Once the child's own writing is complete**, the teacher may wish to transcribe the child's response in the space **below** the box. The **original** will be sent home to parents/guardians. An exact copy will be placed in the student's OSR folder.

### **Second Page of the Kindergarten Progress Report**

#### **Religious Education Comment Box**

*In God's Image* is the foundation of Religious Education programming for Junior and Senior Kindergarten. Key learning expectations have been developed for each theme of *In God's Image*. Although there is no formal assessment of religion, teachers should use these expectations for planning and reporting purposes. A list of these expectations has been included in this guide.

#### **Key Learning Expectations and Performance Checklist**

Teachers will report on student progress in relation to key expectations in all areas of student learning during each reporting period. These expectations are appropriate for both Junior Kindergarten and Senior Kindergarten. Student achievement will be reported as either **meeting the expectations or developing towards the expectation**. The teacher may use N/A to indicate not applicable at this time if the learning expectation is not addressed during the reporting period. Related expectations should be commented upon in the strengths and areas-of-growth section.

Teachers are strongly encouraged to identify the expectations to be covered during each reporting period in their initial planning.

Please note that it is not appropriate to use a series of achievement levels in Kindergarten.

#### **Strengths and Areas for Growth**

This section of the progress report is for the teacher's anecdotal comments on each of the five areas of learning: Language, Mathematics, Science and Technology, the Arts, and Personal and Social Development. In writing anecdotal comments, teachers should concentrate on what the student has learned during each reporting period, as well as stating any significant strengths or weaknesses and possible strategies for continued growth. Any accommodations or modifications made to improve or enrich the child's learning should be stated.

For students with an IEP, teachers are to use the standard introductory statement (see

IEP box).

### **Goals for Your Child**

Teachers are encouraged to suggest a few strategies for extending and supporting the child's learning at school and/or at home. A list of goals has been compiled for teachers for each program area. Teachers should personalize these goals to suit the particular needs of the child.

### **Student Attendance, Punctuality Record and Placement for September**

Teachers record the total half days absent and total half days late. In the final reporting period, placement for September of the next school year is recorded.

### **Signatures**

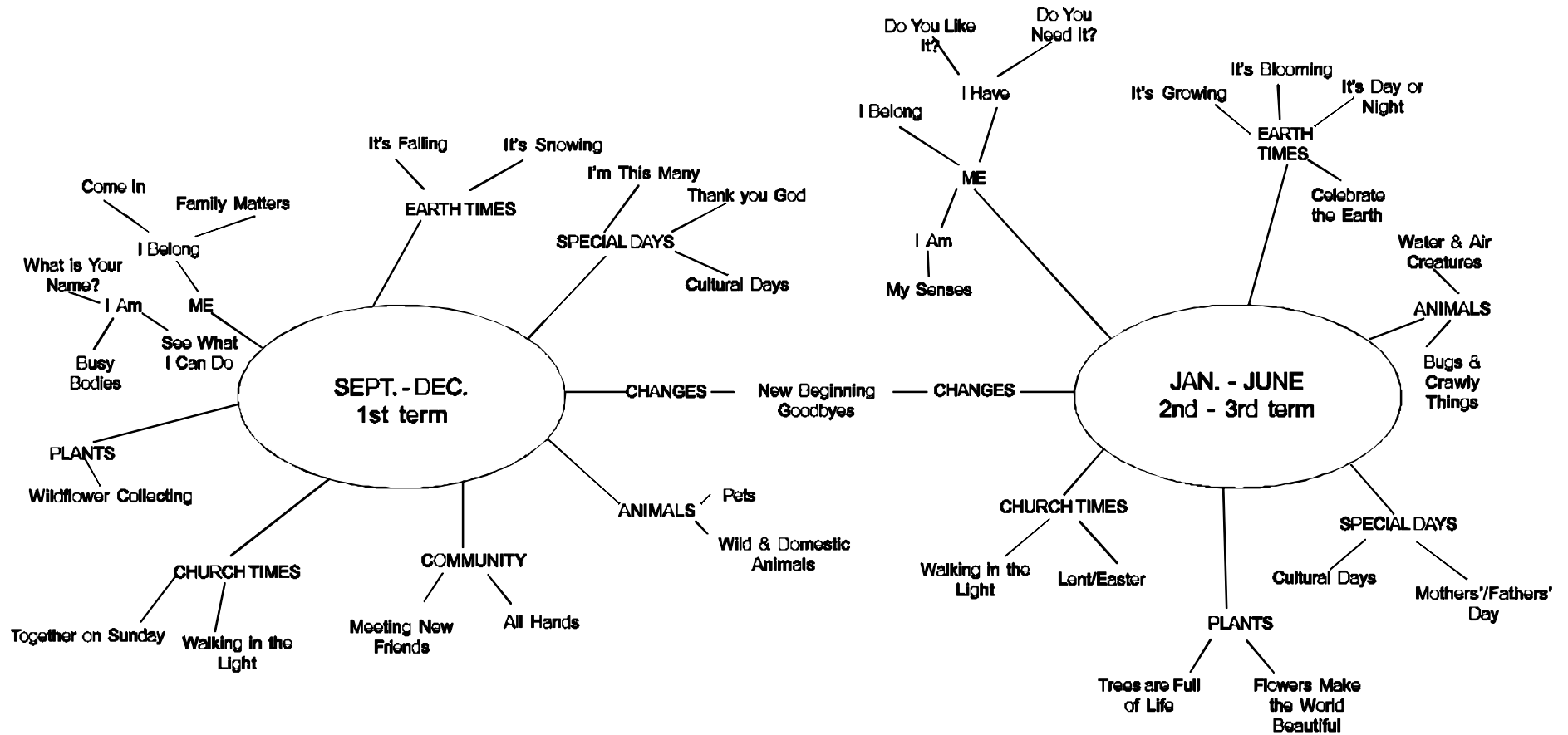
A school administrator and teacher must sign the progress report before sending it home.

### **Third Page of the Kindergarten Progress Report**

#### **Parent/Guardian Comments**

The third page of the progress report provides parents/guardians with an opportunity to comment on student achievement, goals and home support and/or to request a meeting to discuss the report. Even if parents/guardians do not wish to comment, they must still sign and return this page to indicate that they have seen the report.

# KINDERGARTEN OVERVIEW



## Reporting on Religious Education

In the area of Religious Education, key learning expectations have been developed for each theme of *In God's Image* to assist teachers in reporting to parents/guardians. These learning expectations have also been linked to expectations from *The Kindergarten Program* to facilitate integrated planning. The *Church Times* module is distinctive because it involves children in the festive celebration of the Christian story as it unfolds throughout the year. The key learning expectations for this module are indicated below.

<p><b>Theme 16: Walking In The Light</b> Students will discover the way to prepare for the gift of Jesus' coming through Advent symbol, story and song.</p>
<p><b>Theme 17: Lent/Easter One</b> Students will discover the gift of life in Jesus through Lenten symbol, story and song.</p>
<p><b>Theme 18: Lent/Easter Two</b> Students will discover the gift of life in Jesus through Easter symbol, story and song.</p>
<p><b>Theme 19: Together on Sunday</b> Students will discover ways to celebrate the Lord's day as a special day of prayer, activity and thanksgiving.</p>

The *Me* module invites children to make discoveries about themselves through play and to celebrate themselves as a trace of God.

<b>Religious Expectations Developed from <i>In God's Image</i></b>	<b>Links to <i>The Kindergarten Program</i></b>
<p><b>Theme 1: Come In! Come In!</b> Students will: # learn the importance of welcoming others as trace of God</p>	<p><i>Personal and Social Development</i> # demonstrate a positive attitude towards themselves and others</p>
<p><b>Theme 2: Family Matters!</b> Students will: # celebrate their belonging to a family as a trace of God # learn the importance of belonging to their families as a place they can experience the love of God</p>	<p><i>Language</i> # print most of the letters of the alphabet, their own name and names of family members, and some short words</p>

<b>Religious Expectations Developed from <i>In God's Image</i></b>	<b>Links to <i>The Kindergarten Program</i></b>
<b>Theme 3: What Is Your Name?</b> Students will: # affirm their self identity as a trace of God through name activities # discover the importance of their name and the names of their classmates	<i>Language</i> # print most of the letters of the alphabet, their own name and names of family members, and some short words
<b>Theme 4: Busy Bodies</b> Students will: # discover and appreciate the uniqueness of their bodies as gifts from God	<i>Personal and Social Development</i> # participate willingly in creative movement, dance and other physical activities # demonstrate balance, ease and flexibility in movement
<b>Theme 5: All My Feelings</b> Students will: # explore and appreciate a variety of feelings that God has given them to express to others # identify the variety of feelings and emotions that God has given them and how to express them in positive ways	<i>Personal and Social Development</i> # identify feelings and emotions and express them in acceptable ways
<b>Theme 6: See What I Can Do!</b> Students will: # explore and celebrate the abilities that God has given them	<i>Personal and Social Development</i> # recognize personal strengths and accomplishments
<b>Theme 7: My Senses</b> Students will: # explore, play with and celebrate the five senses that God has given each person	
<b>Theme 8: Do You Like It?</b> Students will: # become aware of and celebrate their God-given ability to express likes and dislikes	<i>Personal and Social Development</i> # identify and talk about their own interests and preferences
<b>Theme 9: Do You Need It?</b> Students will: # learn ways to express their basic needs and ways in which they can meet them	



The *Earth Times* module invites the children to experience the beauty and uniqueness of the earth and its seasons and to celebrate the wonder of earth times as a trace of God.

<p align="center"><b>Religious Expectations Developed from <i>In God's Image</i></b></p>	<p align="center"><b>Links to <i>The Kindergarten Program</i></b></p>
<p><b>Theme 10: It's Falling!</b> Students will:</p> <ul style="list-style-type: none"> <li># discover and experience through autumn activities the earth's abundance as created by god</li> <li># identify through the experience of autumn activities, patterns and cycles of God's creation in their lives</li> </ul>	<p><i>Personal and Social Development</i></p> <ul style="list-style-type: none"> <li># express their feeling of wonder and curiosity about the world</li> <li># identify patterns and cycles in their daily lives</li> </ul> <p><i>Science and Technology</i></p> <ul style="list-style-type: none"> <li># identify patterns and cycles in the natural world</li> <li># describe some natural occurrences, using their own observations</li> </ul>
<p><b>Theme 11: It's Snowing!</b> Students will:</p> <ul style="list-style-type: none"> <li># experience, celebrate through song and prayer and appreciate the earth at rest in the season of winter</li> <li># identify through the experience of winter activities, patterns and cycles of God's creation in their lives</li> </ul>	<p><i>Personal and Social Development</i></p> <ul style="list-style-type: none"> <li># express their feeling of wonder and curiosity about the world</li> <li># identify patterns and cycles in their daily lives</li> </ul> <p><i>Science and Technology</i></p> <ul style="list-style-type: none"> <li># identify patterns and cycles in the natural world</li> <li># describe some natural occurrences, using their own observations</li> </ul>
<p><b>Theme 12: It's Growing!</b> Students will:</p> <ul style="list-style-type: none"> <li># experience through spring activities the beauty of God's creation in spring</li> <li># through the experience of spring activities, identify patterns and cycles of God's creation in their lives</li> </ul>	<p><i>Personal and Social Development</i></p> <ul style="list-style-type: none"> <li># express their feeling of wonder and curiosity about the world</li> <li># identify patterns and cycles in their daily lives</li> </ul> <p><i>Science and Technology</i></p> <ul style="list-style-type: none"> <li># identify patterns and cycles in the natural world</li> <li># describe some natural occurrences, using their own observations</li> </ul>

Religious Expectations Developed from <i>In God's Image</i>	Links to <i>The Kindergarten Program</i>
<p><b>Theme 13: It's Blooming!</b> Students will:</p> <ul style="list-style-type: none"> <li># experience through summer activities God's earth in bloom</li> <li># through the experience of summer activities, identify patterns and cycles in God's creation in their lives</li> </ul>	<p><i>Personal and Social Development</i></p> <ul style="list-style-type: none"> <li># express their feeling of wonder and curiosity about the world</li> <li># identify patterns and cycles in their daily lives</li> </ul> <p><i>Science and Technology</i></p> <ul style="list-style-type: none"> <li># identify patterns and cycles in the natural world</li> <li># describe some natural occurrences, using their own observations</li> </ul>
<p><b>Theme 14: It's Night, It's Day!</b> Students will:</p> <ul style="list-style-type: none"> <li># explore and experience the wonders of night and day as God's gift for rest and play</li> <li># through the experience of night and day, identify patterns and cycles of God's creation in their daily lives</li> </ul>	<p><i>Science and Technology</i></p> <ul style="list-style-type: none"> <li># identify patterns and cycles in the natural world</li> </ul> <p><i>Personal and Social Development</i></p> <ul style="list-style-type: none"> <li># identify patterns and cycles in their daily lives</li> <li># talk about time in relation to certain events or activities</li> </ul> <p><i>Mathematics</i></p> <ul style="list-style-type: none"> <li># demonstrate awareness of passage of time</li> </ul>
<p><b>Theme 15: Celebrate the Earth!</b> Students will:</p> <ul style="list-style-type: none"> <li># discover and experience the goodness, beauty and care of God's earth</li> </ul>	<p><i>Science and Technology</i></p> <ul style="list-style-type: none"> <li># demonstrate understanding of and care for the natural world</li> <li># demonstrate awareness of the need for recycling</li> </ul>

The *Special Days* module invites children to experience the joys and goodness of special times in their lives and to celebrate special days as traces of God's care.

Religious Expectations Developed from <i>In God's Image</i>	Links to <i>The Kindergarten Program</i>
<p><b>Theme 20: I'm This Many!</b> Students will:</p> <ul style="list-style-type: none"> <li># experience ways to celebrate God's gift to life to them through birthday festivities</li> </ul>	<p><i>Personal and Social Development</i></p> <ul style="list-style-type: none"> <li># identify some events that occur every year</li> </ul>

Religious Expectations Developed from <i>In God's Image</i>	Links to <i>The Kindergarten Program</i>
<p><b>Theme 21: Thank you God!</b> Students will:</p> <ul style="list-style-type: none"> <li># celebrate the harvest feast of Thanksgiving through praise and thanks to God</li> </ul>	<p><i>Personal and Social Development</i></p> <ul style="list-style-type: none"> <li># identify some events that occur every year</li> </ul>
<p><b>Theme 22: Cultural Days</b> Students will:</p> <ul style="list-style-type: none"> <li># discover and appreciate cultural differences by sharing in the various customs and traditions of the members of our community</li> </ul>	<p><i>Personal and Social Development</i></p> <ul style="list-style-type: none"> <li># demonstrate a positive attitude towards themselves and others</li> </ul> <p><i>The Arts</i></p> <ul style="list-style-type: none"> <li># demonstrate awareness of simple art forms from various cultures</li> </ul>
<p><b>Theme 23: Mother's/Father's Day</b> Students will:</p> <ul style="list-style-type: none"> <li># express love and appreciation for mothers/fathers/guardians and the ways they experience the love of God through them.</li> </ul>	

The *Community* module invites children to explore members in their community and to celebrate the caring nature of the community as a trace of God.

Religious Expectations Developed from <i>In God's Image</i>	Links to <i>The Kindergarten Program</i>
<p><b>Theme 24: Meeting New Friends</b> Students will:</p> <ul style="list-style-type: none"> <li># discover and experience the school and parish community</li> </ul>	<p><i>Personal and Social Development</i></p> <ul style="list-style-type: none"> <li># demonstrate a positive attitude towards themselves and others</li> <li># identify and use social skills</li> <li># demonstrate self-control by following classroom rules and routines in different contexts in the school</li> <li># recognize special places and buildings within their community and describe their function</li> </ul>
<p><b>Theme 25: All Hands</b> Students will:</p> <ul style="list-style-type: none"> <li># identify and discover ways in which people in their community are caring and supportive</li> </ul>	<p><i>Personal and Social Development</i></p> <ul style="list-style-type: none"> <li># identify people who help others in the community and describe what they do</li> </ul>

The *Plants* module invites children to discover and appreciate the world of plants and celebrate

God's creation.

<b>Religious Expectations Developed from <i>In God's Image</i></b>	<b>Links to <i>The Kindergarten Program</i></b>
<b>Theme 26: Tress Are Full of Life!</b> Students will: # explore and appreciate, through story and song, God's gift of trees in this world	<i>Science and Technology</i> # describe characteristics of natural materials and demonstrate understanding of some basic concepts related to them # describe local habitats
<b>Theme 27: Flowers</b> Students will: # explore and appreciate through art, song and planting of seeds and bulbs, God's gift of flowers in this world	<i>Science and Technology</i> # describe some natural occurrences using their own observations

The *Animals* module invite children to discover and appreciate the world of animals and to celebrate God's creation.

<b>Religious Expectations Developed from <i>In God's Image</i></b>	<b>Links to <i>The Kindergarten Program</i></b>
<b>Theme 28: Bugs and Crawly Things</b> Students will: # appreciate the wonder of bugs and insects as part of God's creation	<i>Personal and Social Development</i> # express their feelings of wonder and curiosity about the world # demonstrate curiosity and a willingness to explore and experiment
<b>Theme 29: Pets</b> Students will: # appreciate the wonder and care of animals as part of God's creation	<i>Personal and Social Development</i> # express their feelings of wonder and curiosity about the world
<b>Theme 30: Water and Air Creatures</b> Students will: # appreciate the wonder of birds and fish as part of God's creation	<i>Personal and Social Development</i> # express their feelings of wonder and curiosity about the world
<b>Theme 31: Wild and Domestic Animals</b> Students will: # appreciate the wonder of uniqueness of every animal in God's creation	<i>Personal and Social Development</i> # express their feelings of wonder and curiosity about the world

The *Changes* modules invites children to work out, with others and in play, experiences of loss and mourning and to sense the support and comfort of others.

<b>Religious Expectations Developed from <i>In God's Image</i></b>	<b>Links to <i>The Kindergarten Program</i></b>
<p><b>Theme 32: New Beginnings</b> Students will:</p> <ul style="list-style-type: none"> <li># discover ways of dealing with feelings associated with changes in life through the support of prayer and significant people</li> </ul>	<p><i>Personal and Social Development</i></p> <ul style="list-style-type: none"> <li># identify feelings and emotions and express them in acceptable ways</li> </ul>
<p><b>Theme 33: Goodbyes</b> Students will:</p> <ul style="list-style-type: none"> <li># discover ways of dealing with feeling associated with death and separation in life through the support of prayer and significant people</li> </ul>	<p><i>Personal and Social Development</i></p> <ul style="list-style-type: none"> <li># identify feelings and emotions and express them in acceptable ways</li> </ul>

## Indicators for Junior and Senior Kindergarten Expectations

### LANGUAGE

Key and Related Expectations	Some Junior Kindergarten Indicators	Some Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Communicates effectively by listening and speaking</b></p> <ul style="list-style-type: none"> <li># Communicates needs to peers and adults</li> <li># Listens and responds to others in a variety of contexts</li> <li># Describes personal experiences and retells familiar stories using appropriate vocabulary and basic story structure</li> <li># Asks questions, expresses feelings and share ideas</li> <li># Uses language to connect new experiences to what they already know</li> <li># Uses gestures, tone of voice and other non-verbal means to communicate more effectively</li> </ul>	<ul style="list-style-type: none"> <li># Listens for a variety of purposes (e.g., instructions, stories, discussions)</li> <li># Demonstrates an understanding of what is heard</li> <li># Recalls information accurately</li> <li># Listens and retells a simple story in sequence</li> <li># Uses language effectively and is readily understood (e.g, clear voice, varied tone)</li> <li># Takes part in conversation with peers and adults</li> <li># Talks about experiences in a logical manner</li> <li># Speaks in complete sentences</li> <li># Begins to follow rules of basic conversation (e.g., taking turns, using an appropriate voice)</li> <li># Uses appropriate gestures, volume and tone of voice to communicate wishes and needs</li> <li># Uses language in play activities</li> </ul>	<ul style="list-style-type: none"> <li># Listens for a variety of purposes (e.g., instructions, stories, discussions)</li> <li># Demonstrates an understanding of what is heard</li> <li># Recalls information accurately</li> <li># Listens and retells a story in sequence</li> <li># Uses language effectively with more precise and extensive vocabulary</li> <li># Takes part in conversation with peers and adults</li> <li># Talks about experiences in a logical manner with greater detail</li> <li># Speaks in extended sentences</li> <li># Follows rules of basic conversation (e.g., taking turns, using an appropriate voice)</li> <li># Continue to use appropriate gestures, volume and tone of voice to communicate wishes and needs</li> <li># Uses language in play activities</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication during calendar, circle time, sharing time, shared reading and writing, teacher-directed activities, and play periods, etc.</li> <li># Oral responses to questions</li> <li># Demonstrations during calendar, sharing time, shared reading and writing, and play period</li> <li># Teacher-student conferences</li> <li># 'Ready to Learn' checklists</li> </ul>
<p><b>Follows directions and responds appropriately to questions</b></p>	<ul style="list-style-type: none"> <li># Asks questions to communicate wants and needs</li> <li># Answers questions appropriately</li> <li># Asks questions for clarification</li> <li># Follows simple one or two step directions</li> </ul>	<ul style="list-style-type: none"> <li># Asks questions to communicate wants and needs and to gain information from others (adults and peers)</li> <li># Answers questions appropriately</li> <li># Asks questions for clarification</li> <li># Follow more complex directions</li> </ul>	

Key and Related Expectations	Some Junior Kindergarten Indicators	Some Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Understands a variety of materials read aloud</b></p> <ul style="list-style-type: none"> <li># Listens to stories, poems and non-fiction materials for enjoyment and information</li> <li># Responds appropriately to a variety of materials read aloud to them</li> <li># Identifies favourite books and retells the stories in their own words</li> <li># Makes connections between their own experiences and those of story book characters</li> </ul>	<ul style="list-style-type: none"> <li># Begins to recognize different literary forms (e.g., chants, poems, stories)</li> <li># Responds to materials read aloud (smiles, claps, listens attentively)</li> <li># Joins in shared reading activities using songs, chants, rhymes, finger plays</li> <li># Retells main parts of a story using pictures, puppets or drama</li> <li># Predicts texts in pattern books</li> <li># Responds to story through a variety of media</li> </ul>	<ul style="list-style-type: none"> <li># Begins to recognize different literary forms (e.g., chants, poems, stories)</li> <li># Draws on personal experiences to enhance meaning</li> <li># Retells using story language (e.g., once upon a time)</li> <li># Retells a story in greater detail using pictures, puppets or drama</li> <li># Predicts texts in pattern books</li> <li># Predicts events in stories</li> <li># Describes connections among events in texts</li> <li># Creates endings when text is left unfinished</li> <li># Responds to story through a variety of media</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication during shared reading, self-selected reading and teacher read aloud</li> <li># Oral responses to questions following a teacher read aloud or shared reading</li> <li># Discussions</li> <li># Demonstrations during and in response to a shared reading or teacher read aloud</li> <li># Student work samples</li> </ul>
<p><b>Demonstrates an awareness of individual sounds and sound patterns</b></p> <ul style="list-style-type: none"> <li># Listens and responds orally to language patterns in stories and poems</li> <li># Uses language patterns and sound patterns to identify words and to predict the next word</li> <li># Identifies most of the letters of the alphabet and <b>demonstrates understanding that letters represent sounds</b> and that written words convey meaning</li> <li># Recognizes that words often consist of beginning, middle and final sounds</li> </ul>	<ul style="list-style-type: none"> <li># Demonstrates an awareness of rhythm and rhyme</li> <li># Hears similarities and differences among words</li> <li># Begins to identify syllables in words</li> <li># Begins to understand letter-sound correspondence</li> <li># Begins to identify where a particular sound occurs in a word (e.g., beginning, middle, end)</li> <li># Begins to recognize initial phoneme of words</li> </ul>	<ul style="list-style-type: none"> <li># Applies rhythm and rhyme in class activities (e.g., creating a chant)</li> <li># Hears similarities and differences among words</li> <li># Segments syllables and blends phonemes</li> <li># Identifies and recalls the phonemes taught to date from <i>Animating Language and Literacy</i></li> <li># Identifies and uses word families</li> <li># Understands letter-sound correspondence</li> <li># Recognizes beginning, middle and final phonemes in words</li> <li># Counts the number of sounds in a word and identifies individual sounds in a word</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication during shared reading and writing experiences</li> <li># Oral responses to questions</li> <li># Demonstrations during shared and interactive writing</li> <li># Recall/recognition</li> <li># Observation during 'Ready to Learn' activities</li> </ul>

Key and Related Expectations	Some Junior Kindergarten Indicators	Some Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Makes sense of simple reading materials</b></p> <ul style="list-style-type: none"> <li># Demonstrates awareness of some conventions of written materials</li> <li># Identifies some features of books and other written materials and use these features to help them understand the printed text</li> <li># Identifies most of the letters of the alphabet, and demonstrates understanding that letters represent sounds and that <b>written words convey meaning</b></li> </ul>	<ul style="list-style-type: none"> <li># Demonstrates an interest in books and reading</li> <li># Understands how books work (e.g., holds book the right way up, turns pages from front to back)</li> <li># Recognizes signs and symbols (e.g., STOP, EXIT)</li> <li># Engages in 'role play' reading (e.g., reads the pictures)</li> </ul>	<ul style="list-style-type: none"> <li># Demonstrates an increased interest in books and reading</li> <li># Attends to books/texts during self-selected reading time for more sustained periods</li> <li># Identifies some features of books and other written materials (e.g., title, illustrations)</li> <li># Recognizes some environmental print (e.g., signs, labels, etc.)</li> <li># Begins to read simple books</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication during shared reading and self-selected reading times and at various centres during play periods (e.g., library)</li> <li># Oral responses to questions</li> <li># Reading conferences</li> <li># Running records (when appropriate)</li> <li># Demonstrations during and in response to a shared reading or self-selected reading</li> </ul>
<p><b>Identifies and prints (letters of the alphabet, his/her own name, simple words)</b></p> <ul style="list-style-type: none"> <li># Identifies most of the letters of the alphabet and demonstrates understanding that letters represent sounds and that written words represent meaning</li> <li># Prints most of the letters of the alphabet, their own name, names of family members and some short words</li> </ul>	<ul style="list-style-type: none"> <li># Recognizes and prints some letters of the alphabet</li> <li># Recognizes and prints his/her own first name</li> <li># Recognizes and prints some familiar words</li> </ul>	<ul style="list-style-type: none"> <li># Recognizes and prints most letters of the alphabet</li> <li># Recognizes and prints his/her own first and last name</li> <li># Recognizes and prints names of family members and some short words</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication during shared reading and writing, as well as at the word play, alphabet or writing centres</li> <li># Letter name recognition</li> <li># Oral responses to questions</li> <li># Student work samples</li> <li># Journals or logs</li> <li># Writing samples</li> </ul>



Key and Related Expectations	Some Junior Kindergarten Indicators	Some Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Uses and responds to a variety of media materials</b></p> <ul style="list-style-type: none"> <li># Uses a variety of media</li> <li># Uses a variety of materials to communicate information</li> <li># Responds to media materials verbally and non-verbally</li> <li># Begins to distinguish between imaginary and the real</li> </ul>	<ul style="list-style-type: none"> <li># Begins to use the computer, tape recorded and listening station appropriately</li> <li># Responds appropriately to stories, films, videos or audio-cassettes using various media (e.g., painting, drawing, writing, dramatization)</li> <li># Begins to identify differences between fictional and non-fictional characters or stories (e.g., Corduroy and brown bears)</li> </ul>	<ul style="list-style-type: none"> <li># Uses the computer, tape recorded and listening station appropriately and independently</li> <li># Responds appropriately to stories, films, videos or audio-cassettes using various media (e.g., painting, drawing, writing, dramatization)</li> <li># Identifies differences between fictional and non-fictional characters or stories (e.g., Corduroy and brown bears)</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication</li> <li># Checklists</li> <li># Student work samples</li> <li># Self-assessment</li> </ul>
<p><b>Communicates thoughts and feelings through writing</b></p> <ul style="list-style-type: none"> <li># Writes using a variety of tools and media</li> <li># Writes simple messages using a combination of pictures, symbols, letters phonetic spellings and familiar words</li> <li># Contributes words or sentences to a class narrative</li> </ul>	<ul style="list-style-type: none"> <li># Uses writing tools to make marks on paper</li> <li># Uses some recognizable symbols in writing</li> <li># Uses a combination of drawing and writing to convey and support an idea</li> <li># Understands that writing conveys meaning</li> <li># Understands the difference between picture and print</li> <li># Chooses to attend the writing centre</li> <li># Contributes words or sentences to a class story</li> </ul>	<ul style="list-style-type: none"> <li># Uses sound symbol knowledge to write words</li> <li># Writes simple, high frequency words</li> <li># Writes a simple sentence independently using phonetics and familiar words</li> <li># Writes to convey messages, thoughts and ideas</li> <li># Enjoys writing as an activity</li> <li># Contributes words or sentences to a class story</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and communication during shared and independent writing</li> <li># Writing samples</li> <li># Checklists of the developmental stages of writing</li> <li># Portfolio</li> <li># Writing conferences</li> </ul>

## MATHEMATICS

Key and Related Expectations	Some Junior Kindergarten Indicators	Some Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Understands sets and whole numbers (sorting, classifying, matching, one-to-one correspondence, estimating, counting, recognizing and printing numerals)</b></p> <ul style="list-style-type: none"> <li># Sorts and classifies objects into sets according to specific characteristics and describes those characteristics</li> <li># Matches objects by one-to-one correspondence</li> <li># Estimates and counts to identify sets with more, fewer, or the same number of objects</li> <li># Counts orally to 30, and uses cardinal and ordinal numbers during play and daily classroom routines</li> <li># Recognizes and writes numerals from 1 to 10</li> <li># Demonstrates awareness of addition and subtraction in everyday activities</li> </ul>	<ul style="list-style-type: none"> <li># Sorts and classifies objects into sets according to one specific characteristic and describes that characteristic</li> <li># Matches objects by one-to-one correspondence to at least five</li> <li># Estimates and counts to identify sets with more, fewer, or the same number of objects</li> <li># Counts orally to 20 and uses cardinal and ordinal numbers during play and daily classroom routines</li> <li># Recognizes and forms numerals from 1 to 5 using concrete materials</li> <li># Demonstrates an awareness of addition and subtraction in everyday activities</li> </ul>	<ul style="list-style-type: none"> <li># Sorts and classifies objects into sets according specific characteristics and describes those characteristics</li> <li># Matches objects by one-to-one correspondence</li> <li># Estimates and counts to identify sets with more, fewer or the same number of objects</li> <li># Counts orally to 30, and uses cardinal and ordinal numbers during play and daily classroom routines</li> <li># Recognizes and writes numerals from 1 to 10</li> <li># Demonstrates awareness of addition and subtraction in everyday activities</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication during calendar, math circle, teacher-directed and self-selected activities</li> <li># Student work samples</li> <li># Math journals</li> <li># Self-assessment</li> <li># Portfolios</li> <li># Questions and answers</li> <li># Performance tasks</li> <li># Demonstration</li> <li># Checklists</li> </ul>

Key and Related Expectations	Some Junior Kindergarten Indicators	Some Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Measures and compares (length, weight, mass, capacity, temperature, time)</b></p> <ul style="list-style-type: none"> <li># Uses simple measurement terms correctly</li> <li># Orders two or more objects according to size or mass</li> <li># Uses non-standard measuring devices appropriately</li> <li># Uses some standard measuring devices appropriately</li> <li># Identifies the values of some coins</li> </ul>	<ul style="list-style-type: none"> <li># Uses simple measurement terms correctly</li> <li># Compares two or more objects according to mass</li> <li># Begins to use non-standard measuring devices appropriately</li> <li># Explores standard measuring devices</li> <li># Explores the use of coins in play situations</li> </ul>	<ul style="list-style-type: none"> <li># Uses simple measurement terms correctly</li> <li># Orders two or more objects according to mass</li> <li># Uses non-standard measuring devices appropriately</li> <li># Uses some standard measuring devices appropriately</li> <li># Identifies the value of some coins</li> </ul>	
<p><b>Identifies characteristic of 2D shapes and 3D objects</b></p> <ul style="list-style-type: none"> <li># Uses language accurately to describe basic spatial relationships</li> <li># Identifies and sorts three-dimensional objects</li> <li># Identifies and sorts two-dimensional shapes</li> </ul>	<ul style="list-style-type: none"> <li># Uses language accurately to describe basic spatial relationships</li> <li># Identifies and sorts three-dimensional objects</li> <li># Identifies and sorts two-dimensional objects</li> </ul>	<ul style="list-style-type: none"> <li># Uses language accurately to describe basic spatial relationships</li> <li># Identifies and sorts three-dimensional objects</li> <li># Identifies and sorts two-dimensional objects</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication during calendar, math circle, teacher-directed and self-selected activities</li> <li># Student work samples</li> <li># Math journals</li> <li># Self-assessment</li> <li># Portfolios</li> <li># Questions and answers</li> <li># Performance tasks</li> <li># Demonstration</li> <li># Checklists</li> </ul>
<p><b>Recognizes and uses patterns</b></p> <ul style="list-style-type: none"> <li># Identifies and reproduces simple patterns</li> <li># Creates and extends simple patterns using a variety of materials or actions</li> </ul>	<ul style="list-style-type: none"> <li># Begins to identify and reproduce simple patterns</li> <li># Copies and extends simple patterns using a variety of materials or action patterns</li> </ul>	<ul style="list-style-type: none"> <li># Identifies and reproduces simple patterns</li> <li># Creates and extend simple patterns using a variety of materials or actions</li> </ul>	

Key and Related Expectations	Some Junior Kindergarten Indicators	Some Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Collects, displays and interprets data in daily activities</b></p> <ul style="list-style-type: none"> <li># Places some specific types of objects on concrete graphs and pictographs</li> <li># Compares information on objects using two categories</li> <li># Uses simple grids correctly</li> <li># Uses language of probability</li> </ul>	<ul style="list-style-type: none"> <li># Places some specific types of objects on concrete graphs</li> <li># Compares objects, noting similarities and differences</li> <li># Uses simple grids correctly</li> <li># Uses language of probability</li> </ul>	<ul style="list-style-type: none"> <li># Places some specific types of objects on concrete graphs and pictographs</li> <li># Compares information on objects, using two categories</li> <li># Uses simple grids correctly</li> <li># Uses language of probability</li> </ul>	
<p><b>Is willing to persevere in solving problems</b></p>	<ul style="list-style-type: none"> <li># Asks questions to clarify and solve problems</li> <li># Asks for assistance</li> <li># Completes teacher-directed and self-directed tasks</li> <li># Perseveres with a self-initiated task or in solving a problem</li> </ul>	<ul style="list-style-type: none"> <li># Asks questions to clarify and solve problems</li> <li># Asks for assistance</li> <li># Completes teacher-directed and self-directed tasks</li> <li># Perseveres with a self-initiated or teacher-directed task or in solving a problem</li> </ul>	

## SCIENCE AND TECHNOLOGY

Key and Related Expectations	Some Junior and Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Is curious and willing to explore and experiment</b></p> <p># Describes some natural occurrences using their observations</p>	<p># Discusses and describes observations (e.g., following a nature walk)</p> <p># Responds to observations through drawing, painting, creating a collage, shared writing, etc.</p> <p># Sorts and classifies natural materials (e.g., leaves, seeds, rocks, etc.)</p> <p># Explores and experiments with different activities at the various centres</p> <p># Participates in simple class experiments (e.g., making ice cubes, melting snow)</p>	<p>Assessment opportunities include:</p> <p># Observation and direct communication during theme development at circle time, teacher-directed and self-directed activities and play at the nature or science table, sand and water centre</p>
<p><b>Understands and cares for the natural world</b></p> <p># Describes some differences between living and non-living things</p> <p># Describes local natural habitats</p> <p># Identifies patterns and cycles in the natural world</p>	<p># Cares for classroom plants and pets</p> <p># Shows understanding of plant and animal growth and life cycle (e.g., seeds, butterfly)</p> <p># Understands that living things needs food, water and air</p> <p># Classifies living and non-living things</p> <p># Names and describes changes in the seasons</p>	
<p><b>Is aware of the characteristics and functions of common materials</b></p> <p># Describes characteristics of natural materials and demonstrates understanding of some basic concepts related to them</p>	<p># Explores properties of paper, wood, play dough, sand, water, etc.</p> <p># Understands how these materials change when wet or dry</p>	

Key and Related Expectations	Some Junior and Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Understands strategies for planning and organizing</b></p> <ul style="list-style-type: none"> <li># Makes a specific plan, describes the steps and carries out the plan</li> <li># Makes appropriate observations about results or findings</li> </ul>	<ul style="list-style-type: none"> <li># Selects a particular centre during play using a planning board</li> <li># Uses plan-do-review sequence to plan an activity</li> <li># Follows simple directions and complete open-ended tasks</li> <li># Tells, shows and draws plans for block constructions</li> <li># Plans, builds and draws towers using materials at the block centre and/or the art centre</li> <li># Shows evidence of following a plan in play activities (e.g., The child gathers appropriate materials, finds an appropriate location and sets up the materials to carry out an appropriate play activity).</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication during theme development at circle time, teacher-directed and self-selected activities and play at the nature or science table, sand and water centres</li> </ul>
<p><b>Recognizes and uses some common forms of technology</b></p> <ul style="list-style-type: none"> <li># Describes the functions of common objects found at home and at school</li> <li># Uses familiar technology appropriately</li> <li># Identifies familiar technological items and describes their use in daily life</li> <li># Makes things using a variety of tools and techniques</li> <li># Works with others in using technology</li> <li># Demonstrates awareness that familiar objects are designed to suit the human body</li> <li># Identifies energy sources used by familiar tools and toys</li> </ul>	<ul style="list-style-type: none"> <li># Uses scissors, tape recorder, computer, listening station appropriately and independently</li> <li># Sorts, classifies and describes the function of common objects</li> <li># Uses scissors, hole puncher, paint brush, stapler and other tools at the art and/or painting centres</li> <li># Experiments with a variety of tools and techniques at centres</li> <li># Understands that certain items are designed to fit the human body (e.g., clothing, utensils, tricycles, sleds)</li> </ul>	<ul style="list-style-type: none"> <li># Discussions</li> <li># Demonstrations</li> <li># Questions and answers</li> <li># Student work samples</li> <li># Learning logs</li> </ul>

## THE ARTS

Key and Related Expectations	Some Junior and Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Experiments with techniques and materials</b></p> <ul style="list-style-type: none"> <li># Uses pictures, sculptures and collages to represent ideas</li> <li># Mixes paint to create new colours and textures</li> <li># Uses a variety of tools and materials in creating art works or making presentations</li> <li># Uses familiar materials in new ways</li> </ul>	<ul style="list-style-type: none"> <li># Experiments with techniques and materials at centres and through teacher-directed activities</li> <li># Mixes paint at the painting centre</li> <li># Uses scissors, hole puncher, paint brush, stapler and other tools at the art and/or painting centres</li> <li># Uses various musical instruments to accompany songs and music</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication during teacher-directed and self-selected activities and during play periods (e.g., art centre, painting centre, cut and paste centre, etc.)</li> <li># Portfolio</li> </ul>
<p><b>Responds to music, art, drama and dance</b></p> <ul style="list-style-type: none"> <li># Makes preparations for performances</li> <li># Decides who will take each role in classroom drama activities</li> <li># Takes turns working on specific tasks in making things</li> <li># Performs in a group</li> <li># Uses their creativity in movement, mime and dance activities</li> <li># Adapts songs, fingerplays, and rhymes</li> <li># Enacts stories from their own and other cultures</li> <li># Plays the parts of characters from folk tales and legends of various countries</li> </ul>	<ul style="list-style-type: none"> <li># Listens and responds to music, song, drama and dance</li> <li># Makes puppets, masks, hats or headbands for performances</li> <li># Uses props in dramatic play</li> <li># Organizes and performs simple performances at the puppet, drama or housekeeping centres</li> <li># Participates in daily music and movement activities</li> <li># Participates in creative dance</li> <li># Repeats familiar songs</li> <li># Substitutes new words and verses in songs and chants</li> <li># Moves in response to music</li> <li># Shares tales and legends from own culture (e.g., Anansi)</li> </ul>	<ul style="list-style-type: none"> <li># Self and peer assessments</li> <li># Checklists at the painting centre</li> <li># Student work samples</li> <li># Discussions</li> </ul>

Key and Related Expectations	Some Junior and Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Shows skills in cutting, pasting and painting</b></p>	<ul style="list-style-type: none"> <li># Uses scissors, crayons and pencils with control</li> <li># Holds paint brushes, scissors, crayons and pencils properly</li> <li># Is able to use scissors with precision</li> <li># Cuts along a line with accuracy</li> </ul>	
<p><b>Expresses ideas and feelings through various media</b></p> <ul style="list-style-type: none"> <li># Identifies feelings evoked by art forms</li> <li># Moves in response to the tempo and mood of music</li> <li># Shows appreciation for folk songs and dances from various countries</li> <li># Selects pieces of their own art portfolio collection</li> </ul>	<ul style="list-style-type: none"> <li># Creates works of art using paint, cut and paste, sculpture, plasticine</li> <li># Shares feelings in response to music, dance or visual arts</li> <li># Moves in response to the tempo and mood of a variety of music</li> <li># Claps rhythm and beat of music</li> <li># Follows the rhythm of music using musical instruments</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication during teacher-directed and self-selected activities and during play periods (e.g., art centre, painting centre, cut and paste centre, etc.)</li> <li># Portfolio</li> <li># Self and peer assessments</li> <li># Checklists at the painting centre</li> <li># Student work samples</li> <li># Discussions</li> </ul>
<p><b>Identifies and describes some basic elements of art forms</b></p> <ul style="list-style-type: none"> <li># Identifies elements of visual images, such as colours and variations in shape and size</li> <li># Recalls and repeats familiar songs, dance steps and rhymes</li> <li># Names different movements they can do</li> <li># Demonstrates understanding of rhythmic patterns</li> <li># Names different elements in performances</li> <li># Identifies different instruments by sound</li> <li># Describes some aspects of visual art forms from a variety of cultures</li> <li># Uses some simple terms correctly</li> </ul>	<ul style="list-style-type: none"> <li># Recalls and repeats familiar songs, poems and chants</li> <li># Recalls and repeats simple dance steps</li> <li># Identifies basic colours</li> <li># Describes some aspects of art from various cultures (e.g., through picture books)</li> </ul>	





**PERSONAL AND SOCIAL DEVELOPMENT**

<b>Key and Related Expectations</b>	<b>Some Junior Kindergarten Indicators</b>	<b>Some Senior Kindergarten Indicators</b>	<b>Assessment Opportunities</b>
<p><b>Displays a positive attitude toward self and others</b></p> <ul style="list-style-type: none"> <li># Recognizes personal strengths and accomplishments</li> <li># Identifies and talks about their own interests and preferences</li> <li># Expresses their own thoughts and share experiences</li> </ul>	<ul style="list-style-type: none"> <li># Demonstrates adjustment to school</li> <li># Attempts to share and cooperate with others</li> <li># Reacts positively to adult requests</li> <li># Respects others and their property</li> <li># Demonstrates a positive self-image</li> <li># Is considerate of the feelings of others</li> <li># Appears confident, happy and self-assured</li> <li># Takes pride in work and accomplishments</li> </ul>	<ul style="list-style-type: none"> <li># Demonstrates adjustment to school</li> <li># Shares and cooperates with others</li> <li># Interacts appropriately with adults</li> <li># Respects others and their property</li> <li># Demonstrates a positive self-image</li> <li># Is considerate of the feeling of others</li> <li># Appears confident, happy and self-assured</li> <li># Takes pride in work and accomplishments</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication during self-selected and teacher-directed activities, circle time, play periods, etc.</li> <li># Discussions</li> <li># Questions and answers</li> <li># Self and peer assessment</li> <li># Conferences</li> </ul>
<p><b>Shows independence and responsibility</b></p> <ul style="list-style-type: none"> <li># Adapts readily to new situations</li> <li># Demonstrates self-reliance</li> <li># Attempts new tasks willingly</li> <li># Demonstrates self-control by following classroom rules and routines in different contexts in the school</li> </ul>	<ul style="list-style-type: none"> <li># Adjusts gradually to new situations</li> <li># Attempts new tasks and activities</li> <li># Displays growing independence in attending to personal needs</li> <li># Dresses with minimal assistance</li> <li># Displays self-control by following classroom rules and routines</li> <li># Assumes responsibility for own and classroom materials</li> </ul>	<ul style="list-style-type: none"> <li># Adjusts readily to new situations</li> <li># Perseveres with a self-selected or teacher-directed task</li> <li># Assumes responsibility for personal needs</li> <li># Assumes responsibility for own classroom materials</li> <li># Dresses independently</li> <li># Follows classroom rules and routines</li> </ul>	

Key and Related Expectations	Some Junior Kindergarten Indicators	Some Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Identifies and uses appropriate social skills</b></p> <ul style="list-style-type: none"> <li># Acts and talks in appropriate ways with peers and adults during activity periods</li> <li># Demonstrates consideration for others by helping them</li> <li># Shares responsibility for planning classroom events and activities</li> <li># Identifies feelings and emotions and expresses them in acceptable ways</li> <li># Uses a variety of strategies to solve social problems</li> <li># Recognizes, in situations involving others, advances or suggestions that threaten their safety or well-being</li> </ul>	<ul style="list-style-type: none"> <li># Behaves and expresses feelings appropriate to level of development</li> <li># Relates well to his/her classmates</li> <li># Shows sensitivity to classmates</li> <li># Resolves problems or conflicts with appropriate strategies</li> <li># Shares and cooperates with peers</li> <li># Participates in small and large group situations/activities</li> <li># Waits for his/her turn</li> <li># Respects others and their property</li> </ul>	<ul style="list-style-type: none"> <li># Behaves and expresses feelings appropriate to level of development</li> <li># Relates well to his/her classmates</li> <li># Shows sensitivity to classmates</li> <li># Resolves problems or conflicts with appropriate strategies</li> <li># Shares and cooperates with peers</li> <li># Participates in small and large group situations/activities</li> <li># Waits for his/her turn</li> <li># Respects others and their property</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication during self-selected and teacher-directed activities, circle time, play periods, etc.</li> <li># Discussions</li> <li># Questions and answers</li> <li># Self and peer assessment</li> <li># Conferences</li> </ul>

Key and Related Expectations	Some Junior Kindergarten Indicators	Some Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Demonstrates an awareness of surroundings</b></p> <ul style="list-style-type: none"> <li># Expresses their feelings of wonder and curiosity about the world</li> <li># Describes different kids of weather and ways in which people adapt to the weather</li> <li># Investigates and describes familiar geographical features in their area</li> <li># Identifies ways in which people use the natural environment</li> <li># Recognizes special places and buildings within their community and describes their function</li> <li># Talks about time in relation to certain events or activities</li> <li># Identifies patterns and cycles in their daily lives</li> <li># Identifies some events that occur every year</li> <li># Identifies people who help others in the community and describe what they do</li> </ul>	<ul style="list-style-type: none"> <li># Behaves and expresses feelings appropriate to level of development</li> <li># Relates well to his/her classmates</li> <li># Shows sensitivity to his/her classmates</li> <li># Resolves problems or conflicts with appropriate strategies</li> <li># Shares and cooperates with peers</li> <li># Participates in small and large group situations/activities</li> <li># Waits for his/her turn</li> <li># Respects others and their property</li> </ul>	<ul style="list-style-type: none"> <li># Behaves and expresses feelings appropriate to level of development</li> <li># Relates well to his/her classmates</li> <li># Shows sensitivity to his/her classmates</li> <li># Resolves problems or conflicts with appropriate strategies</li> <li># Shares and cooperates with peers</li> <li># Participates in small and large group situations/activities</li> <li># Waits for his/her turn</li> <li># Respects others and their property</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication during self-selected and teacher-directed activities, circle time, play periods, etc.</li> <li># Discussions</li> <li># Questions and answers</li> <li># Self and peer assessment</li> <li># Conferences</li> </ul>

Key and Related Expectations	Some Junior Kindergarten Indicators	Some Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Demonstrates good health and safety practices</b></p> <ul style="list-style-type: none"> <li># Names body parts and talks about their function</li> <li># Identifies nutritious foods</li> <li># Selects clothing appropriate for the weather</li> <li># Practices appropriate personal hygiene</li> <li># Identifies safe and unsafe situations, materials and equipment</li> <li># Identifies and applies basic safety rules</li> <li># Identifies substances that are harmful to the body</li> <li># Demonstrates understanding that adults make most decisions regarding safety rules, and seeks assistance when needed</li> </ul>	<ul style="list-style-type: none"> <li># Follows safe behaviour in physical activities in the class, in the gym and outside</li> <li># Practices appropriate personal hygiene</li> <li># Seeks assistance from an adult when needed</li> </ul>	<ul style="list-style-type: none"> <li># Follows safe behaviour in physical activities in the class, in the gym and outside</li> <li># Practices appropriate personal hygiene</li> <li># Seeks assistance from an adult when needed</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication in the class, in the gym, and outside</li> <li># Discussion</li> <li># Questions and answers</li> <li># Conferences</li> </ul>
<p><b>Participates willingly in creative movement, dance and other daily physical activities</b></p>	<ul style="list-style-type: none"> <li># Participates in gross motor activities, creative movement, dance in the gym, in the class and during outdoor play</li> </ul>	<ul style="list-style-type: none"> <li># Participates in gross motor activities, creative movement, dance in the gym, in the class and during outdoor play</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication in the class, in the gym and in the school playground</li> <li># Self Assessment</li> <li># Performance Tasks</li> <li># Checklists</li> </ul>

Key and Related Expectations	Some Junior Kindergarten Indicators	Some Senior Kindergarten Indicators	Assessment Opportunities
<p><b>Performs tasks requiring balance, coordination, precision and perceptual skills</b></p> <ul style="list-style-type: none"> <li># Uses different types of equipment with ease</li> <li># Demonstrates balance, ease and flexibility in movement</li> <li># Demonstrates spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li># Demonstrates coordination in movements and a sense of body awareness</li> <li># Climbs up and down equipment</li> <li># Maintains balance on either foot</li> <li># Ascends/descends stairs</li> <li># Walks and runs in an easy, natural manner</li> <li># Runs, stops, starts and moves around obstacles</li> <li># Demonstrates coordination in hopping and galloping</li> <li># Demonstrates a sense of control in rolling and catching a large ball</li> <li># Demonstrates some dexterity in building, stringing, pouring, etc.</li> <li># Manipulates objects (e.g., construction toys, bean bags, balls)</li> <li># Holds paint brushes, crayons, pencils properly</li> <li># Uses scissors with control</li> <li># Completes puzzles (6-10 pieces)</li> </ul>	<ul style="list-style-type: none"> <li># Demonstrates coordination in movements and a sense of body awareness</li> <li># Climbs up and down equipment with ease</li> <li># Maintains balance on either foot for short periods of time</li> <li># Ascends/descends stairs with alternating feet</li> <li># Walks in an easy, natural manner and runs with increased speed</li> <li># Walks backward easily</li> <li># Demonstrates coordination in jumping and marching</li> <li># Demonstrates some accuracy in rolling and catching a large ball</li> <li># Runs with control</li> <li># Manipulates small objects with dexterity (e.g., pegs, beads, cubes)</li> <li># Uses paint brushes, crayons, pencils and scissors with control</li> <li># Completes puzzles (12-15 pieces)</li> </ul>	<p>Assessment opportunities include:</p> <ul style="list-style-type: none"> <li># Observation and direct communication in the class, in the gym and in the school playground</li> <li># Self Assessment</li> <li># Performance Tasks</li> <li># 'Ready to Learn' checklists</li> </ul>

## Writing the Kindergarten Progress Report

The following is a list of suggestions to consider when writing the Kindergarten Progress Report:

# Ensure that anecdotal comments are comprehensive and address **knowledge** and **skills, strengths** and **weaknesses** and **next steps for growth**.

# Relate comments to the performance demonstrated by the child during the specified reporting period.

# Individualize some comments with specific, personal examples, such as:

“Jason often selects the pattern blocks at math time. His designs are increasingly complex and he is able to recognize and create symmetrical designs.”

“Darren enjoys reading simple pattern books such as *I Was Walking Down the Road* and *Brown Bear, Brown Bear What Do You See?*”

“Jackie enjoys drawing and writing. She uses words from our word wall, picture dictionaries and words around the classroom to label her pictures.”

“Bonnie confidently sorts and classifies objects. When playing with the button box, she was able to sort the buttons by colour, shape, size, number of holes and use.”

# Comments for the Religious Education and Strengths and Areas of Growth sections should be written in full sentences.

# Comment on the child’s learning as demonstrated in all aspects of your Kindergarten program (e.g., at learning centres and at varied group activities).

# Identify the learning expectations that will be the basis of reporting early in the planning process.

# Use language that is jargon-free and sensitive to the school community, for example:

“classmates” instead of “peers”

“book, charts and magazines” instead of “texts”

“familiar or common words” instead of “high-frequency words”

“knowledge of letters and sounds” instead of “phonemic awareness”

# Consider using the following verbs to describe a child’s strengths:

identifies	shows	uses	expresses
experiments	constructs	recognizes	builds
produces	creates	organizes	solves
compares	interprets	participates	develops
extends	illustrates	explains	describes
recites	displays	retells	writes
discovers	attempts	matches	predicts

plans  
chooses

manipulates  
enjoys

describes

selects

### **Sample Comments for the Report Card**

The following are some examples of ways in which the key expectations can be commented upon in the Strengths and Areas of Growth section of the Kindergarten Progress Report. **They are not intended to be comprehensive.** Variations and additions are expected. Teachers are encouraged to enrich these comments with specific examples and personalized reflections of the child.

## **LANGUAGE**

### **Key Expectations: Communicates effectively by listening and speaking**

Talks readily about his/her interests  
Articulates ideas, thoughts and feelings well  
Expresses his/her own thoughts easily  
Readily talks about his/her experiences  
Shares his/her ideas in class discussions  
Communicates his/her needs to adults and peers  
Hesitant to speak in the large group, but shares ideas with others in small group situations  
Oral language is clear and expressive  
Is encouraged to share his/her valued ideas during class discussions  
Listens attentively to others in large and small groups  
Makes perceptive comments during discussions  
Follows rules of basic conversation  
Asks questions to clarify  
Is beginning to say more words and phrases in English  
Repeats simple sentences modeled by his/her teacher and classmates  
Speaks clearly and with expression

### **Key expectations: Follows directions and responds appropriately to questions**

Follows simple directions  
Answers questions during class discussions

### **Key Expectation: Understands a variety of materials read aloud**

Retells favourite stories in his/her own words  
Makes predictions about stories read to the class  
Extends his/her understanding of the stories read aloud at the painting, art, puppet and drama centres  
Retells the beginning, middle and end of a story

### **Key Expectation: Demonstrates an awareness of individual sounds and sound patterns**

Shows an awareness of the sounds taught thus far  
Has knowledge of letters and sounds  
Recognizes word patterns (e.g., rhyming words, word families) in stories, poems,



songs

**Key Expectation: Makes sense of simple written materials**

Identifies some features of books and uses these features to understand printed text  
Tells the story in a book by looking at the pictures  
Finds rhyming words in simple books  
Uses prior knowledge, an understanding of word patterns and letter-sound knowledge to predict words in stories  
Matches sentence strips to charts  
Reads simple stories using the repetitive pattern and pictures  
Reads words from our class word wall, class charts and simple books  
Participates in shared readings of simple poems, chants and stories  
Joins in the reading and rereading of big books, poems and chants

**Key expectation: Identifies and prints (letters of the alphabet, his/her own name, simple words)**

Identifies his/her name around the classroom  
Prints his/her own name using upper and lower case letters of the alphabet  
Is beginning to learn the letters and sounds in his/her name  
Recognizes some upper and lower case letters of the alphabet  
Points to and reads words around the room during self-selected reading  
Finds words in charts

**Key expectation: Communicates thoughts and feelings through writing**

Communicates his/her ideas by making marks on paper  
Communicates his/her ideas in writing by using a combination of pictures and beginning consonants to represent words  
Enjoys drawing and writing stories with the various materials at the writing centre  
Writes simple notes and messages for his/her classmates, using pictures, symbols and letters  
Uses word wall words, picture dictionaries and words around the room to label drawings  
Experiments with writing at the centers by making signs, notices and lists  
Contributes words and ideas during shared writing  
Writes simple sentences using simple words and phonetic spelling

**Key Expectation: Uses and responds to a variety of media materials**

Carries out simple tasks on the computer  
Sequences pictures to make a story using computer programs  
Expresses his/her thoughts and feelings after watching films and videos  
Chooses the listening centre so he/she can reread a familiar story while listening to the tape  
Records personal messages, songs and stories on tape

## **MATHEMATICS**

### **Key Expectation: Understands sets and whole numbers (sorting, classifying, matching, one-to-one correspondence, estimating, counting, recognizing and printing numerals)**

Is able to sort objects by colour, size, shape  
Sorts and classifies groups of objects  
Matches objects by one-to-one correspondence  
Identifies sets with more, fewer or the same number of objects  
Identifies sets with more, fewer or the same number of objects  
Recognizes numerals and forms them using concrete materials  
Recognizes and prints numerals

### **Key Expectation: Measures and compares (length, weight, mass, capacity, temperature and time)**

Is learning to use a thermometer and to talk about changes in daily temperature  
Uses simple measurement terms (e.g., empty/full, heavy/light) at the water table  
Recognizes differences among coins at the classroom grocery store  
Uses scoops and cups to compare capacity of containers at the sand table  
Uses the balance scale to experiment with the weight of various objects  
Uses cubes to estimate and compare the lengths of classroom objects

### **Key Expectation: Identifies characteristics of 2D shapes and 3D objects**

Identifies and sorts three-dimensional objects such as cans, balls and blocks  
Recognizes and names a circle, triangle, square and rectangle  
Recognizes two-dimensional shapes in the environment  
Names basic shapes and their characteristics

### **Key Expectation: Recognizes and uses patterns**

Uses actions to follow and create patterns  
Reproduces a simple pattern with concrete materials  
Extends a simple pattern with concrete materials  
Creates his/her own simple patterns with various materials  
Recognizes patterns in familiar songs, poems and in the environment  
Finds patterns in the environment

### **Key Expectation: Collects, displays and interprets data in daily activities**

Conducts simple surveys using a tallying system  
Participates in creating and interpreting simple class graphs  
Plays simple grid games (e.g., Tic-Tac-Toe)  
Places specific types of objects on a graphing mat  
Compares objects using two categories

### **Key Expectation: Is willing to persevere in solving problems**

Asks questions to clarify and solve problems  
Asks for help when she/he has a question

## **SCIENCE AND TECHNOLOGY**

### **Key Expectation: Is curious and willing to explore and experiment**

Enjoys exploring new activities introduced to the class  
Experiments with properties of sand and water  
Notices and comments on changes in the environment  
Enjoys conducting simple experiments

### **Key Expectation: Understands and cares for the natural world**

Names and describes the changes that occur each season  
Paints pictures of the local pond and park  
Recognizes that living things need food and water  
Plans and cares for seeds  
Takes and interest in caring for our class pet

### **Key Expectation: Is aware of the characteristics and functions of common materials**

Plays with various tools and uses them properly  
Explores the properties of sand and water  
Uses basic tools to construct three-dimensional creations

### **Key Expectation: Understands strategies for planning and organizing**

Plans and creates complex designs using marble run  
Plans and builds elaborate towers with various building materials at the block centre  
Tells, shows and draws block constructions  
Sorts and sequences ingredients for a simple recipe, in the order they are needed  
Organizes by talking to himself/herself  
Uses the planning board to choose activities  
Can order a simple sequence of task cards and follow their directions

### **Key Expectation: Recognizes and uses some common forms of technology**

Carries out simple tasks on the computer  
Is able to use a cassette recorder to listen to tapes  
Uses scissors, stapler and junk materials to create interesting construction

## THE ARTS

### **Key Expectation: Experiments with techniques and materials**

Mixes paint at the art centre to create new colours

Uses a variety of tools and materials when creating works of art

Enjoys experimenting with various tools and found materials at the centre

### **Key Expectation: Responds to music, art, drama and dance**

Moves in response to music

Repeats familiar songs

Follows simple dance steps

Uses instruments to keep time with music

### **Key Expectation: Expresses ideas and feeling through various media**

Communicates ideas through painting and drawing

Enjoys creating his/her versions of familiar songs

### **Key Expectation: Demonstrate skill in cutting, pasting and painting**

Shows skills in cutting and pasting

Uses scissors, crayons and pencils with control

Holds paint brushes, scissors, crayons and pencils properly

Is able to use scissors with precision

Cuts along a line with accuracy

### **Key Expectation: Identifies and describes some basic elements of art forms**

Remembers and repeats familiar songs

Recognizes basic colours

## **PERSONAL AND SOCIAL DEVELOPMENT**

### **Key Expectation: Displays a positive attitude toward self and others**

- Demonstrates a positive self-image
- Helps other children without being asked
- Takes great pride in work and accomplishments
- Adapts readily to new situations
- Shares personal experiences and thoughts with classmates
- Participates in small and large groups
- Is gaining confidence in his abilities

### **Key Expectation: Identifies and uses appropriate social skills**

- Expresses emotions in acceptable ways
- Is a contributing member of the class
- Asks for help to solve disagreements with other students
- Gets along well with his/her classmates
- Shows sensitivity towards his/her classmates
- Requires adult help to use various strategies for resolving conflicts amicably
- Needs to be reminded to use appropriate language at school
- Shares with others
- Waits for his/her turn
- Respects others and their property

### **Key Expectation: Shows independence and responsibility**

- Contributes to the development of classroom routines
- Seeks help from classmates when needed
- Is learning to be responsible and cooperative in following classroom routines
- Demonstrates self-reliance in dressing and undressing
- Organizes personal belongings
- Volunteers to help put away toys and materials
- Returns materials after playing with them
- Perseveres with a chosen activity
- Is creative and imaginative in his/her approach to tasks

### **Key Expectation: Demonstrates an awareness of surroundings**

- Asks questions to investigate and gain information
- Demonstrates awareness of taking care of the environment
- Participates in class efforts to recycle and conserve materials
- Is learning about the changing world about him/her and how he/she is affected by it

### **Key Expectation: Demonstrates good health safety practices**

- Follows safe practices in physical activities in the class and in the gym
- Exhibits safe behaviour in physical activities when playing out of doors
- Practices appropriate personal hygiene
- Seeks help from an adult when needed

**Key Expectation: Performs tasks requiring balance, coordination, precision and perceptual skills**

Manipulates equipment with greater confidence

Is willing to try out new equipment in the gym

Shows growing control of body movements in daily movement activities

Uses different types of equipment and materials with ease

Climbs up and down equipment with ease

Maintains balance on either foot

**Key Expectation: Participates in creative movement, dance and other physical activities**

Takes part willingly in physical activities

Continues to demonstrate balance, ease and flexibility in running and jumping

## KINDERGARTEN ASSESSMENT AND EVALUATION RESOURCE LIST

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## **APPENDICES**

Dear Parents and/or Guardians

When children enter Junior Kindergarten they are beginning an exciting new phase of their life, the success of which can have a lasting effect on their future. Our goal in Kindergarten is to ensure that each child achieves his/her fullest potential. There is a great deal of evidence to suggest that children do better in school when there is close communication and cooperation between home and school.

Reporting to parents/guardians on student achievement in school is on-going and may include formal report cards, conferences, informal notes and conversations. Since the Junior Kindergarten child has only been in school a short time during the first reporting period, there will be no formal progress report at this time. We recognize the importance of maintaining personal contact with parents/guardians of such young children in order to communicate student development and learning.

Parents/guardians are requested to attend a parent-teacher conference to receive an oral progress report from their child's classroom teacher. The date and time for this conference is listed below.

Nipissing-Parry Sound Catholic District School Board considers this to be the most appropriate format to communicate student achievement to parents/guardians in the fall term. In the second and third reporting periods, all Junior Kindergarten children will receive a written progress report.

Sincerely

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**JUNIOR KINDERGARTEN CONFERENCE**

Student Name: \_\_\_\_\_

Interview Date: \_\_\_\_\_ Time: \_\_\_\_\_

Teacher: \_\_\_\_\_ Room: \_\_\_\_\_



2. What health-related information should the school know about your child? (i.e., sight, chronic ear infections, hearing, asthma, medication, surgery, birth information, etc.)

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**SOCIAL AND PERSONAL INFORMATION**

1. Has your child every attended day care? Nursery school? Dance/swimming/skating classes? Other? \_\_\_\_\_

2. What kinds of activities does your child enjoy? \_\_\_\_\_  
\_\_\_\_\_

3. How does your child react to:

a) new situations? \_\_\_\_\_

b) other children? \_\_\_\_\_

c) a difficult task? \_\_\_\_\_

4. Are there situations in which your child becomes upset or frightened?

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5. What strategies have been effective in handling difficult situations with your child?

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6. To what extent is your child able to dress and toilet himself/herself?

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**OTHER INFORMATION**

1. What are your child's strengths?

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2. What are your child's feelings about starting school?

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3. Is there anything you noticed about your child's early development (e.g., physical, language, emotional, medical) that you think may influence his/her progress?

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4. Have there been any particular events, situations or changes in your child's life that you wish to discuss?

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**OTHER COMMENTS**

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# JUNIOR KINDERGARTEN CONFERENCE FORM

## First Reporting Period

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_

School: \_\_\_\_\_

POINTS FOR DISCUSSION	CONFERENCE NOTES
<b>Personal &amp; Social Development</b>	
<b>Areas of Strength</b>	
<b>Areas for Growth</b>	
	_____ Parent/Guardian Signature

Total Half Days Absent: \_\_\_\_\_ Late(s): \_\_\_\_\_ as of \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Principal's Signature

### KINDERGARTEN PROGRESS REPORT

9 Junior Kindergarten      9 Senior Kindergarten      9 French Immersion      9 IEP  
9 Extended French

Student: _____	Date of Birth: _____	Date Sent: _____
Teacher: _____	Principal: _____	School: _____

Term 1 9      Term 2 9      Term 3 9

### CATHOLIC EDUCATION IN THE KINDERGARTEN PROGRAM

**In God's Image**, the catechetical resource produced and approved by the Canadian Conference of Catholic Bishops, is the basis for all Kindergarten planning. It is used to address many of the Ontario Catholic Graduate and Ministry of Education learning expectations. It affirms the child's spiritual, intellectual, physical, emotional and social growth while celebrating the wonder of all creation as a "trace of God".



**WATCH ME GROW....**

Child's comments on learning at school (pictures and/or words).

Student: \_\_\_\_\_

**Religious Education:**

Meeting the Expectations

Developing Towards the Expectations

Key Expectations

<b>Language</b>	Communicates effectively by listening and speaking		
	Follows directions and responds appropriately to questions		
	Understands a variety of materials read aloud		
	Demonstrates an awareness of individual sounds and sound patterns		
	Makes sense of simple reading materials		
	Identifies and prints:		

**Strengths and Areas for Growth**

	Communicates thoughts and feelings through writing				
	Uses and responds to a variety of media materials				
<b>Mathematics</b>	Understands sets and whole numbers:				
	Measures and compares:				
	Identifies characteristics of:				
	Recognizes and uses patterns				
	Collects, displays and interprets data in daily activities				
	Is willing to persevere in solving problems				
<b>Science &amp; Technology</b>	Is curious and willing to explore and experiment				
	Understands and cares for the natural world				
	Is aware of the characteristics and functions of common materials				
	Understands strategies for planning and organizing				
	Recognizes and uses some common forms of technology				
<b>The Arts</b>	Experiments with techniques and materials				
	Responds to music, art, drama and dance				
	Identifies and describes some basic elements of art forms				
	Expresses ideas and feelings through various media				
	Shows skill in cutting, pasting and painting				
<b>Personal &amp; Social</b>	Displays a positive attitude towards self and others				<b>Goals for your child:</b>
	Identifies and uses appropriate social skills				
	Shows independence and responsibility				
	Demonstrates an awareness of surroundings				
	Demonstrates good health and safety practices				
	Performs tasks requiring balance, coordination, precision and perceptual skills				
	Participates in creative movement, dance & other physical activities				
Total Half Days Absent: _____ Late: _____					
as of _____.					
Placement in September: _____					
(Third term only)		<hr/> Teacher's Signature			
		<hr/> Principal's Signature			

N/A - Not applicable at this time.

This progress report should be retained for future reference. A copy has been placed in the student's Ontario Student Record folder.

# KINDERGARTEN PROGRESS REPORT

## Parent/Guardian Response Form

Student: \_\_\_\_\_  Junior Kindergarten  French Immersion

School Name: \_\_\_\_\_  Senior Kindergarten  Extended French

Term 1  Term 2  Term 3

Parent's/Guardian's comments on the child's learning. Please complete and return to the school.

I have received the report card.

\_\_\_\_\_ Date

I would like to discuss this report card. Please contact me.

\_\_\_\_\_ Parent's/Guardian's Signature

In Senior Kindergarten, the Kindergarten progress report will be used for all reporting periods.

## SCHOOL BASED SUPPORT TEAM RECORD

Personal information contained on this form is collected under the authority of Sections 8 and 11 of the Education Act, and will be used for educational purposes relating to the instruction of the pupil. Questions about this collection should be directed to the school principal.

### INTENT OF FORM

The form is intended to be an in-school record of services provided by the school to students who have specific needs. These students will have received in-school assistance before a Request for Resource Services form is presented to the Board team. The information on the form may provide helpful insights regarding the student's learning needs and strengths.

#### **The following sections should be completed prior to the meeting:**

Essential demographic information  
Profile of Strengths  
Profile of Needs  
Special Talents/Interests  
Relevant Medical/Health Information/Attendance  
Agency Involvement  
Accommodations/Modifications Provided Prior to this Meeting

#### **The following section should be completed at the meeting:**

Recommendations/Modifications

The team will provide further strategies or recommendations at the meeting and a member of the SBS Team should record these recommendations on the form. These may include curriculum changes in areas such as: academic, social/emotional, health, environmental, etc. The staff member(s) responsible for implementing each modification should be indicated. Note the nature of the academic assessment undertaken. Follow-up meetings or referrals should also be recorded.

**ACCOMMODATIONS** are specialized support and services that are provided to enable students to achieve the learning expectations. Some examples are: provision of specialist staff members, provision of equipment and materials such as hearing aids and learning materials in Braille, tape recorders, provision of extra time for completing classroom tests. Not included in these accommodations are modifications to learning expectations.

**MODIFICATIONS** are changes or restatement of the grade level expectations in the Ontario Curriculum in keeping with a student's needs. These modifications must be documented in the Individual Education Plan (IEP). When changes to a student's grade level expectations are made, an IEP must be developed.

