



**WINDSOR-ESSEX CATHOLIC
DISTRICT SCHOOL BOARD**

"Building communities of faith, hope and service"

Parent & Guardian Guide to Assessment, Evaluation and Reporting Kindergarten

Let's Talk About:

- ❖ Assessment, Evaluation & Reporting in Kindergarten
- ❖ Assessment *for* and *as* Learning in Kindergarten
- ❖ The Four Frames
- ❖ Communicating Learning
- ❖ Developing Self-Regulation



Valuing Our Partnership

A respectful and collaborative relationship between parents/guardians and their school communities is essential to the creation of an inclusive learning environment where all students feel a sense of belonging and are encouraged to reach their individual potential. This guide provides you with important information about how learning is supported through assessment and evaluation. It is designed to answer common questions parents and guardians may have and to provide a starting point for conversations to ensure that learning is reflective of and responsive to the needs of all students and communicated clearly to students and families. We value the voices of students and families as active participants in their school communities.

Our *Assessment, Evaluation & Reporting of Student Achievement Guidelines* are posted on our board's website (www.wecdsb.on.ca).

Resources

[Growing Success:
Kindergarten Addendum](#)



[Ontario Curriculum](#)



The Fundamental Principles of Assessment and Evaluation

as outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010)



Teachers use assessment and evaluation practices that include the following principles:

- are fair, transparent and equitable;
- support all students;
- are carefully planned;
- are clearly explained to students and parents at the beginning of the school year;
- include feedback that is clear, meaningful and timely; and
- develop students' self-assessment skills.

What does Assessment, Evaluation and Reporting look like in Kindergarten?

Assessment: The process of gathering and interpreting information that accurately reflects the child's demonstration of learning in relation to the knowledge and skills outlined in the overall expectations of The Kindergarten Program (2016).



Evaluation: The process of summarizing evidence of a child's learning in relation to the overall expectations at a given time, in order to specify a child's key learning, growth in learning and next steps in learning.



Reporting: Communicating with parents/guardians about a child's learning throughout the school year which includes formal and informal means, ranging from formal written reports to informal notes, conversations, and discussions.

The primary purpose of assessment is to improve learning and to help children become self-regulating, autonomous learners. Parents/Guardians play an important role in their child's education. When parents, students and school staff work together, students are successful.

Assessment has two key roles in Kindergarten:

- ❖ **For** learning: providing students with feedback about their learning
- ❖ **As** learning: helping students to set individual goals and monitor their own progress

Assessment and evaluation of children's learning in Kindergarten is focused on the individual child and is not based on standard levels of achievement. Educators and children engage in a variety of assessment practices to help children grow in their learning. These practices support "assessment **for** learning" and "assessment **as** learning".

Assessment "for" learning ...

Educators engage in assessment **for** learning as they observe and document evidence of children's learning through the process of "pedagogical documentation" and provide descriptive feedback to the children that is designed to help them move forward within their potential development.¹

Assessment "as" learning ...

Educators engage in assessment **as** learning when they support children in setting individual goals, monitoring their own progress, determining next steps, and reflecting on their thinking and learning to help them become confident, autonomous learners.



¹ The term "pedagogical documentation" is currently used to refer to the process of gathering and analysing a wide range of evidence of a child's thinking and learning over time and using the insights gained to make the child's thinking and learning visible to the child and the child's family.

What is my child learning?

The Kindergarten program consists of four “frames”, or broad areas of learning, which are used to structure thinking about learning and assessment.

The frames are: Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating. Each frame is designed to support an approach that aligns with the way children’s learning naturally occurs and that focuses on aspects of learning that are critical to young children’s development.

The frames reflect the integrated way in which learning occurs during children’s play and inquiry in Kindergarten.

**Belonging
and
Contributing**

**Self-
Regulation
and
Well-Being**

**Demonstrating
Literacy and
Mathematics
Behaviours**

**Problem
Solving and
Innovating**

FOUR FRAMES OF THE KINDERGARTEN PROGRAM

How is learning communicated?

At the end of each reporting period, educators will communicate information about your child’s learning in three categories:

Key Learning

The most important or significant skills and/or understandings that your child has demonstrated during that reporting period, in relation to the overall expectations.

Growth in Learning

The positive developments in learning that your child has demonstrated over the reporting period, in relation to the overall expectations.

Next Steps in Learning

Ways in which your child can move forward in developing knowledge and skills, in relation to the overall expectations, both at school and at home.

The Kindergarten Communication of Learning reports provide clear descriptions, including anecdotal comments, about your child’s learning and growth in learning in relation to the overall expectations specific to each of the four frames of the Kindergarten program: Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating.

When is learning communicated?



Three formal written reports are provided during the school year.

The Kindergarten Communication of Learning: Initial Observations is issued in the early fall. This report provides parents with an overview of the initial observations of their child's learning and early evidence of growth in learning in relation to the expectations outlined in [The Kindergarten Program](#) (2016).

The Kindergarten Communication of Learning is issued at two points in the school year, in the Winter (term one) and again in the Spring (term two). This report provides parents with clear descriptions about their child's learning and growth in learning in relation to the expectations outlined in The Kindergarten Program (2016) *in each of the four frames*.



Developing Self-Regulation Skills

The Kindergarten program focuses on the development of children's self-regulation skills. The ability to self-regulate is crucial to children's capacity to learn and to reflect on and assess their own learning. The complex processes of self-regulation are fundamental to the development of the learning skills and work habits that support student learning in Grades 1 through 12, such as the ability to do the following:

- ☐ devise and follow a plan,
- ☐ manage time effectively,
- ☐ set individual goals and monitor progress towards them, and
- ☐ be aware of individual strengths, needs and interests.

In Kindergarten, self-regulation skills are integrated in and assessed as part of the learning expectations.