Evaluation of Learning

Early Stimulation Kindergarten, Parkdale 2018-2019

The table below is a breakdown of the key features within the competencies evaluated in Kindergarten.

Competency 1: Becomes familiar with his/her environment	Competency 2: Communicates using resources of language	Competency 3: Completes projects or activities	Competency 4: Develops his/her personality (Emotional)	Competency 5: Develops sensorimotor skills (Physical)	Competency 6: Relates well to others (Social)
1. Demonstrates interest, curiosity and a desire to learn	1. Demonstrates an interest in communication	1. Is involved in activity	1. Uses appropriate means to meet his/her needs	1. Gross Motor Skills coordinates body parts and maintains stability	1. Demonstrates openness to others
2. Uses information to learn follows and consults personal schedule	2. Demonstrates understanding of the message - responds non-verbally/verbally - follows simple instructions - recognizes some letters and numbers - recognizes name	2. Uses resources in carrying out activities - follows visual step by step instructions - uses, selects, requests and experiments with new materials - asks for help	2. Expresses tastes, interests, feelings and emotions appropriately	2. Fine Motor Skills uses tools and materials effectively (art, play, dressing)	2. Participates in/follows the group
	3. Produces messages uses gestures, one word to three word phrases or pictograms	3. Preserves in carrying out the activity - stays on task - completes activity	3. Demonstrates autonomy in games, activities, projects and everyday life in class transitions, completes, cleans up	4. Recognizes factors that favour well-being uses bathroom when needed, washes hands and blows nose	3. Cooperates with others - shares - takes turns - helps others

4. Produces written messages
  ▪ writes own name
  ▪ produces letter-like or number-like forms
  ▪ uses ICT (tablet and whiteboard)
	4. Expresses satisfaction with the activity
	  ▪ shows work to teacher
	  ▪ points to or gravitates towards piece
		4. Manifests emotional security in a variety of ways
		  ▪ tries new things
		  ▪ attempts to solve problems
			5. Learns to use relaxation techniques with guidance	

			6. Follows classroom and school safety rules	

Students will be evaluated on each competency in Term 1, 2 and 3. In addition to the key features in each competency, the development of specific individualized goals will be addressed in detail in each student's Individual Education Plan (IEP) and reviewed each term.

Evaluation Tools:

- ✓ Observations (Anecdotal notes)

- ✓ Checklists

- ✓ Data Tracking

- ✓ Portfolio (including classwork, and pictures and videos of student)