

Assessment Over Time

Each continuum:

- describes typical changes one might expect to see in a kindergarten child over time
- suggests the level of support that might be appropriate at different stages of development:
- from direct support,
- to guided support,
- to minimal support as students approach independence.

Children needing **Direct Support**:

- might say "I don't get it!"
- have limited vocabulary
- need support to link background knowledge to new experiences
- are not able to point out or explain thinking or learning
- are dependent, need reassurance.

Children needing **Guided Support**:

- show interest in trying activities related to the task
- need encouragement to begin
- need encouragement to follow a model through to completion

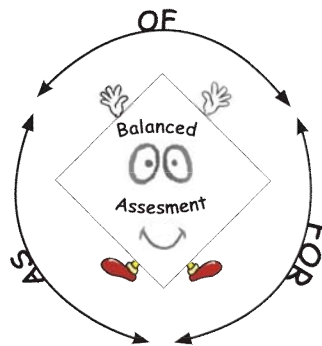
Children needing **Minimal Support**:

- recognize and try to use concepts that have been previously taught
- initiate participation in task-related activities

Children who can **Apply (Without Support)**

- are independent and can help others
- use concepts, strategies and routines that have been previously taught

This is a tool for Kindergarten teachers, developed by Kindergarten teachers and is being used in 50 school districts throughout the province. It is supported by the Ministry of Education and Langley School District.



Please contact Instructional Services for more information.



Kindergarten Learning Project:

Assessment for Learning in Action



What is the Kindergarten Learning Project?

The Kindergarten Learning Project:

- is a *Kindergarten Assessment Process* that is congruent with the principles of assessment identified in the BC Primary Program.
- provides teachers with specific assessment approaches that focus on:
 - aspects of kindergarten students' behaviour known to correlate with early literacy development
 - tracking learners' developmental progress in meaningful and manageable ways.
- profiles strategies that teachers can use to describe students' progress in key areas and creates a comprehensive snapshot of each student toward the end of the kindergarten year.
- provides teachers with resources that help them plan, implement and follow through on support/intervention strategies targeted to specific learning needs of individuals and groups of students.
- provides parents/caregivers with easy to understand information and practical suggestions to help them support students' literacy learning in the early school years.



Key Areas

The Kindergarten Learning Project is an opportunity for teachers to use continua in five specific curriculum areas as an effective tool for ongoing assessment for learning in K classrooms. **Assessment, instruction and support materials have been developed for:**

- oral language
- social responsibility
- reading and viewing
- writing and representing
- numeracy



What's in it For You?

Being involved with the Kindergarten Learning Project provides an opportunity for Kindergarten teachers to:

- have focused conversations with colleagues about kindergarten assessment, instruction issues and promising practices.
- meet and share ideas and strategies about ways to work more effectively with students.
- use a common language to describe what their students are able to do
- use the continua to observe and share learning with parents.

You will receive:

- copies of the project materials for both assessment and instructional support
- guidance in using the materials to assess and teach your kindergarten students.

