

## Algonquin and Lakeshore Catholic District School Board Assessment Framework - Kindergarten



		Noticing a	nd Naming		
What We Are Learning -Based on The Kindergarten Program (2016) Conceptual Understandings			What Success Looks Like		
			-Expressed as "I can" statements		
-Expl	oring through play, inquiry, and guided	l work	-Co-constructed wi	ith students	
Mak	te thinking and learning visible for stud	ents			
" 'N			(indergarten that pro ess criteria in the late	vides the link to more formal approache r grades." (p. 7)	es in
	How Did I Do?	Faith	Kindergarten	How We Are Learning	
Assessment of Learning	<ul> <li>Evidence is collected from multiple sources (observation, conversation, product) over time, using pedagogical documentation</li> <li>Determines a child's key learning, growth in learning, and next steps in learning</li> <li>Interpret and judge evidence of learning to determine children's growth and learning in relation to the overall expectations in <i>The</i> <i>Kindergarten Program</i></li> </ul>	-Ontario Catholic Graduate School Expectations -Catholic Social Teachings -Renewing the Promise Stuc Learning Profile -Interests, Experiences, Strengths, Needs, Skills	Program -Four Frames dent Mental Health and Well-being -Social-emotional learning -Resilience -Self-advocacy	<ul> <li>-Rigorous, open tasks that require the use of higher order thinking skills</li> <li>-Through play, inquiry stance, and guided instruction</li> <li>-Multiple Means of Engagement, Representation, and Action and Expression to ensure Universally Designed learning (UDL Framework)</li> <li>-Integration of technology at the point of instruction</li> </ul>	Rich, Relevant, Engaging Tasks
	How Can I Improve?		How Am I Doing?		
Descriptive Feedback	-Timely and relevant feedback that helps students "move forward within their zones of proximal development" (p. 6)		<ul> <li>-Pedagogical documentation – "Documenting the evidence of learning is the most important aspect of assessment in Kindergarten." (p. 8)</li> <li>-Triangulation of observation, conversation, product</li> <li>-Peer and self-assessment</li> <li>-Learner agency</li> </ul>		Assessment for/as Learning

upport children in setting individual goals, monitoring their own progress, determining next steps, and reflecting on thei thinking and learning, to help them become confident, autonomous learners" (p. 6)