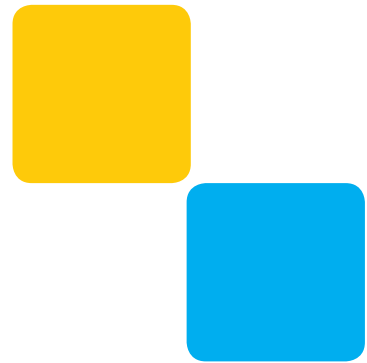
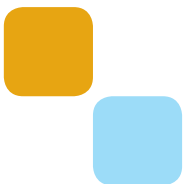


Early Years Evaluation (EYE) A Guide for Teachers to Engage Families



What is the Early Years Evaluation (EYE)?

The Early Years Evaluation (EYE) will provide information about each child's development and early learning associated with readiness to learn in formal settings, including an emphasis on reading readiness skills. This assessment helps teachers organize instruction and monitor each child's progress in school. Engaging with families in respectful and collaborative ways when the EYE results are shared helps families support their child's learning at home and in the community.



As a teacher, what is my role in reviewing the results with families?

Following administration of the EYE-Direct Assessment (DA) in Prekindergarten or the EYE-Teacher Assessment (TA) in Kindergarten, the greatest benefit for a child's learning and development occurs when teachers review the results and plan supports for learning with families in a face-to-face meeting. After EYE reports have been received, the results of the EYE, in combination with evidence of learning by the teacher and other professionals are analyzed at the school level to develop plans for responding to children's development and learning. Teachers are then expected to host face-to-face meetings with every family. Meetings should include a review of the child's learning portfolio and sharing of the EYE-DA or EYE-TA results as well as discussion and planning with families focused on learning opportunities and strategies to support the child's development at home and at school.

What steps do I have to take as a teacher to implement the EYE?

1. Administer the EYE-DA or EYE-TA.
2. Enter data into the EYE website.
3. Receive data analysis reports for every child and class.
4. Arrange, along with your administrator, a meeting to interpret results and plan responses to data for the entire cohort and/or class, small groups and individual children. The meeting should include the administrator, classroom teacher, school learning resource teacher and multi-disciplinary team members, e.g. speech language pathologist, occupational therapist, social worker, psychologist, English as an additional language specialist, etc. Discuss the goals for sharing information with families including talking about the child's general development in each area and the important role of parents for influencing that development.
5. Set up a mutually agreeable meeting time with each child's family.
6. Prepare examples of each child's learning and development and/or portfolio.
7. Prepare notes regarding each child's EYE results, learning and development and information about planning for learning.
8. Host a meeting with families to share information about each child's learning and EYE results. Also share programming and supports that will take place at the school to respond to results. Collaborate with families about how they can participate. **This document provides tips to guide conversations with families.**
9. Implement learning and development plans in the classroom. Begin to investigate specific learning challenges and develop solutions in conjunction with the school administrator, school learning resource teacher, multi-disciplinary team and family if needed. **Please note, the EYE is not designed to label children, diagnose specific learning problems and/or identify children who are intellectually gifted.**

What should I talk about when sharing the results of a child's EYE Assessment with the family?

A review of EYE results is a component of a family meeting that shares and celebrates the strengths, interests and learning preferences of each child:

- Begin by sharing the child's learning portfolio and/or documentation of learning.
- Collaborate and discuss how the child expresses experiences and feelings about school and learning, e.g. "Does your child talk about school experiences?" "How does your child feel about school?"
- Review the purpose of the EYE assessment.
- Remind families when and how the EYE assessment was administered.
- Discuss the specific areas of learning and development assessed by the EYE and share the child's current skill level in each area. As much as possible, highlight observed strengths.
- Discuss ways programming will be adjusted to respond to each child's observed strengths, interests and preferences. In some cases, this may involve providing additional experiences, opportunities or supports for learning. Ask families how they think plans can respond to their child's needs.
- Brainstorm with the family about ways they can support their child's learning and development at home.
- Invite questions and provide information about next steps.

Collaboration with families is important. Families know their child intimately and over a long period of time. They can provide information about the child's experiences, learning styles, and interests. Listen and encourage families to contribute their observations and knowledge. Facilitating conversations with families in a way that illustrates connections between learning at home and at school will contribute to collaborative planning and support child development and learning. Family input is essential in decision making and planning.



How should I prepare for the meeting?

- Plan carefully to have enough time to discuss and collaborate with families.
- Consider arranging interpreters for families who are newcomers or speakers of a non-official language.
- Make notes of the child's strengths and needs, anticipate questions and prepare possible responses for the child's family. Encourage and welcome families to share their personal knowledge and understanding about the child and to talk about strategies and supports that may work best at home.

Materials to be shared include:

- Examples of the child's play-based learning or portfolio of learning and development, e.g. photos of the child engaged in play, items created by the child, etc.
- Additional documentation of learning, e.g. individual or group learning stories, video etc.
- Copies of activities and suggestions to optimize the child's learning and development in both the home and school environment (refer to *Suggestions for Families with Children in Prekindergarten* or *Suggestions for Families with Children in Kindergarten*).
- Your school division will provide further direction about whether or not paper copies of the EYE Child Assessment Report will be shared with families. If the paper copy will be shared, have at least two copies available, one for you and one for the family. Discussion should focus on the child's development in each area, generally, and should not refer to specific items from the assessment or Teacher Checklist.

What additional considerations should I make when meeting families who speak languages other than English at home?

- When sharing EYE assessment results with families who speak languages other than English at home, please ensure that families are aware the EYE assessment is conducted in English. As a result, it may not reflect the full range of children's capabilities in their first (home) language.
- In keeping with research findings, it is important for teachers to encourage families to continue talking and reading with their child in their home language. Speaking at home in the first (home) language provides the child with strong models for speaking and listening, establishes the foundation for literacy and reaffirms cultural identity (refer to *Suggestions for Families Whose Home Language is Not English*).



How do I have a conversation with families about EYE assessment results?

Following is a possible script that teachers may use to help guide their conversations with families about EYE results.

1. Make families welcome

- At the start of the meeting, take time to ensure that family members and participating staff are introduced to one another.

“Hello and welcome! *Introduce the participants in the meeting to one another.* I’ve been looking forward to meeting with you to talk about _____’s learning and development.”

2. State the purpose of the meeting

“Today we’ll chat about _____’s school experience so far. I’ll also be sharing your child’s results from the Early Years Evaluation. Then we’ll explore ways that we can continue to support _____’s development at home and school. I’m really interested to hear about changes you’ve noticed since your child has been in (Pre) Kindergarten.”

3. Celebrate the child’s learning and successes and ask for parent input

- Take time to review the child’s interests, strengths, and learning preferences.
- Review portfolio and documentation of play and learning to date.
- Ask if the family has noticed any emerging skills or changes at home.

Some possibilities to guide conversation:

- “It’s been exciting to watch _____ learning through play in our PreK/K program. At school, your child especially enjoyed _____ and is working towards _____. I’ve noticed your child has made wonderful progress with _____.”
- “As _____’s first and most important teacher, you know a great deal about _____. How do you feel about _____’s development and learning? Have you noticed any recent changes in _____’s growth and learning?”
- “Here is a sample of some of the learning _____ has accomplished this year.”
- “What is _____ learning at home?”
- “Do you have any questions or concerns about what we are learning and experiencing here at school?”



4. Introduce the EYE assessment and its purpose

- “You might remember a letter was sent home a little while ago about the Early Years Evaluation. The tool is often referred to as the “E-Y-E”. It is an assessment that gives us additional information about _____’s readiness to benefit from school experiences, including emerging reading skills. An EYE was completed for all children in the classroom.”
- “As a teacher, the EYE helps me organize my instruction to best meet the learning needs of children in the class. It also lets our school know what more we can do to help your child and the class learn and be successful in school.”

5. Consider that EYE results may require further investigation if:

- In a small number of instances, circumstances surrounding the administration of the tool may have influenced results.
- For example, a child was experiencing an illness, fatigue, decreased attention or motivation for the assessment, anxiety in the testing situation, or is learning to speak English, etc.

Some possibilities for conversation if EYE results don't align with your knowledge about the child's abilities and development:

- “When we completed the EYE Assessment _____ weeks ago, your child was (*sick, anxious, unable to understand the directions in English, etc*). I feel that we need to investigate your child’s learning further.”

6. Describe the EYE

- You may share the individual child report with the family, if this is indicated by the school division.

For Prekindergarten

- “The EYE gives us an understanding of your child’s learning in four areas of learning and development – Awareness of Self and the Environment, Cognitive (*or Intellectual*) Skills, Language and Communication Skills, and Physical Development.”

For Kindergarten

- “The EYE gives us an understanding of your child’s learning in five areas of learning and development – Awareness of Self and the Environment, Cognitive (*or Intellectual*) Skills, Language and Communication Skills, Physical Development and Social Skills and Approaches to Learning.”

7. Explain the colour coding used in the EYE

- Describe each area of the EYE, referring to the Individual Child Report (if your school division has indicated that a hard copy will be shared with families).
- If the Individual Child Report is shared with the family, direct their attention to each area as it is described.
- Prekindergarten children will only be screened once in the school year.

“The EYE uses a coding system of **green, yellow** and **red**:

- “**Green** indicates that the child’s development in a particular area is typical for children of a similar age.”
- “**Yellow** and **red** indicate that we need to provide additional attention and experiences to support that particular area of development to ensure that _____ will flourish in school. In cases where there is a yellow or red marker, we will complete a second EYE assessment for Kindergarten children in _____ (*state the month*), to see what progress we’ve made.”
- “I’ll give you a description of what each of the areas means and then share your child’s results. After we’ve gone over all the results, I’d like to focus on how to support _____’s learning in each area. I would like to work with you to develop a plan that supports _____’s development in all areas throughout the year.”

8. Awareness of Self and Environment

“For the EYE, the Awareness of Self and Environment area refers to:

- A child’s understanding of the world and the ability to make connections with home and community experiences. For example:
 - Name colours and animals,
 - Recognize body parts such as their chin and shoulder, and
 - Identify opposites.”
- *If the result was **green** state:* “_____’s development and learning in this area was green, which means your child is meeting expectations in ways that are typical for children of this age.”
- *If the result was **yellow** state:* “_____’s development and learning in this area was yellow. This means the assessment shows a gap between _____’s development and typical children of this age. Consequently, your child would benefit from additional experiences with this set of skills.”
- *If the result was **red** state:* “_____’s development and learning in this area was red. This means assessment shows a significant gap between _____’s development and typical children of this age. To address current learning and future success, we need to plan carefully and provide additional supports for this set of skills.”



9. Cognitive Skills

“For the EYE, the Cognitive Skills area refers to:

- Intellectual development and learning. It includes a child’s basic math and pre-reading skills and the ability to solve problems. For example, a child’s ability to:
 - Recognize words that rhyme,
 - Name letters and sounds, and
 - Count numbers and form groups of objects.”
- *If the result was **green** state:* “_____’s development and learning in this area was green, which means your child is meeting expectations in ways that are typical for children of this age.”
- *If the result was **yellow** state:* “_____’s development and learning in this area was yellow. This means the assessment shows a gap between _____’s development and typical children of this age. Consequently, your child would benefit from additional experiences with this set of skills.”
- *If the result was **red** state:* “_____’s development and learning in this area was red. This means the assessment shows a significant gap between _____’s development and typical children of this age. To support current learning and future success, we need to plan carefully and provide additional supports for this set of skills.”

10. Language and Communication

“The Language and Communication area refers to:

- A child’s understanding of spoken language and the ability to express thoughts and feelings. For example, a child’s ability to:
 - Listen to and understand instructions, discussions and stories,
 - Use full sentences (five to seven words), and
 - Talk so people can easily understand.”
- *If the result was **green** state:* “_____’s development and learning in this area was green, which means your child is meeting expectations in ways that are typical for children of this age.”
- *If the result was **yellow** state:* “_____’s development and learning in this area was yellow. This means the assessment shows a gap between _____’s development and typical children of this age. Consequently, your child would benefit from additional experiences with this set of skills.”
- *If the result was **red** state:* “_____’s development and learning in this area was red. This means the assessment shows a significant gap between _____’s development and typical children of this age. To address current learning and future success, we need to plan carefully and provide additional supports for this set of skills.”

11. Physical Development

“The Physical Development area involves two important types of movement for children, fine and gross motor:

- Fine motor refers to using small muscles and movements that need hand-eye coordination. For example, a child’s ability to use crayons, pencils and scissors.
- Gross motor refers to using large muscles that control movements with the arms, legs and body. For example, a child’s ability to balance, jump and hop on one foot.”
- *If the result was **green** state:* “_____’s development and learning in this area was green, which means your child is meeting expectations in ways that are typical for children of this age.”
- *If the result was **yellow** state:* “_____’s development and learning in this area was yellow. This means the assessment shows a gap between _____’s development and typical children of this age. Consequently, your child would benefit from additional experiences with this set of skills.”
- *If the result was **red** state:* “_____’s development and learning in this area was red. This means the assessment shows a significant gap between _____’s development and typical children of this age. To address current learning and future success, we need to plan carefully and provide additional supports for this set of skills.”

12. For Kindergarten only – Social Skills and Approaches to Learning

“The Social Skills and Approaches to Learning area refers to:

- A child’s attentiveness and social and emotional connectedness towards others.
- A child’s ability to play well with others, take turns in small groups and treat other children with respect or maintain control when frustrated.
- A child’s ability to sit still during focused instruction and respect classroom rules.”
- *If the result was **green** state:* “_____’s development and learning in this area was green, which means your child is meeting expectations in ways that are typical for children of this age.”
- *If the result was **yellow** state:* “_____’s development and learning in this area was yellow. This means the assessment shows a gap between _____’s development and typical children of this age. Consequently, there is a need for additional experiences with this set of skills.”
- *If the result was **red** state:* “_____’s development and learning in this area was red. This means the assessment shows a significant gap between _____’s development and typical children of this age. To address current learning and future success, we need to plan carefully and provide additional supports for this set of skills.”

13. Reviewing the results

- Teachers will review the results for each area of the EYE with families using a process similar to the example provided in the next section. This conversation will be informed by previous planning by the teacher and planning with the administrator, learning resource teacher and multi-disciplinary team members for the class, small groups and individual children.

14. Further discussion about next steps to support development

- Provided is an example of how a teacher could share Language and Communication area results and collaborate with families to plan experiences and opportunities to support a child's learning and development.
- In an instance where EYE results indicate that large numbers of children in the class require additional supports in an area, plans for supporting the entire class should be shared with the family.

Example of discussion for the Language and Communication area:

- *If the result was **green** state:* "I see that _____'s Language and Communication skills are strong but we'll be looking to continue to support new vocabulary related to _____'s areas of interest and the interests of the class. At school we also introduce new words and ideas when we read out loud to the children and talk about the stories or factual information being presented in the books."
- "One way you might support development and language at home would be to sing or read books with your child. Here is a sheet with information about suggestions to support _____'s development with language and communication at home. Would any of these suggestions work for your family? Do you have any other ideas about how you can continue to build this skill at home?"

Allow time for the family to think of a response. Consider what you know about the family. You might provide a prompt, such as:

- "I know you read the books that _____ brings home from school. Do you think that you could spend some time talking with or asking _____ about what's happening in the pictures on some pages while you're reading? That will help your child learn new words and become more comfortable using longer phrases and sentences."



Example of discussion for the Language and Communication area:

- *If the result was **yellow** state:* “I see that _____’s Language and Communication skills would benefit from additional experiences. We’ll be looking to help _____ increase vocabulary, especially with new words related to _____’s areas of interest such as _____. I will be chatting with your child during free play with classmates at one of our learning centres. I will ask open ended questions (*questions that cannot be answered with yes and no*) and encourage your child to explain what the best thing is about playing here with friends, or why something works in that way or what your child will do next.”
- “One way you might support development and language at home would be to read a book with your child every day. You can read the story or talk about the pictures on each page.”
- “Here is a sheet with information about suggestions to support _____’s development with language and communication at home. Would any of these suggestions work for your family? Do you have any other ideas about how you can continue to build this skill at home?”

Allow time for the family to think of a response. Consider what you know about the family. You might provide a prompt, such as:

- “I know you read the books that _____ brings home from school. Do you think that you could spend some time talking with or asking _____ about what’s happening in the pictures on some pages while you’re reading? That will help your child learn new words and become more comfortable using longer phrases and sentences.”



Example of discussion for the Language and Communication area:

- *If the result was **red**, state:* “We believe that by studying classroom documentation and the results of the EYE that _____ would benefit from additional opportunities and supports for language development here in PreK/K and perhaps from the involvement of our school division speech and language specialist.”

Plan comments or questions that will be helpful to the family and allow them to contribute to the plan.

- “I have been doing some thinking about how we might support _____’s growth and development in this area at school. I would like to share my plans with you to see what you think and so that you can contribute to the plan. Please let me know if there are aspects of the plan that you can help me with or if there is anything that you think will not be effective.”
- “First, we are planning to spend additional time talking and reading with _____ along with a small group of other children. In the small group, we can focus on and help _____ learn and understand new vocabulary and prompt your child to use longer phrases to express ideas. Do you think that would be a helpful strategy? Are there things that _____ is particularly interested in at home that we could include in our reading and discussions?” *Pause and provide an opportunity for the family to contribute ideas.*
- “In addition, when _____ is engaged in play, I will make comments, ask simple questions (*ones that cannot be answered with ‘yes’ or ‘no’*) and ask your child to give me directions in the play in order to encourage language development. Do you think that this would be a good aspect of our plan?” *Pause and provide an opportunity for the family to contribute ideas.*
- “Also, we plan to find opportunities when _____ is playing with classmates, to encourage _____ to offer suggestions about what to do next. We want to find as many opportunities as possible for _____ to communicate verbally during school. What do you think about this idea?”
- “Can you share with me how _____ communicates at home with you? Or with older/younger siblings? Are there opportunities where you could encourage _____ to talk with you at home?”
- “I have an information sheet with suggestions of ways that families can support their children’s development at home. There is a special section on language and communication. Let’s look at a few of the ideas.” *Pause and provide an opportunity for the family to contribute ideas.*

Continues...



Allow the family to think of a response. Consider what you know about the family. You might provide a prompt such as:

- “I know that you read the books that _____ brings home from school. Do you think that you could spend time talking with or asking _____ about what’s happening in the pictures on some pages while you’re reading? That will help your child learn new words and become more comfortable using longer sentences.”
- “Sharing family stories is also a good way to encourage children to chat about things that are important to everyone in the family. You might share a brief story from your childhood that connects with something _____ is currently doing or learning about. This will help your child be more comfortable sharing stories and to understand what makes a good story. It will help _____ make sense of stories when learning to read in Grade 1, 2, and 3.”

15. Further assessment by multi-disciplinary team member or another professional

- In some cases, further professional follow-up for the child will be required.
- Inform the family that involvement by other professional may benefit the child.
- Invite the family to ask questions or share concerns.
- Seek family consent to proceed.

If seeking further assessment by the multi-disciplinary team:

- “We think that it’s important to further assess your child’s development in language and communication so that we better understand _____’s challenges with communicating. We would like to invite our speech and language pathologist to work with your child. Would you be willing to give your consent to this work? If so, I have a consent form for you to sign or you can take it home with you to think about it?”
- “Do you have any questions about our plans to support _____’s development and learning? Please don’t hesitate to stop in to see me at school, give me a phone call or send me an email if you have any further questions or ideas about how we might support _____ learning in the area of language and communication.”



16. Closure

- “Today we had the opportunity to discuss many aspects of your child’s learning. I hope that this information is clear.”
- “We have talked a great deal. Do you have any other questions about ways that we will be supporting your child’s learning here at school?” *Pause and provide an opportunity for the family to contribute ideas.*
- “Do you have any questions about ways that you can support your child’s learning at home?” *Pause and provide an opportunity for the family to contribute ideas.*
Invite families to take home the Individual Child Report only if your school division has indicated that a hard copy will be shared with families.
- “Please take the Individual Child Report home with you for future reference.”
- “If you think it will be helpful, please take the “Family Suggestions” handout with you as well. Then, if you have any additional questions, concerns, or ideas to support _____’s development and learning, please don’t hesitate to stop in to chat with me at school, call me, or send me an email and we can discuss your questions further.”
- “Thank you again for taking the time to come in to discuss _____’s learning and progress. Please feel comfortable to contact me if anything we have discussed today is unclear or if you wish to chat further about _____’s learning and progress.”

