



Additional Examples  
for Classroom Implementation of the  
Early Years Evaluation–Teacher Assessment (EYE-TA)

September 2014



## Table of Contents

Introduction .....	3
Observations.....	3
Items and Examples by Domain .....	5
<b>Domain A: Awareness of Self and Environment.....</b>	<b>5</b>
A1 This child can identify commonly used signs.....	5
A2 This child can understand concepts of time in relation to daily routines.....	5
A3 This child can identify roles of community workers .....	5
A4 This child can identify items which belong in categories .....	6
A5 This child can understand relational concepts .....	6
A6 This child can understand positional concepts.....	6
A7 This child can identify body parts.....	6
A8 This child can describe the function of familiar objects by stating the object's name & its function. ...	7
<b>Domain B: Social Skills and Approaches to Learning .....</b>	<b>7</b>
B1 This child can shifts easily from one activity to another .....	7
B2 This child sits still during focused instruction.....	7
B3 This child treats other children with respect.....	7
B4 This child plays well with other .....	7
B5 This child takes turns in small groups .....	7
B6 This finishes one activity before starting another .....	7
B7 This child respects classroom rules.....	7
B8 This child maintains control when frustrated.....	7
<b>Domain C: Cognitive Skills.....</b>	<b>8</b>
C1 This child can recognize and name 15 letters of the alphabet .....	8
C2 This child can understand how books are manipulated .....	8
C3 This child can match each letter (B, D, G, M) with the picture beginning with that letter .....	8
C4 This child can tell the first letter and letter sound in his or her first name, & in "fish" "king" & "sun" ...	9
C5 This child can sort articles (ie by size, shape, colour, etc).....	9
C6 This child can recognize and name the numerals 1 to 10 .....	9
C7 This child can count 15 identical objects .....	9
C8 This child can make sets or groups of objects.....	9
<b>Domain D: Language and Communication.....</b>	<b>10</b>
D1 This child can follow two-step commands. ....	10
D2 This child can listen to and comprehend classroom stories read by the teacher.....	10
D3 This child can understand teachers' instructions and questions .....	10
D4 This child can understand the meaning of action words.....	10
D5 This child can communicate orally in 5 to 7 word sentences others can understand .....	10
D6 This child can use picture cues to tell a proper sequence with minimal prompting .....	10
D7 This child can verbalize how they are feeling.....	10
D8 This child can predict what will happen next in a story .....	10



<b>Domain E: Physical Development.....</b>	<b>11</b>
E1 This child can copy these shapes: circle, square, triangle and an X.....	11
E2 This child can hold a pencil using a mature grasp .....	11
E3 This child can draw a recognizable person including the head, trunk, arms, and legs.....	11
E4 This child can stay inside the lines when colouring simple shapes.....	11
E5 This child can use scissors to cut out simple shapes.....	11
E6 This child can jump forward 12 times as the teacher counts from 1 to 12 .....	11
E7 This child can balance on each foot for 8-10 seconds.....	11
E8 This child can skip forward with alternating feet.....	11
E9 This child can catch a soft soccer-size ball with both hands .....	11
E10 This child can run and kick a soccer-size ball .....	11



## Introduction

This document was created with input from classroom teachers, multidisciplinary team members and system specialists. It provides examples of practical ideas that classroom teachers might use to gather observations for the Early Years Evaluation-Teacher Assessment. Multiple examples of ways to make observations are suggested, however, teachers must use the ideas that work best for them, whether contained in this document or not. Teachers are welcome to use these ideas and/or share their own creative strategies. This is a living document that will be updated as new ideas come forward and contributions of more ideas are welcome.

This document is not intended to capture all of the information that is currently available around the implementation of the Early Years Evaluation-Teacher Assessment. It is important to also reference the other documents which are available on the early learning website:

[https://portal.cbe.ab.ca/staffinsite/teaching/early\\_learning/assessment\\_reporting/Pages/default.aspx](https://portal.cbe.ab.ca/staffinsite/teaching/early_learning/assessment_reporting/Pages/default.aspx)

These documents include:

- **Administration & Scoring Guide (EYE-TA)**
- **Online Data Entry Guide**
- Connections between EYE-TA and Kindergarten Program Statement
- “I Can” Statements

In order to understand what is being asked of each item, it is very important to read the **“Administration and Scoring Guide EYE-TA”** thoroughly, *before* utilizing this document.

## Observations

Over a number of weeks, through careful observation of children at play, most of the items should be observable within the context of the learning that is occurring in the classroom. The assessment is not intended to be a ONE TIME decision of a child’s ability. Rather, through observations of children engaged in many learning opportunities, over time. In order to do this important work, teachers must schedule significant amounts of time for **play** activities in the kindergarten classroom. It is crucial that teachers spend time *with* children, during play, making careful observations. At times, teachers should participate in play along with children and engage in related dialogue, in addition to interacting with children in small groups and one to one. Observations should be recorded frequently.

Observations require regular, intentional watching of children during a variety of activities. Reflecting in advance on the purpose for the observations and the kind of information to be gathered is important. Observations should take place primarily through children’s regular daily activities, their use of language, their social interactions with others and through review of their journals and other typical artifacts of learning. Observations should be ongoing and should not be considered a one-time event. It may be helpful to choose different groups of children each day with which to engage, keeping a specific focus in mind and/or choosing an area of focus on a specific day and making observations of all children.



### Types of Observations to Consider

Anecdotal – recording specific observations of individual child behaviours, skills and attitudes.

Time Sample – measuring the occurrence of a skill/behaviour over time or, looking at children during a specific time period and observing everything or certain things

Event Sample – record the specific occurrences of a target behaviour, skill, etc.

### Tools to Assist with Observations

- Videos (set up laptop computer with video camera)
- Photos
- Clipboards
- Sticky notes
- Page per child
- Checklists
- Tally sheets
- Rating scales
- Work samples
- Portfolios
- Anecdotal notebook

### Reminders

This assessment is intended to give a picture of a child's development early in the Kindergarten year. Although specific items are not pre-taught, such as the initial sounds of "fish," "king" and "sun," teachers will continue to provide learning opportunities that address the different domains.

The templates and examples in the Administration and Scoring Guide are only *examples*. Teachers are not obligated to use these examples and should only use what works well for their particular children and their particular classroom and teaching.

***\*\*Six items, C1, C3, C4, C6, C7 and D6 are italicized in the list below to indicate the likelihood that they are most efficiently and effectively assessed through direct, one-to-one assessment.***

***\*\*Two items require the use of specific assessment items. These are: C3 (BDGM) and C4 (first name and "fish", "king" & "sun").***



## Items and Examples by Domain

### Domain A: Awareness of Self and Environment

#### A1 This child can identify commonly used signs.

- Participate in play with the children and engage children in related dialogue
- Complete a school tour or community walk in small groups, having children locate and identify common signs
- Have children use digital cameras to complete a sign scavenger hunt in the classroom, or, given photos, identify and locate them within the classroom or school
- Incorporate signs in centres such as the block centre, let's pretend, water table, and others where appropriate and observe children's interaction with the signs
- Have books about/with signs available in the book area (e.g., Tanya Hoban's "I Read Signs" and/or "I Read Symbols" books) and work with children in small groups to observe who notices and understands
- Create a class book about common signs/symbols using images the children have created/captured

#### A2 This child can understand concepts of time in relation to daily routines.

- Participate in play with the children and engage children in related dialogue
- These concepts can be discussed during meeting times and incorporated into the Daily Message.
- Use visual agendas/timelines to cue children and as an aid to discussion of time concepts.
  - What will we do before gym?
  - What will we do after library?
  - Including a photograph of other teachers (e.g., Music/PE specialists, buddy reading Teacher) may also be beneficial.
- Discuss tasks and how something could be created; what are the steps involved? What comes before? What comes after?
  - Use a "first, then" visual
- Similar to above with routines such as getting ready, etc.
- Task cards (e.g., print name, draw picture, colour picture, write)

#### A3 This child can identify roles of community workers.

- Participate in play with the children and engage children in related dialogue
- Consider who the children would see on a regular basis in their community and/or school
- Use photos of community workers
- Share/discuss stories/experiences about/with community workers
- Provocation – teacher comes to school dressed as specific community worker
- Include puzzles about community workers
- Make community worker figurines available in block/building centre or other appropriate centre
- Provide appropriate costumes in the dress-up/house centre



**A4 This child can identify items which belong in categories.**

- Participate in play with the children and engage children in related dialogue
- Provide children with category and watch for this sorting during play
- Watch for sorting in play and spend time asking children to sort objects
- Provide categories and images of items from each category for children to use on the SMART Board during centre time (e.g., having a sample of each object to start the category off – a dress in the clothes category, a cat in the animal category, etc.)

**A5 This child can understand relational concepts.**

- Participate in play with the children and engage children in related dialogue
- Vary your voice during discussion and have children also do so (e.g., loud/soft voice, high/low, pitch)
- Discussion of seasons/weather (hot/cold, wet/dry)
- Ask children to use various ways of moving: quiet like a mouse, heavy like an elephant, etc.
- Bring in materials of various sizes (ie: pumpkins) and observe children’s reactions to the items
- Place scales in centre area and observe child discoveries
- As part of sorting activity with natural objects/animals/etc.
- T-chart activity on the SmartBoard where children are asked to move images into the corresponding category
- Ask children to find something longer than your foot, bigger than... smaller than..., etc.
- Through the use of a 'mystery bag game'

**A6 This child can understand positional concepts.**

- Participate in play with the children and engage children in related dialogue
- Vary the instructions for line-up (turn it into a game) by directing children to stand in front of, go behind, move to be the first in line, last in line, etc.
- Provide objects (e.g., toy car, stuffy, etc.) and ask, “Can you drive/move it down your arm, under your leg, behind your back, on top of your head?,” etc. (this might also be used to simultaneously complete A7)
- In the gym with equipment, such as:
  - benches, bean bags, hula hoops, etc. (put the bean bag on, off, over, around, behind, beside, etc.)
- Utilize songs (“Bean Bag Boogie” by Greg and Steve) that include positional concepts

**A7 This child can identify body parts.**

- Participate in play with the children and engage children in related dialogue
- Observation/demonstration through movement play and song such as “Head and Shoulders, Knees and Toes,” the Welcome to Kindergarten song, and/or “Jump Up, Jump Down”
- During playing of “Simon Says” or similar games
- Observe knowledge when children are participating in Gym/Music activities
- Talk with children about their drawings and notice if they identify body parts correctly



**A8 This child can describe the function of familiar objects by stating the object's name and its function.**

- Participate in play with the children and engage children in related dialogue
- Observe children at the dramatic play centre, using the familiar objects and ask questions about their names and functions
- Use provocations as catalysts for conversations, e.g., provide a clock or an interesting toy for the child to discover and talk about
- Use a “How it Works” or “Take Apart” centre and listen to child talk while involved in tasks

**Domain B: Social Skills and Approaches to Learning**

- These tasks are/will be apparent through the everyday observation of children as we get to know them and how they interact within the classroom environment
- Make observations of children during play and other classroom and school activities

**B1 This child can shift easily from one activity to another.**

**B2 This child sits still during focused instruction.**

**B3 This child treats other children with respect.**

**B4 This child plays well with others.**

**B5 This child takes turns in small groups.**

**B6 This child finishes one activity before starting another.**

**B7 This child respects classroom rules.**

**B8 This child maintains control when frustrated.**







### Domain C: Cognitive Skills

***\*\*Six items, C1, C3, C4, C6, C7 and D6 are italicized in the list below to indicate the likelihood that they are most efficiently and effectively assessed through direct, one-to-one assessment.***

***\*\*Two Items require the use of specific assessment items. These are: C3 (BDGM) and C4 (first name and “fish”, “king” & “sun”).***

#### ***C1 This child can recognize and name 15 letters of the alphabet.***

- Participate in play with the children and engage children in related dialogue
- If not already observed, directly assess
- Use the letters in the child’s name to determine a starting point about how many he or she can identify
- Through the morning message notice if children are able to identify/generate missing letters
- Observe if children are able to recognize letters in environmental print
- May be observed during small groups or during game activities such as letter bingo or board games such as Cariboo, etc.
- When selecting/choosing their names for attendance or Journals, observe if the child is selecting based upon first letter, whole name, length of name, or some other feature
- Later in the year, during children’s explorations at the writing centre and other play opportunities, look for connections with family names such as Mom/Dad/Baby/Grandma/Grandpa/Siblings’ names, etc.

#### ***C2 This child can understand how books are manipulated.***

- Participate in play with the children and engage children in related dialogue
- Observe during read alouds, Book Look/Book Time, etc.
- During small group reading time present the book upside down or backwards and observe how the child responds

#### ***C3 This child can match each letter (B, D, G, M) with the picture beginning with that letter.***

- Participate in play with the children and engage children in related dialogue
- If not already observed, directly assess
- Use on SMART Board; e.g., have children draw lines to match sounds with images as a centre or in small groups
- Objects with the same initial sound sorting into tubs with the appropriate letter, using alphabet tubs, etc.
- Use manipulatives of real objects or images to move around and talk about with children



***C4 This child can tell the first letter and letter sound in: his or her first name, and in, “fish,” “king,” and “sun.”***

- Participate in play with the children and engage children in related dialogue
- If not already observed, directly assess
- Direct questioning, “What letter does this (picture of sun) begin with?”
- When scribing for the children, ask, “what do you hear at the beginning?” and notice these specific sounds
- During the writing of morning message/notes with the class as a whole or a small group, notice these specific sounds

***C5 This child can sort articles (by size, shape, colour, etc.)***

- Participate in play with the children and engage them in related dialogue
- Watch for sorting in play (e.g., sorting rocks, bolts, buttons, math manipulatives, blocks, etc.)
- Use iPad apps, SMART Board activities that focus on sorting by different characteristics

***C6 This child can recognize and name the numerals 1 to 10.***

- Participate in play with the children and engage them in related dialogue
- If not already observed, directly assess
- Observe/listen as children play number games in centres, gym, etc.

***C7 This child can count 15 identical objects.***

- Participate in play with the children and engage them in related dialogue
- If not already observed, directly assess
- Observation and conversation during centres and play
  - As a job during attendance/lining up
- During play and exploration in the classroom – opportunities for counting are all around them in the classroom during centre time
- When lining up, ask a child to count the children in the line

***C8 This child can make sets or groups of objects.***

- Participate in play with the children and engage them in related dialogue
- Observation as children put out materials (e.g., 5 pencils, 7 pairs of scissors, etc.)
- Observation of activities as children use/explore manipulatives
- Ask children to create sets of 3, 5, 6, 8 objects while using manipulatives
- During gym, have children make groups of 3, 5, 6, 8



### Domain D: Language and Communication

- These tasks are/will be apparent through the everyday observation of our children as teachers get to know them and how they interact within the classroom environment.

#### D1 This child can follow two-step commands.

#### D2 This child can listen to and comprehend classroom stories read by the teacher.

- When reading with small groups of children, notice if children can retell, make predictions, draw a picture to demonstrate their comprehension or act out the story.

#### D3 This child can understand teachers' instructions and questions.

#### D4 This child can understand the meaning of action words.

- Use visuals
- Find opportunities to observe during gym time or outdoor play activities

#### D5 This child can communicate orally in 5 to 7 word sentences others can understand.

#### *D6 This child can use picture cues to tell a story in proper sequence with minimal prompting.*

- Read a story to the children and have children sequence three pictures which represent the main events.
- To provide familiarity, take photos of an event or activity at school e.g., plant seeds have the children describe and order the pictures
- If not already observed, directly assess

#### D7 This child can verbalize how they are feeling.

#### D8 This child can predict what will happen next in a story.





### **Domain E: Physical Development**

- These tasks are/will be apparent through the everyday observation of our children as teachers get to know them and how they interact within the classroom environment
- Make observations of children during play and other classroom and school activities
- Make use of opportunities to observe in the gym or at outdoor play times

**E1 This child can copy these shapes: circle, square, triangle and an X.**

**E2 This child can hold a pencil using a mature grasp.**

**E3 This child can draw a recognizable person including the head, trunk, arms, & legs.**

**E4 This child can stay inside the lines when colouring simple shapes.**

**E5 This child can use scissors to cut out simple shapes.**

**E6 This child can jump forward 12 times as the teacher counts from 1 to 12.**

**E7 This child can balance on each foot for 8-10 seconds.**

**E8 This child can skip forward with alternating feet.**

**E9 This child can catch a soft soccer-size ball with both hands.**

**E10 This child can run and kick a soccer-size ball.**

