

The Assessment Process at Village School

When a visitor enters one of our classrooms, they see children busy working, playing and learning in the various interest centers. When you as a parent enter your child's classroom, you immediately seek out your child. What choices is she making? Who is he playing with? What does she show the most interest in? What has he learned as he moves through the various activities? The questions you ask yourself are the same the teachers ask in regards to your child on a daily basis. Behind the busyness of the activity, the teachers are charting and documenting what each child is doing and learning.

Our assessment is the process of observing, recording and otherwise documenting the work children do and how they do it as a basis for a variety of educational decisions that effect the child. At the beginning of the school year, the teachers spend time becoming acquainted with each child. Within the first month, each teacher takes responsibility for documenting the growth and progress of a certain number of children. Together, the teachers discuss the progress of all of the children in their class on a regular basis. It is very much a collaborative effort.

At the beginning of November, parents have an opportunity for a brief touch base conference. In March, parent and teacher conferences take place. It is an opportunity to discuss the progress report and to view your child's portfolio. We collect samples of your child's work through the year and compile them into a beautiful keepsake that illustrates your child's growth. Through the process, we see children as continuously acquiring different skills or expanding their abilities. At the end of the year, each family receives the portfolio. It is a wonderful visual display of the growth and the skills that have been gained throughout the year.

Each classroom sends to each parent at the beginning of a new unit, a curriculum newsletter. Within this information, the teachers share which assessment areas they are focusing on in the classroom. When the teachers sit down to plan their curriculum, they begin with that specific assessment focus. They then plan the theme and activities around that focus. This provides opportunities for the teachers to observe each child's ability when engaged in a meaningful activity. There are not stressful test situations. Because developmental assessment looks at the whole child and the child as an individual, there is no such thing as "smart" or "dumb", "right" or "wrong" answers - it is a way to better understand how each child is learning.

Developmental assessment like any other aspect of a child's development or education is a process. Think of it as navigating a ship. One plans a course and then adjusts and adjusts. Finally, a destination is arrived at, and then another leg of the journey is planned. In this case, each child's journey is his or her own learning adventure, and we can help each one to set and adjust his or her own course. Parents and teachers working together, sharing information and answering concerns provide the best educational environment to make this process successful.

Assessment Objectives

Preschool Classes

Emerging Social Skills

- Shows ability to separate from parent
- Recognizes own feelings and manages them appropriately
- Developing self-control and is learning to handle disagreement
- Shows persistence in approaching tasks
- Takes responsibility for own well-being
- Participates in meaningful routines that develop a sense of sequence
- Plays well with other children
- Developing empathy - Recognizes others feelings and responds appropriately
- Is able to make friends with others

Emerging Readiness Skills

- Communicates personal experiences, interests, ideas and feelings
- Maintain focus on a topic
- Hears and discriminates the sounds of language
- Engages in activities that promote the acquisitions of emergent writing skills
- Building letter recognition skill and letter sound awareness
- Developing emergent reading skills
- Recognizes patterns and can repeat them
- Sort, categorize and classify a variety of objects
- Uses numbers and counting
- Engages in activities that use positional language (first, last, before, after)
- Makes and interprets representations
- Building understanding of basic shapes through classroom materials
- Shows balance when moving
- Demonstrates spatial awareness
- Uses tools for writing and drawing
- Cuts with scissors

Assessment Objectives

Pre-Kindergarten

Emerging Social Skills

- Shows ability to adjust to new situations
- Recognizes own feelings and manages them appropriately
- Demonstrates self-direction and independence
- Takes responsibility for own well-being
- Respects and cares for classroom environment and materials
- Follows classroom routines
- Plays well with other children
- Uses thinking skills to resolve conflicts

Emerging Readiness Skills

- Communicates effectively
- Understands and follows oral directions
- Hears and discriminates the sounds of languages
- Understands the purpose of writing
- Demonstrates understanding of alphabet
- Comprehends and interprets meaning from books
- Recognizes patterns and can repeat them
- Classifies objects
- Uses numbers and counting
- Explores cause and effect
- Demonstrates understanding of positional words (over, under, on ...)
- Makes and interprets representations
- Observes objects with curiosity
- Demonstrates developing visual perceptions skills
- Demonstrates spatial awareness
- Uses tools for writing and drawing
- Cuts with scissors