

## PORT MACQUARIE STEINER SCHOOL

### 3.2 ASSESSMENT AND REPORTING IN THE KINDERGARTEN

Assessment in the Kindergarten is based on the observation of the whole child as they participate in the Kindergarten program. Knowledge of the child is enriched by ongoing communication with the parents or families.

Assessment focuses on:

- The child's physical, social, emotional, cognitive, language, creative arts, and will development; and
- Health, constitution and well being

Methods of Assessment in the Kindergarten:

#### 1. Pre-enrolment interviews

On entry into the Kindergarten a meeting is held between the child's parents and the Kindergarten Teacher where information is gathered regarding:

- The child's developmental history;
- The child's family structure;
- The child and families routines and habits;
- The child's interests and likes; and
- Anything else the teacher or parent feels is important.

#### 2. Building Relationships with Families

Ongoing contact is maintained with parents throughout the child's time in Kindergarten. Contact takes a variety of forms:

- Day to day conversations;
- Home visits;
- Parent information evenings several times a year;
- Parent/teacher interviews in which child development summaries are discussed;
- Parent participation in the program;
- Work samples and/or portfolios; and
- Class newsletters

## PORT MACQUARIE STEINER SCHOOL

### 3.2 ASSESSMENT AND REPORTING IN THE KINDERGARTEN

#### 3. Formative assessments

Assessment of the child takes place formatively in the planning of the Kindergarten program, on a daily, weekly and each term basis:

- Programming decisions are based on the observations of the individual child and small groups of children in the normal running of the Kindergarten day. The Kindergarten Teacher closely monitors the children's explorations, experimentations, interactions and engagement in the different planned activities and experiences.
- Observations include all areas of physical, social, emotional, cognitive, language, creative arts and will development.
- Assessment takes the form of anecdotal and running record narratives, checklists and time-event sampling methods.

#### 4. Work samples/ portfolios/ photographs

Records of each child's paintings, drawings and other work samples are kept. Examples of work are kept and looked at in relation to developmental stages, content, use of colour and manipulative skills. Photographic evidence is also kept of the child's participation in the program.

#### 5. Developmental Summaries

Throughout the child's time in the Kindergarten, the Teacher makes a detailed summary of each child's development and progress within the Kindergarten program. This written developmental summary is often called a child study or a child profile.

#### 6. Class One Readiness Assessment

At the end of the year each child is assessed for his/her readiness to commence formal academic learning. This assessment is carried out by the Kindergarten Teacher. Areas assessed include:

- Physical development;
- Gross and fine motor development;
- Social/emotional development;
- Drawing and painting;
- Cognitive development; and
- Development of intention and will.

## PORT MACQUARIE STEINER SCHOOL

### 3.2 ASSESSMENT AND REPORTING IN THE KINDERGARTEN

#### Monitoring and Recording

Records of student progress are kept through anecdotal notes of the Kindergarten Teacher's observations of work produced, activity and behaviour.

The explanation of each Grade Scale is as below:

<b>Grade</b>	<b>Grade Descriptors</b>
Working Beyond (WB)	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
Accomplished (A)	The student has a thorough knowledge and understanding of the content and a high level of competence in the process and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Satisfactory (S)	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the process and skills.
Working Towards (WT)	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the process and skills.
In Need of Special Support (NS)	The student has an elementary knowledge and understanding in few areas of the content and has achieved limited competence in some of the processes and skills.