

Personal and Social Development Criteria for Kindergarten

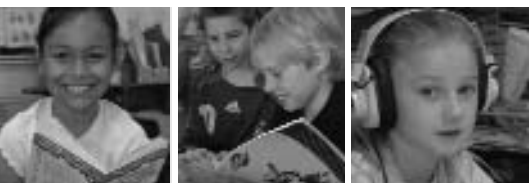
These considerations and suggestions are used to guide a professional conversation at your school or grade level. They do not reflect all of the learning outcomes in the curricula. This is not a complete list of learning outcomes.



Personal and Social Development	Considerations for teachers
Listens actively	<ul style="list-style-type: none"> • Sits quietly • Makes eye contact • Respects personal space • Listens without interrupting
Follows directions	<ul style="list-style-type: none"> • Students act upon instructions. (e.g. single step through multi step directions as the year progresses.
Interacts cooperatively with others	<ul style="list-style-type: none"> • Works and plays well with others • Shares resources and equipment with others • Takes turns
Adapts to new situations/changes in activities	<ul style="list-style-type: none"> • Handles transitions • Handles changes in routine
Expresses feelings and needs appropriately	<ul style="list-style-type: none"> • Seeks assistance when required • Expresses personal needs appropriately • Seeks positive solution to conflicts
Accepts responsibility	<ul style="list-style-type: none"> • Follows classroom and school procedures • Works well without direct supervision
Demonstrates confidence as a learner	<ul style="list-style-type: none"> • Takes risks • Shows initiative • Shows a willingness to observe, question, explore, and investigate
Participates actively in learning	<ul style="list-style-type: none"> • Participates in class and group activities • Demonstrates attentiveness to the task • Plans and plays with purpose at a learning center
Demonstrates respect for property	<ul style="list-style-type: none"> • Uses material and resources appropriately • Cares for personal property of self and others
Uses time appropriately	<ul style="list-style-type: none"> • Organizes time effectively during self-directed activity • Works well within a given time frame • Begins work promptly and remains on task
Demonstrates Fine Motor Skills	<ul style="list-style-type: none"> • Refer to the Louis Riel School Division <i>Observation and Assessment Protocol</i> document – Kindergarten Fine Motor Section, page 105
Uses French in a developmentally appropriate way (immersion schools)	<ul style="list-style-type: none"> • Variable throughout the year from child to child

Notes

SECTION 5.b



Subject Area Criteria for Kindergarten

These considerations and suggestions are used to guide a professional conversation at your school or grade level. They do not reflect all of the learning outcomes in the curricula. This is not a complete list of learning outcomes.

English Language Arts	Considerations for teachers
Listens for meaning	<ul style="list-style-type: none">• Relates aspects of story or information to personal feelings and experiences• Recalls information and events• Responds and provides feedback• Constructs meaning from text created by others• Refer to BLM 86 of ELA Foundation for Implementation Document (Listening Ability Checklist)• Refer to BLM 95 of ELA Foundation for Implementation Document (An Observation Checklist for Speaking and Listening Skills)
Speaks clearly and fluently	<ul style="list-style-type: none">• Uses appropriate tone and volume• Demonstrates developmentally appropriate articulation• Refer to the LRSD <i>Kindergarten Observation and Assessment Protocol</i> pages 8 and 26
Uses language effectively to communicate with others	<ul style="list-style-type: none">• Engages in various opportunities to speak informally and formally for a variety of purposes• Refer to the LRSD <i>Kindergarten Observation and Assessment Protocol</i> pages 7-24
Uses viewing to extend understanding	<ul style="list-style-type: none">• Uses observations to make connections between new experiences and prior knowledge• Interprets and responds to a range of visual text e.g. photographs, posters, video, illustrations, etc.
Communicates ideas and information through representing	<ul style="list-style-type: none">• Represents ideas visually through a variety of media, including drawings, painting, blocks, play dough, posters, diagrams, charts, photographs, video, sketches, visual art, drama, storyboards, booklets, graphic organizers, collages, etc.
Experiments with sounds and words	<ul style="list-style-type: none">• Demonstrates phonological awareness• Refer to the LRSD <i>Kindergarten Observation and Assessment Protocol</i> pages 29-53



SECTION 5.b



English Language Arts

Considerations for teachers

Understands the reading process

- Understands the concept of print
- Understands that print carries meaning
- Refer to LRSD *Kindergarten Observation and Assessment Protocol* pages 54-88

Understands the writing process

- Draws and uses symbols (scribbles-letters-words) to communicate ideas and information
- Copies print
- Prints own name
- Refer to the LRSD *Kindergarten Observation and Assessment Protocol* pages 54-88

Language Arts: French

Considerations for teachers

Demonstrates interest in French language

- classroom observations

Listens for meaning

- constructs meaning from oral presentations
- asks relevant questions

Attempts to use the language

- uses greeting, phrases, etc.

Experiments with sounds and words

- willing to participate in activities

Understands the reading process

- recognizes purpose of books

Understands the writing process

- recognizes letters to form words

Mathematics

Considerations for teachers

Demonstrates number sense

- Rote counts
- Counts using one-to-one correspondence
- Reads and writes numerals
- Orders and compares numbers
- Represents numbers and the relationship between numbers
- Understands number operations

Demonstrates understanding of mathematical content

- Understands grade-specific mathematical concepts and skills, other than those related to number sense (such as sorting, patterning, 2-D shapes, 3-D shapes, etc.)
- Refer to the LRSD *Kindergarten Observation and Assessment Protocol* pages 89-104

Explores mathematical process to solve problems

- Experiments with various strategies to model solutions to problems
- Connects math ideas to other concepts
- Uses logic and divergent thinking to present mathematical arguments
- Represents mathematical processes through role play and use of manipulatives

Notes

SECTION 5.b



Integrated Studies (Science, Social Studies, Health, Art, ICT)

Considerations for teachers

Demonstrates knowledge of scientific content

- Demonstrates knowledge of specific grade-level science cluster outcomes e.g. trees, colour, paper

Explores scientific processes within his/her environment

- Poses questions and searches for explanations
- Questions, observes, predicts, interprets, analyzes, etc.
- Uses design process, scientific inquiry (refer to K-4 Science curriculum pages 14-15)

Explores the diversity and uniqueness of self and others

- Demonstrates knowledge of specific grade-level social studies clusters e.g. Me, The People Around Me, The World Around Me

Understands what it means to belong to a community

- Identifies the skills, knowledge and values that are needed to be a good citizen (at home, at school, in the community and the world)

Demonstrates an awareness of personal health and safety

- Demonstrates an understanding of safe and responsible behaviour for daily living
- Makes informed decisions for healthy living relating to personal hygiene, nutritional practices, etc.

Demonstrates an understanding of artistic literacy

- Develops knowledge, vocabulary, and skills necessary for perceiving, responding to, interpreting, and communicating through the arts

Explores and experiments with the creative process in art

- Various methods

Explores Information and Communication Technology (ICT) to extend learning

Information and Communication Technology (ICT)- is inclusive of all communication technology e.g. telephone, computer, video, fax, etc.

- Extends learning beyond school boundaries (e.g. Takes a virtual field trip to the San Diego Zoo http://www.sandiegozoo.org/zoo/ex_panda_station.html)
- Completes tasks in a manner that could not be done without access to technology.

Explores ICT in a safe and responsible manner

- Demonstrates an understanding of:
 - Etiquette
 - Password/privacy
 - Care of computers and related hardware
 - Exploration of appropriate websites



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