

## 1. Purpose

The Catholic District School Board of Eastern Ontario is committed to the early and ongoing identification of the learning needs and abilities of children, in supporting and promoting the Ministry of Education Policy. It is essential that Kindergarten programs provide a variety of learning opportunities and experiences that are based on assessment information and the strengths, needs and interests of the children.

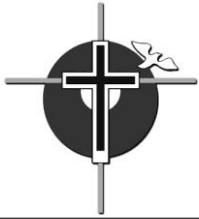
## 2. Procedures for Early and Ongoing Identification:

Upon entering the Catholic District School Board of Eastern Ontario, each child's level of development, learning abilities and needs will be identified through the Board's Observation Survey of Early Literacy Achievement. Programs will be designed to accommodate those needs and to facilitate each child's growth and development. This process is ongoing and part of the continuous assessment and program planning process.

- 1) The Observation Survey of Early Literacy Achievement is an individually administered assessment tool for the systematic observation of early literacy competencies. The four observation tasks include Concept About Print (print awareness, letter identification – recognizing letters by names, sound or key words), Hearing and Recording Sounds (phonemes and graphemes) and Running Record (recording oral reading of connected text).

The Observation Survey has a variety of applications in the early literacy program. The primary purposes of the Observation Survey is to identify students with reading difficulties (screening); to inform teachers as they plan instruction; to monitor student progress in the formative stages of new learning and to provide extra help and resources to learn basic skills and concepts.

- 2) Teachers, early childhood educators, members of the community and families should work together to provide challenging and engaging learning experiences that will build children's confidence, encourage them to continue to see learning as both enjoyable and useful, and provide a strong foundation for their future intellectual, physical, and social development.
- 3) Based on needs, outside agencies may be consulted for testing and programming purposes (e.g. Child and Youth Mental Health Services, Family and Children's Services, Early Language Services, Developmental Services, Access Centre for Community Care, Public Health Department, Hospitals, etc.)



- 4) The Kindergarten program is designed to help children build on their prior knowledge and experiences, form concepts, acquire foundational skills, and form positive attitudes to learning as they begin to develop their goals for lifelong learning. The learning expectations outlined in the Kindergarten Program provide the foundation for successful future learning experiences that promote spiritual growth, personal and social development, academic development, and health and physical activity.