

Early Years Evaluation – Teacher Assessment (EYE-TA)

Overview

Learning to read is an important focus in the early grades (K-3). Children must ‘learn-to-read’ by grade 3 so that they can ‘read-to-learn’ in grade 4 and beyond. However, in Canada and the US about 25% of children have significant difficulty learning to read. When these children get to grade 4, they do not read fluently enough to understand what is being taught. There are many reasons children have trouble learning to read during the early grades and the impacts are negative; affecting both learning and social relationships during and beyond the school years.

Research has linked the importance of the successful development of early skills to improved school achievement. We can identify children in kindergarten who would most benefit from additional supports to be ready for formal academic learning. The EYE-TA will help us to better understand who these children are.

WHO: The EYE-TA is intended for children ages 4 to 6 years in kindergarten.

WHAT: The EYE-TA provides teachers with a checklist they can use to keep track of their observations and informal assessments of children during regular classroom activities. Teachers enter the information online and all data is encoded and stored with the highest security levels.

The EYE-TA provides information about:

Awareness of Self and Environment

- a child's understanding of the world and his or her ability to make connections with home and community experiences.

Social Skills and

Approaches to Learning

- a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting the classroom rules.

Cognitive Skills

- a child's basic math and pre-reading skills and his or her ability to solve problems.

Language and Communication

- a child's understanding of spoken language and his or her ability to express thoughts and feelings.

Physical Development

- **Fine motor** - a child's ability to perform small movements that require hand-eye coordination.

- **Gross motor** - a child's ability to perform large movements that involve arms, legs, and body.

Reporting

The EYE-TA provides both a classroom and individual child report. The reports show each of the developmental areas, along with examples describing each area, and a colour coded box illustrating the child's results. There are three colour codes used: green, yellow, and red.

Colour codes defined:



Appropriate development



Experiencing some difficulty



Experiencing significant difficulty

I have my child's report – now what?

Information from the EYE-TA is often used to identify children who may be having difficulty and who may need further support or evaluation. Teachers use the EYE-TA results as a starting point for discussions with parents or a multi-disciplinary team (e.g., a team that includes the parents, classroom teacher, school administration, and relevant specialists). EYE-TA results, along with other assessments, can help teachers to determine the type and amount of support required for each child to succeed in the classroom.

Features and Benefits of the EYE-TA

The Eye-TA helps to inform teaching:

- ✓ Kindergarten children are assessed within the classroom environment in the fall.
- ✓ The EYE-TA provides a framework for
- ✓ The skills assessed by the EYE-TA inform teaching in the classroom.
- ✓ The EYE-TA assesses five domains of early learning closely associated with children's readiness to learn at school.
- ✓ Online data entry gives teachers and schools immediate, multi-level reporting.
- ✓ Kindergarten teachers will share results with parents/guardians.



Visit: www.earlyyearevaluation.com

For further information about the EYE-TA initiative in your area, please contact your child's teacher

or



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Kindergarten teachers across Saskatchewan utilize the Early Years Evaluation Teacher Assessment (EYE-TA) with all Kindergarten children as outlined by the Ministry of Education. This developmental screening tool developed by KSI Research International (2009) Inc., provides parents, teachers and schools with accurate and meaningful information on children's early developmental skills. The information gathered will help to support a responsive learning environment for your child and will help teachers to design instruction and support strategies.



KSI Research International (2009) Inc.