

Date:

|                                 |                                 |                                            |                               |                                   |
|---------------------------------|---------------------------------|--------------------------------------------|-------------------------------|-----------------------------------|
| Student:                        |                                 | OEN:                                       | Days Absent:                  | Total Days Absent:                |
| Year 1 <input type="checkbox"/> | Year 2 <input type="checkbox"/> | French: Immersion <input type="checkbox"/> | Core <input type="checkbox"/> | Extended <input type="checkbox"/> |
| Teacher:                        |                                 | Early Childhood Educator:*                 |                               |                                   |
| School:                         |                                 | Board:                                     |                               |                                   |
| Address:                        |                                 | Address:                                   |                               |                                   |
| Principal:                      | Tel.:                           |                                            |                               |                                   |

PLACEMENT IN SEPTEMBER ➡ *Kindergarten Year 2* ☐ *Grade 1* ☐

## Religious and Family Life Education

[Comments about student learning should be entered in a font size that is clear and legible.]

## Foundations of Language and Mathematics

☐ ESL

☐ IEP

Key Learning / Growth in Learning / Next Steps in Learning

[Comments about student learning should be entered in a font size that is clear and legible.]

## Problem Solving and Innovating

☐ ESL

☐ IEP

Key Learning / Growth in Learning / Next Steps in Learning

[Comments about student learning should be entered in a font size that is clear and legible.]

\* Required in classes of 16 or more students

**Self-Regulation and Well-Being**☐ ESL☐ IEP

## Key Learning / Growth in Learning / Next Steps in Learning

[Comments about student learning should be entered in a font size that is clear and legible.]

**Belonging and Contributing**☐ ESL☐ IEP

## Key Learning / Growth in Learning / Next Steps in Learning

[Comments about student learning should be entered in a font size that is clear and legible.]

**ESL** – English as a Second Language**NA** – Not applicable**IEP** – Individual Education Plan**Early Reading Screening (ERS) for Year 2 of Kindergarten Only:**ERS completed: yes ☐ no ☐ NA ☐Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
year month dayBenchmark met: yes ☐ no ☐

**To Parents/Guardians:** This copy of the Kindergarten Communication of Learning should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature

Principal's Signature

*Where applicable:* Early Childhood Educator(s) \_\_\_\_\_ [Insert name(s)] \_\_\_\_\_ contributed to the observation, monitoring, and assessment of your child's learning that is reflected in this Kindergarten Communication of Learning.

## The Four Strands

In Kindergarten, the learning expectations are organized within the four strands: Foundations of Language and Mathematics, Problem Solving and Innovating, Self-Regulation and Well-Being, Belonging and Contributing. Students' learning in these four areas is evaluated and described in this report.

**Foundations of Language and Mathematics** encompasses students' learning and development with respect to:

- oral and non-verbal communication, including their use of sounds, words, gestures, language conventions (e.g., syntax and grammar), physical movements, symbols, and representations to communicate their thoughts and feelings;
- foundational language and literacy knowledge and skills, evident in their ability to use their knowledge of words and sentences as they begin to listen, view, read, and create texts;
- foundational mathematics knowledge and skills, evident in the ways they demonstrate understanding of mathematical ideas, relationships, and concepts; apply mathematical processes; and use a variety of tools and strategies to solve problems.

**Problem Solving and Innovating** encompasses students' learning and development with respect to:

- developing the habit of applying creative, investigative, and critical thinking skills;
- using an inquiry process to make meaning of the world by asking questions, researching, experimenting, designing, creating, and solving problems;
- their ability to think innovatively as they look at something in a new and interesting way or communicate their ideas to others.

(continued on page 4)

✂ Kindergarten Communication of Learning **(Please complete, sign, and detach the form below, and return it to your school.)** ✂

|          |                                                                    |      |                                                                 |
|----------|--------------------------------------------------------------------|------|-----------------------------------------------------------------|
| Student: | Year 1 <input type="checkbox"/><br>Year 2 <input type="checkbox"/> | OEN: | Teacher:<br><br>Early Childhood Educator(s) (where applicable): |
|----------|--------------------------------------------------------------------|------|-----------------------------------------------------------------|

### Parent's/Guardian's Comments

I notice that my child has shown growth in the following areas:

I will help my child to:

☐ I have received this Communication. ☐ I would like to discuss this Communication. Please contact me.

|                                         |                      |      |
|-----------------------------------------|----------------------|------|
| Parent's/Guardian's name (please print) | Signature            | Date |
| Telephone (day):                        | Telephone (evening): |      |

**Self-Regulation and Well-Being** encompasses students' learning and development with respect to:

- their ability to self-regulate – to identify and manage their own feelings and emotions – or to co-regulate – to identify and manage their own feelings and emotions with the support of a caring adult;
- their ability to understand and express their own emotions with consideration and respect for others;
- their recognition of and respect for differences in the thinking and feelings of others;
- their ability to adapt to distractions and assess the consequences of their actions in a way that enables them to engage in learning;
- their well-being.

**Belonging and Contributing** encompasses students' learning and development with respect to:

- their sense of identity and positive self-concept;
- their sense of connectedness and relationships with others;
- their ability to empathize and get along with other living things and their sense of responsibility in caring for the community;
- their understanding of the ways in which people contribute to the world around them;
- their use of the creative process to express their growing sense of self and their understanding of the world through visual arts, dance, music, and drama.