

Early Years Evaluation

Prepared for the
National Strategy for Early Literacy
hearing in Fredericton, NB.
March 13, 2009

Objectives:

- To provide you with an overview of the Early Years Evaluations (EYE).
- Illustrate the process for evaluating children entering kindergarten using the EYE.
- Share feedback, practices, and uses of the EYE.
- Answer any other questions you may have.





The Early Years Evaluation (EYE) consists of two complementary components:

the EYE - Direct Assessment (**EYE-DA**)

and

the EYE - Teacher Assessment (**EYE-TA**).



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What is the EYE-DA?

The Early Years Evaluation-Direct Assessment (EYE-DA) is an individually-administered direct measure of the developmental outcomes of children ages 3-6 years.



What does the EYE-DA assess?

Four developmental areas:

- ✓ Awareness of Self and Environment;
- ✓ Cognitive Skills;
- ✓ Language and Communication; and
- ✓ Gross and Fine Motor Development.



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Why use the EYE-DA?

- ✓ **Assess learning needs**
- ✓ **Ensure**, to the best of our ability, that **children make a positive transition to school**
- ✓ **Provide a baseline for assessing learning gains** during the first few years of elementary school
- ✓ **Monitor** the **early childhood outcomes** of a school, community, or province
- ✓ Map **community outcomes** and relate them to **community resources**



The EYE is *not* used to:

- × Label children
- × Diagnose specific learning problems
- × Identify children who are intellectually gifted



Evaluation process

- Initial presentation at an introduction to kindergarten meeting
- Administered individually by a district evaluator (approximately 30 minutes)
- Results entered on line by evaluator, district coordinator, or data entry personnel (5-10 minutes)
- Immediate results and feedback for parents



Early Years Evaluation – Direct Assessment (EYE-DA) Report

Within the last few months, your child took part in an individual assessment. This is part of the important partnership between you and your child's new school. As your child is getting ready to enter kindergarten this assessment provides information to encourage a positive transition to school.





Thank you for the opportunity to meet with your child. We look forward to our future work together and to providing an excellent learning environment.

The following presents the results of your child's early years' developmental assessment.

Name: John Smith
School: ABC School

Date of Birth: January 16 2003
Date of Evaluation: 28 November 2007







Sample Parent Report

Developmental Areas	The following examples provide a description of the developmental areas:	Your child's results
Awareness of Self and the Environment	This area refers to children's abilities to: <ul style="list-style-type: none"> think and talk about their world (e.g., identify opposites, characteristics of common animals, colours, and positions of objects) make connections with home and community experiences (e.g., a police officer keeps you safe) 	
Cognitive Skills	This area refers to children's abilities to: <ul style="list-style-type: none"> recognize rhyme name some letters and sounds name numbers and count sets of objects recognize same and different 	
Language and Communication	This area refers to children's abilities to: <ul style="list-style-type: none"> listen to and understand instructions, discussions, and stories use full sentences (i.e., five to seven words) to explain ideas talk so people can easily understand 	
Physical/Motor	This area refers to children's abilities to: <ul style="list-style-type: none"> use crayons, pencils, and scissors (e.g., copying shapes, letters, and numbers) balance, jump and hop on one foot 	

Explanation of Results

Your child's results for each developmental area are presented according to the following categories:

Categories

-  Appropriate development  Approximately 70% of children of this age are in this category.
-  Experiencing some difficulty  Approximately 15% of children of this age are in this category.
-  Experiencing significant difficulty  Approximately 15% of children of this age are in this category.

If you would like more information about this assessment, or suggestions for helping your child, we invite you to contact your school district's Transition to School Coordinator.

The Early Years Evaluation – Direct Assessment was developed by Dr. Douglas Wilms and Dr. Joan Beswick at the University of New Brunswick, Fredericton.



What are people saying about the EYE-DA?

*“New Brunswick has a one-of-a-kind program to prepare both children and parents for the experience. Each district employs a coordinator whose role it is to determine not only what preparation is needed, but also what fears could be alleviated. **They follow a specific assessment which was also developed in our province, the Early Years Evaluation: Direct Assessment (EYE-DA).** It is designed to give parents and teachers information about where kids are developmentally.”*

- Brett Annington
Times & Transcript
February 25, 2009



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What are people saying about the EYE-DA?

“We’re using (the EYE-DA) in many different ways...one of them is for intervention or getting children the help that they may need. It may be through our program. It may be by referring them to outside agencies.” – Alyssa MacIsaac, the transition to school coordinator for School District 6 in New Brunswick

-Article by
Andrea McAuliffe
Telegraph Journal
January 24, 2009



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Examples of interventions from 2007/08:

- ❖ child made scheduled visits to the school to experience and practice kindergarten routines
- ❖ parent and child attended one 1/2 day per week for five weeks in the spring or summer to learn language development strategies
- ❖ more intensive interventions involved full days for three weeks for parent and child with a second three week period of 1/2 days; work was done with the child with a strong parent component
- ❖ some children received special attention for 45 minutes per day for the first five weeks of school





Early Years Evaluation - Teacher Assessment (EYE-TA)

Administered in the NB Francophone Sector, other provinces across Canada, and internationally.



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What is the EYE-TA?

The Early Years Evaluation-Teacher Assessment (EYE-TA) provides a systematic framework teachers can use during the first few months of school to structure their frequent observations and informal assessments.



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What does the EYE-TA assess?

Five developmental areas:

- √ Awareness of Self and Environment;
- √ Social Skills, Behaviour, and Approaches to Learning;
- √ Cognitive Skills;
- √ Language and Communication; and
- √ Gross and Fine Motor Development.



EYE-DA v. EYE-TA

Differences

- EYE-DA takes 30 minutes per student to complete, whereas the EYE-TA takes approximately 10 minutes per student.
- EYE-DA is an individual-direct measure, whereas the EYE-TA is a framework for assessing the entire class.
- Training for the EYE-DA is in person, whereas the training for the EYE-TA is completed on line.
- Results for the EYE-DA are generated for each student and are shared with the parent, whereas a class report is generated for the EYE-TA to be used by the classroom teacher.



EYE-DA v. EYE-TA

Similarities

- ✓ Outcomes are linked to early childhood development
- ✓ Skills assessed are instructionally relevant
- ✓ The results can be used in combination with other teacher assessments to identify students encountering difficulty and indicate the type and amount of support required for individual students and for the entire class
- ✓ Evaluations are entered on-line
- ✓ **Results are immediate!**



Questions?



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Last but not least

- Other products and services are offered through KSI and affiliated companies. Please see our website for details. www.ksiresearch.com
- The KSI team is always here and ready to help in any way that we can.
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