

Westlake Academy

Kindergarten Grade Book



Welcome to Westlake Academy Kindergarten

Kindergarten is the time that children begin a lifetime of learning. It is a year for learning, growing, making friends, and lots of fun, too! Our days are filled with explorations, reflections, and representing ideas through a variety of mediums. The kindergarten program reflects the belief that children are active learners. They build meaning and understanding through inquiry and expressing ideas through different mediums. Our age appropriate curriculum allows five and six year olds to explore and discover new concepts.

Kindergarten is a time for children to expand their love of learning, their general knowledge, their ability to get along with others, and their interest in reaching out to the world. While kindergarten marks an important transition from preschool to the primary grades, it is important that children still get to be children -- getting kindergarteners ready for elementary school does not mean substituting academics for play time, forcing children to master first grade “skills,” or relying on standardized tests to assess children’s success. Kindergarten “curriculum” actually includes such events as snack time, recess, and individual and group activities in addition to those activities we think of as traditionally educational.

Developmentally appropriate kindergarten classrooms encourage the growth of children’s self-esteem, their cultural identities, their independence and their individual strengths. Kindergarten children will continue to develop control of their own behavior through the guidance and support of warm, caring adults. At this stage, children are already eager to learn and possess an innate curiosity. Teachers with a strong background in early childhood education and child development can best provide for children what they need to grow physically, emotionally, and intellectually.

Here are 10 signs of a good kindergarten classroom from The National Association for the Education of Young Children:

1. Children are playing and working with materials or other children. They are not aimlessly wandering or forced to sit quietly for long periods of time.
2. Children have access to various activities throughout the day, such as block building, pretend play, picture books, paints and other art materials and table toys such as legos, pegboards, and puzzles. Children are not all doing the same things at the same time.
3. Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend time only with the entire group.

4. The classroom is decorated with children's original artwork, their own writing with invented spelling, and dictated stories.
5. Children learn numbers and the alphabet in the context of their everyday experiences. Exploring the natural world of plants and animals, cooking, taking attendance, and serving snack are all meaningful activities to children.
6. Children work on projects and have long periods of time (at least one hour) to play and explore. Filling out worksheets should not be their primary activity.
7. Children have an opportunity to play outside every day that weather permits. This play is never sacrificed for more instructional time.
8. Teachers read books to children throughout the day, not just at group story time.
9. Curriculum is adapted for those who are ahead as well as those who need additional help. Because children differ in experiences and background, they do not learn the same things at the same time in the same way.
10. Individual kindergarten classrooms will vary, and curriculum will vary according to the interests and backgrounds of the children. But all developmentally appropriate kindergarten classrooms will have one thing in common: the focus will be on the development of the child as a whole.

Curriculum and the IBO (from www.ibo.org): The Primary Years Programme

The PYP stresses the importance of determining the existing knowledge that the child brings to new experiences, provided through the curriculum and through the environment in which the learning takes place.

The teacher is expected to explore the children's understanding in order to provide appropriate experiences that will allow them to make connections between their previous and current perceptions. The children are given the opportunity to test and refine their understanding.

The PYP addresses this challenge by providing opportunities for children to build meaning and refine understanding, principally through structured inquiry. Inquiry, interpreted in the broadest sense, is the process initiated by the learner or the teacher which moves the learner from his or her current level of understanding to a new and deeper level of understanding.

This can mean:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- researching and seeking information
- collecting data and reporting findings
- clarifying existing ideas and reappraising events
- deepening understanding through the application of a concept or rule
- making and testing theories
- making predictions and acting purposefully to see what happens
- elaborating on solutions to problems.

In PYP schools, the teacher's structuring of new experiences, and support of children's ideas of new experiences, are fundamental to the process of incremental growth of knowledge and formation of concepts.

The PYP emphasizes that children's learning, and their attempts to make the world around them understandable, are essentially social acts of communication and collaboration.

The PYP emphasizes the importance of children making connections between their experience and the incremental pieces of new information they encounter. The programme supports the child's struggle to gain understanding of the world and to learn to function comfortably within it, to move from not knowing to knowing, to identifying what is real and what is not real, to acknowledging what is appropriate and what is not appropriate.

To do this the child must integrate a great deal of information and apply this accumulation of knowledge in a cohesive and effective way. Inquiry involves an active engagement with the environment in an effort to make sense of the world, and consequent reflection on the connections between the experiences encountered and the information gathered. Inquiry involves the synthesis, analysis and manipulation of knowledge, whether through play for younger children or through more formally structured learning in the primary years.

The programme provides guidelines for the teachers of young children concerning the role of the environment in presenting surprises to the children, for them to wonder at and be curious about, and to stimulate purposeful play. It is most successful when children's questions are honest and have real significance in moving them in a substantial way to new levels of knowledge and understanding.

The IB Learner Profile:

“The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicator They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.”

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Taken from “IB Learner Profile Booklet”

Units of Inquiry

The IBO provides a structured approach to collaborative planning in the form of a unit planner designed to assist teachers in planning effectively for inquiry. The unit planner is designed around seven open-ended questions: What is our purpose? What resources will we use? What do we want to learn? How best will we learn? How will we know what we have learned? How will we take action? To what extent did we achieve our purpose?

The units kindergarten will be using are the following.

Theme: Who We Are

Unit Title: Starting School

Focus: Language Arts and Social Studies

Central Idea: A formal education provides an opportunity to learn and share information.

An inquiry into:

What school looks like and how school is organized

Why, what and how we learn ideas

What our responsibilities are as learners

Theme: Sharing The Planet

Unit Title: The Circle of Life

Focus: Science and Language Arts

Central Idea: The cycles and survival of living things is affected by how living things interact.

An inquiry into:

How similarities and differences of living things effect life cycles

Our personal responsibility to protect & preserve the environments of animals around the world

Theme: How We Express Ourselves

Unit Title: Tell Me A Story

Focus: Language Arts and Social Studies

Central Idea:

Societal values and attitudes are reflected through literature

An inquiry into:

Expression of PYP traits and attitudes through literature

Fairy tales as a means of understanding cultural lessons and messages

How parts of a fairy tale are designed to develop the message of the story

Theme: How We Organize Ourselves

Unit Title: When I'm Big

Focus: Social Studies

Central Idea: Communities need people to fulfill roles and provide resources in our community.

An inquiry into:

The types of jobs performed by community workers

The purpose and responsibility of specific jobs

How jobs are interconnected and cooperate within our community

The knowledge, commitment and foundation needed to perform a job

Theme: How The World Works

Unit Title: All About Matter

Focus: Science and Math

Central Idea: The world is made of different forms of matter.

An inquiry into:

How matter is categorized: solid, liquid, and gases

Changes in matter to another state

How matter is measured

Theme: Where We Are In Place and Time

Unit Title: My How We've Grown

Focus: Social Studies

Central Idea: Our lives change through experiences and time.

An inquiry into:

How events change our understandings

Similarities and differences between personal histories of students in class

How time effects our growth

State Standards and Stand Alones

Texas Essential Knowledge and Skills (TEKS)

The Texas Education Agency oversees the statewide curriculum. All public schools are responsible for teaching the concepts and skills of the state curriculum. You can find the goals and objectives for Kindergarten at

<http://www.tea.state.tx.us/teks/grade/Kindergarten.pdf>

*All stand alones are taught through inquiry and using hands-on materials.

Personal and Social Development in Kindergarten

Students will develop an awareness of their self identity and their strengths and weaknesses. They will learn self-confidence and self worth. They will learn to communicate and manage their own feeling and emotions. They will reflect on their own abilities and behavior and will set achievable goals. The Personal and Social goals are the following:

Demonstrates self-confidence.

Shows initiative and self-direction.

Follows classroom expectations and routines.

Uses materials purposely and respectfully.

Manages transitions and adapts to new places and events.

Shows eagerness and curiosity as a learner.

Sustains attention to work over a period of time.

Approaches tasks with flexibility and inventiveness.

Interacts easily with peers and adults.

Participates in the group life of the class.

Shows empathy and caring for others.

Uses simple strategies to make social decisions and solve problems.

Follows multistep directions.

Language Arts in Kindergarten

Children will develop an understanding of language through speaking, reading and writing. Students will have an opportunity to develop language concepts through questioning, hands-on manipulatives, shared reading, guided reading, journaling, and interactive writing. Materials used to teach these concepts include big books, emergent readers, letter manipulatives, word cards, and various writing instruments.

The Language Arts goals are the following:

Uses oral language to convey ideas clearly and effectively with confidence.

Listens to others and responding with reflection and consideration.

Uses a variety of strategies to decode words and construct meaning from print.

Understands and interprets a variety of literature.

Implements writing strategies to convey ideas.

Writes for a variety of purposes

Reflects and edits own writing.

Reads and writes high frequency words .

Websites:

Concepts of Print and Phonics

<http://www.ed.gov/teachers/how/tools/initiative/summerworkshop/valdes/index.html>

http://www.picadome.fcps.net/lab/teacher1/lesson_plans/alpha/default.htm

<http://www.ed.gov/parents/academic/help/reader/part4.html>. D'Nealian

<http://www.abcteach.com/directory/basics/handwriting/dnealian/>

<http://66.113.195.73/denelian-1/make-d.htm> . Dolche Words

<http://gigglepotz.com/dolche.htm>

<http://www.gate.net/~labooks/whydolchwords.html>

Math in Kindergarten

Math will be taught by using manipulatives and real objects. Investigations into Math will involve conducting authentic tasks that involve mathematical concepts.

The Math goals are the following:

Applies concepts and strategies to solve mathematical problems and representing mathematical thinking.

Sorts, compares and orders objects on the basis of several attributes.

Makes, copies and extends patterns.

Uses positional and geometric terminology to create and explain objects and designs.

Estimates and measures using non-standard and standard units.

Demonstrates an understanding of time by using a calendar and clock.

Collects data and makes records using lists, diagrams, or graphs.

Creates, copies and extends patterns.

Reads, writes, and models numbers to 100.

Reads, writes, and models addition and subtraction to 10.

Science and Technology in Kindergarten

Students will be presented with provocations that engage students in all areas of science. Students will be encouraged to use their observational skills, change variables, create hypotheses, make predictions, experiment their own ideas, and document results.

The Science and Technology goals are the following:

Investigating phenomena through observation, exploration, and research.

Uses simple tools and equipment to gather data.

Asks questions, makes predictions and forms explanations.

Identifies characteristics, change, basic needs, and life cycles of living things.

Identifies types of matter and how it changes.

Identifies and compares rocks and soil.

Uses technology to research and create representations.

Social Studies in Kindergarten

Calendar will be used as a springboard to learning and discovering events and celebrations. Our units of inquiry delve into communities, maps and culture. Students will gain an understanding of their world, focusing on themselves, their friends and families, and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and different ways that people interact within groups.

They will gain a sense of place and the reasons why particular places are important to people as well as how and why people's activities influence and are influenced by the places in their environment.

The Social Studies goals are the following:

Identifies similarities and differences in peoples characteristics, habits, and living patterns.

Shows an understanding of how time and experiences influence people's lives.

Understands the relationship between people, their culture and how where they live influences people's lives.

Describes some people's jobs, identifies the purpose of jobs, and what is required to perform them.

Specials

The core of the curriculum includes a balance of separate special classes.

These additional classes are Spanish, Music, P.E., Library, Art, Book Buddies, and a lesson with the counselor.

Spanish in Kindergarten

Introduction to the course

At Westlake Academy, Spanish is something that is acquired not learned. By using a highly integrated curriculum students will acquire a second language in a way that is easy and fun. Students will become risk-takers, learning that making mistakes is part of the learning process when acquiring a second language. Students will be encouraged to speak by using dialog and words that are simple in keeping with their natural cognitive development. Also a general understanding of the Hispanic culture will be introduced/reinforced (foods, music, dance, etc.), which will stimulate their awareness of the world around them so that they can be productive in a multicultural society. A natural approach as well as the total physical response approach will be used so that students can begin to understand the language as they start to speak it. The language scope and sequence framework identifies the major expectations considered essential in the PYP. These expectations are arranged into three main stands:

1. Oral communication: listening and speaking. Oral communication encompasses all aspects of listening and speaking, skills that are essential for language development, for learning, and relating to others.

2. Written communication: reading and writing. We read for enjoyment, instruction and information, and reading helps us to understand and clarify our ideas, feelings, thoughts, and opinions.

3. Visual communication: viewing and presenting.

How best will the student learn?

Language is a medium of inquiry. In an inquiry-based PYP classroom, everyone appreciates both the aesthetic and functional uses of language. Throughout the school year the students will interact with different forms of media, resources and sources. Students will be exposed to picture books, story books, students' self-made books, music, dance, visual art, movies, tapes, posters, flash cards, computers and different forms of games. The students will be working in groups, individually, and whole-class instruction. Classroom teacher and Spanish teacher will work cooperatively. The Spanish teacher will incorporate the second language that will reflect, reinforce, and integrate the regular elementary curriculum as much as possible. At all times the students will be encouraged to develop the PYP Learner Profile and will be focusing on being open-minded and respectful of other cultures. The acquisition of more than one language enriches personal growth and is a key factor in the development of international understanding .

How will we know what the students have learned?

A Spanish notebook will be made by all students to demonstrate and reinforce what the students have learned. Formative and summative assessments will be done to evaluate the student, and to see how the student is progressing, and if they have mastered the material. For example there will be a variety of assessment tools throughout the year such as oral presentations, projects, tests, self-assessments, group work group presentations and written reports.

Oral communication: listening and speaking

Children will use oral communication to obtain knowledge of people, places, and things in their environment and in the wider community. They will participate appropriately in conversations and will follow instructions. In order to learn to communicate effectively, children will be given daily opportunities to listen and speak in authentic contexts, either independently in small groups or with the whole class.

Written Communication: reading and writing

Children will be eager to read. They will enjoy playing and experimenting with reading strategies as they practice reconstructing texts. They will show an interest in books, short stories and songs as they “read” simple, familiar texts using visual, contextual and memory clues to make sense of print. Reading will be an important part of the curriculum. The children will “read” with support and guidance, either independently, in small groups, or in whole-class situations. Also, children will be encouraged to write with or without guidance, either independently, in small groups or with the whole class.

Visual Communication: viewing and presenting

Children will play, experiment, talk about and relate to a variety of media. They will enjoy using media to make sense of their world and will learn to respond verbally and non-verbally.

Music in Kindergarten

Kindergartners can expect to sing and move in music class. They will learn and practice pitch matching, melody, dynamics, rhythm, sound and silence, and will perform songs in concert. They will play rhythm instruments, follow the conductor’s direction, learn steady beat and beat patterns, make choices about sounds and organization of sounds, learn rudimentary notations, and begin identifying musical elements by listening. They will learn about showing respect, following directions right away, sounding good, participating properly and with desirable stage comportment. They may travel on a field trip to a music and/or dance performance.

PE in Kindergarten

The aims of the Physical Education course at Westlake Academy are designated to enable the student to: appreciate and understand the value of physical education and its relationship to a healthy and active lifestyle. Physical education offers the students the opportunity to discover the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve problems, address physical challenges, function as part of a group, manipulate equipment and express themselves in a range of situations.

Students will:

Develop gross motor skills that may later be applied to various sports.

Develop skills that may be apply in a variety of contexts beyond the school setting.

Apply proper safety precautions when engaging in physical activities.

Recognize of the importance of fair play.

Activities will be divided as follow:

Body control and spatial awareness

Adventure challenges

Movements to music

Games

Gymnastics

Health - related activities

Art in Kindergarten

Students will use first-hand source materials, including their immediate environment and their imagination as an inspiration for their work. They will exhibit an increasing ability to concentrate on and complete a piece of artwork. They will discover and develop their own preferences and individual interests, which will contribute to the development of understanding and artistic vision.

They will continue to explore the use of a wide variety of materials, tools and media and will draw on their increasing knowledge and skills to express their ideas, observations and feelings. Students will be exposed to and will respond to both western and non-western artifacts and artworks and will become familiar with the process of reflection and how to appreciate their own and others' artworks.

VISUAL ARTS

Aged 5-7, K and Grade 1

Creative Processes

By the end of this age range, students aged 5-7 in K and Grade 1 will:

1. recognize that art may be used for individual/group expression
2. recognize the different stages of the creative process (beginning, middle and completion)
3. be introduced to sketchbooks as a means of recording and developing their work.
4. respond to the artwork of others as a starting point for their work
5. use a variety of media, including IT, to explore and express ideas.

Elements of Art and Design

By the end of this age range, students aged 5-7 in K and Grade 1 will:

1. develop an understanding that the choice of different tools and materials results in different outcomes
2. begin to be aware of the different elements of art and design and how these elements create specific effects, for example, color to express emotion
3. identify elements of art and design and begin to describe how the elements are used by artists
4. sharpen powers of observation
5. understand the importance of taking care of tools and materials and be aware of health and safety aspects associated with using a variety of tools and materials.

Visual Arts in Society

By the end of this age range, students aged 5-7 in K and Grade 1 will:

1. be aware that individuals and cultural groups work with a variety of styles and purposes
2. investigate the purposes of objects and images in past and present cultures and identify contexts in which they were or are made, viewed and valued.

Reflection and Appreciation

By the end of this age range, students aged 5-7 in K and Grade 1 will:

1. begin to understand that individual responses, thoughts and ideas are valued when viewing and reviewing their own and other artists' works
2. identify the strengths and areas for improvement in their own and others' artwork
3. become aware that different art styles were produced at different times in history
4. realize the importance of reflection and the influence this has on the development of their work.

Guidance and Counseling in Kindergarten

The focus of twice monthly counselor visits is helping students understand the difference between a “big problem”, one requiring adult intervention and a “small problem”, one in which students can solve using “Kelso’s Choices”, the conflict management plan utilized in the lower PYP grades. The role of the school counselor is emphasized so that students understand how to utilize the counselor as a resource. Personal safety skills are introduced and role played. In addition to learning the options for solving small problems, friendship skills, and awareness of feelings are also emphasized, while PYP attitudes and traits are reinforced.

TEKS

The IBO PYP is designed to provide a natural fit with any national or state standards. At Westlake Academy the Texas Essential Knowledge and Skills (TEKS) are embedded within the curriculum.

Please refer to the Texas Education Agency website for details of the state requirements in your child's grade.

<http://www.tea.state.tx.us/teks/index.html>

Homework

Kindergartners are expected to read with their parents every night.

Kindergarten homework will be given on the newsletter. Kindergarten homework will many times be an experience that requires the parent and child to delve into a concept together rather than produce a product. All homework will be directly related to our units of inquiry and based upon teacher observations.

Daily Routine

Arrival, journaling, flag, calendar and circle time, large and small group times, story time, sharing time, centers, and specials.

Housekeeping

Show and Tell

We do not have a formal show and tell schedule. The children have a sharing basket in which they can at anytime place items that reflect a learning process or will build the knowledge of other students. Bringing toys to school is not encouraged unless it relates specifically to an assignment. Personal toys are usually special and are better left at home.

Transportation (Arrival and Dismissal)

Please send a note if your child is going home a different way or will be late to school. Please be on time. At 3:00 pm, students will be taken to the office and late pick up will be notated.

Dismissal time is busy and children's safety is the priority. Please keep teacher to parent verbal exchanges short.

Snack

Please send healthy snacks on a daily basis. Remind your child what his/her snack is and how to open it. We will discard any snack that may spill inside the lockers.

Backpacks

Every child has a large locker. Please have your child bring an appropriate size backpack daily to school which enables your child to have a lunch box, folders, and an easy reader book bag.

Clothing

Kindergartners will get messy or may have accidents. You may want to place an extra set of clothes in your child's locker in case of accidents.

Donations

The HOC will organize many events and buy supplies for teachers on a scheduled basis. However the following are always things we can use. We will also put supplies needed on the class newsletter.

- Small cups
- Extra snacks for kids that forget
- All kinds of cans, boxes, cartons and good clean "junk" that we can create things with.
- Broken appliances, radios, stereos and anything else we can take apart for our Take-apart Center.
- Anything else you think we might be able to use
- You - For a visit or to help - You and your family are always welcome.

Parent Participation

We would like to encourage you to become involved in whatever way is possible for your family. Maybe you can come in and help with classroom projects on a regular basis, or perhaps you could help by making materials at home, ready for classroom use.

Each family has special talents and exciting interests to share which help to make the class more varied and exciting than any teacher can do alone.

The following are recommendations for helping your child to have a successful year:

1. Promote good health and physical well-being. Children obviously need nutritious food, enough sleep, safe places to play, and regular medical care. In addition to medical and dental checkups and immunizations, young children need opportunities to exercise and develop physical coordination. Throwing balls, running, jumping, climbing, dancing to music--all of these activities will enhance coordination and help children learn important concepts such as up, down, inside, outside, over, and under.

2. Support your child's social and emotional development. Children who are kind, helpful, patient, and loving generally do better in school, and feeling good about oneself is an important aspect of developing desirable social skills.

Tell your child how glad you are to be his parent. Set a good example for your child by showing what it means to get along with others and to be respectful.

Give children chances to learn about sharing and caring, for example letting them feed hungry birds, or helping them make cookies to welcome a new neighbor.

3. Build your child's language and general knowledge. There are many things you can do to help your child learn to communicate, and develop an understanding of the world. Don't underestimate the value of play!

Play allows children to explore, be creative, and develop social skills. It also paves the way for academic learning. For example, children learn key concepts important in geometry while stacking blocks, and playing with others helps with negotiation skills.

4. Talk to your children. Everyday activities, such as eating lunch, cleaning up toys, or taking a bath, provide opportunities to talk. Listening and responding to a child is the best way to learn what's on her mind, to discover what she knows and doesn't know, and how she thinks and learns.

Listening also shows children that their feelings and ideas are valuable.

5. Read together daily. Fostering your child's love of books is a gift that will last a lifetime!

6. Help your child to get organized for school, perhaps the night before.

Make sure your child has lots of sleep, especially in the beginning. Most five-year-old children need at least 10 hours of sleep per night.

Breakfast is important if your child is to be an efficient learner.

Assessment

Westlake Academy and the IBO believe that the primary purpose of assessment is to promote student learning. It also provides information about student learning and contributes to the efficacy of the program/s.

Assessment is integral to all teaching and learning. It is on-going and must be part of the unit planning. We must know what the students need to know/do at the outset, in order to plan for effective learning activities.

Effective assessments allow students to:

have criteria that are known and understood in advance

analyze their learning and understand what needs to be improved

demonstrate the range of their conceptual understandings, their knowledge and their skills;

synthesize and apply their learning, not merely recall facts;

base their learning on real-life experiences that can lead to becoming problem posers;

focus on producing a quality product or performance;

highlight strengths and demonstrate mastery and expertise;

work individually and in collaborative groups;

promote reflection, self- and peer-evaluation.

The following are some of the **strategies** that can be used to provide a balanced view of the student:

Observations

Performance Assessments

Process-focused assessments

Selected responses

Open-ended tasks

Portfolios

Tools

The above strategies may be put into practice using the following assessment tools:

Rubrics:

Benchmarks/Exemplars

Checklists

Anecdotal records

Continuums

Student-led conferences

Example of a rubric for Kindergarten: