**Dear Families,**

Beginning in October, all Kindergarten children across Saskatchewan will be assessed using the Early Years Evaluation or (EYE). The EYE assesses the following 5 key domains of early childhood development through play and teacher-directed learning invitations: Awareness of Self and Environment, Cognitive Skills, Language and Communication, Social Skills and Approaches to Learning. These key learning areas are linked to children’s readiness to learn at school. Results will be shared with families during our first set of conferences in November.

Below is an explanation of each domain, and how it scored. Please reference the ‘Quick Item Reference Guide’ attached to this letter for specific learning targets.

**Domain A: Awareness of Self and Environment**

This domain refers to a child’s understanding of the world and his or her ability to make connections with home and community experiences.

*For example, a child's ability to:*

* identify commonly used signs such as stop and exit
* understand positional concepts such as front and back
* recognize body parts such as their chin, should, eyelid

**Why is this domain important for children’s learning?**

This domain is important because ‘awareness of self and the environment is the lens through which all future information is filtered. It influences what children will notice and think about, and how they will organize new information gleaned from future learning experiences.

**Scoring**

All areas in this domain are scored on a 4-point scale. See the attached quick reference guide for areas assessed.

**1** – Unable to do it

**2** – Can do it partially or sometimes

**3** – Can usually do it

**4** – Can do it consistently

**Domain B: Social Skills and Approaches To Learning**

This domain refers to a child’s attentiveness during classroom activities and his or her ability to interact with peers while respecting the classroom rules.

*For example: a child’s ability to:*

* finish one activity before starting another
* take turns in small groups
* play well with others

**Why is this domain important for children’s learning?**

This domain is crucial to a child’s successful transition to Grade 1 and to later social and academic successes. Research demonstrates that children who interact well with teachers and peers form good social relationships, are perceived more positively, and tend to do better academically.

**Scoring**

All areas in this domain are scored on a 4-point scale. See the attached quick reference guide for areas assessed.

1 – Strongly disagree

2 – Somewhat disagree

3 – Somewhat agree

4 – Strongly agree

**Domain C: Cognitive Skills**

This domain refers to a child’s basic math and pre-reading skills and his or her ability to solve problems.

*For example, a child's ability to:*

* name letters and sounds
* count numbers and form sets of objects

**Why is this domain important for children’s learning?**

These pre-academic skills are important because children who enter school with well-developed readiness skills make a more successful transition to school and achieve better academically. Early literacy research shows that children’s cognitive skills are strong predictors of their ability to read in Grades 1 and 2.

**Scoring**

All areas in this domain are scored on a 4-point scale. See the attached quick reference guide for areas assessed.

**1** – Unable to do it

**2** – Can do it partially or sometimes

**3** – Can usually do it

**4** – Can do it consistently

**Domain D: Language and Communication**

This domain refers to a child’s understanding of spoken language and his or her ability to express thoughts and feelings.

*For example, a child's ability to:*

* listen to and understand instructions, discussions and stories
* use full sentences (5 to 7 words) that others can easily understand
* verbalize how they are feeling

**Why is this domain important for children’s learning?**

Children with good receptive language are better able to understand the language of school, follow classroom instructions and discussion, and learn to read. Children with a good sense of story have basic narrative concepts and an understanding of story structure.

Children who communicate well find it easier to participate in classroom discussions and activities and to form relationships with teachers and classmates. Research suggests that relationships formed early are remarkably stable throughout school and that positive social relationships are associated with better academic outcomes.

**Scoring**

All areas in this domain are scored on a 4-point scale. See the attached quick reference guide for areas assessed.

**1** – Unable to do it

**2** – Can do it partially or sometimes

**3** – Can usually do it

**4** – Can do it consistently

**Domain E: Physical Development**

Fine Motor Skills - a child’s ability to perform small movements that require hand-eye coordination.

*For example, a child’s ability to:*

* use crayons, pencils and scissors

Gross Motor Skills – a child’s ability to perform large movements that involve arms, legs, and body.

*For example, a child’s ability to:*

* balance, jump and skip

**Why is this domain important for children’s learning?**

Children’s motor skills, coordination, energy levels and physical health affect their ability to successfully participate in a wide range of school experiences that foster early learning. These experiences go beyond individual domains; they may be social (for example, the child’s ability to join in and play games at recess) or academic (for example, the child having the fine motor skills required to print, draw and cut with scissors).

**Scoring**

All areas in this domain are scored on a 4-point scale. See the attached quick reference guide for areas assessed.

**1** – Unable to do it

**2** – Can do it partially or sometimes

**3** – Can usually do it

**4** – Can do it consistently