**Weekly Student Learning Snapshot**

**Week One-**

**Student name:** Mi

**Age:** 45 months

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| **Areas of Learning** | **Skills are:**  **Beginning**  **Developing**  **Achieved**  **(curriculum standards)** | **Observable Evidence** |
| Is able to follow directions | Achieved | Mi followed direction well during all activities this week. He was asked to explain what the task was to the other students to ensure understanding. |
| Begins to use the language of size. | Developing | Was recorded in narrative observation using size and quantity language during free play- opting for the marble run. Used English to tell Teacher Ally he wanted to make a ‘big’ rune, with ‘so may’ blue pieces. Also during gardening work, showing the big hole he had made. Showing the pile he had dug out (“look, this big is a mountain, this big is ocean”) |
| Can talk about some of the things they have observed such as plants, animals, natural and found objects. | Achieved | Often commenting on what he found. Collected snail shells. |
| Develops an understanding of growth, decay and changes over time. | N/A |  |
| Talks about why things happen and how things work | Developing | Non-verbally showed interest in digging a hole creates a pile.  Very interested in what happens to the ball, during the marble run, talking about using different pieces to get different results. |
| Looks closely at similarities, differences, patterns and change. | Developing | Used the example on the front of the Marble Run package as an example for constructing his own marble run. Compared what pieces should be used. (guided participation) |
| Understands that equipment and tools have to be used safely. Experiments with blocks, colours and marks. | Developing |  |
| Realises tools can be used for a purpose. | Developing | Asked to use all three tools we were using (spade, rake and a trowel). Experimented with all three. Predominantly played with the rake and trowel. |
| Begins to be interested in and describe the texture of things. | Developing | Observed Mi, feeling and smelling all the vegetables before putting them in his salad. During the vegetable stamping activities, Mi used some vocabulary in Mandarin to say that some of the vegetables were wet and that carrots were easier because they were hard. |
| Uses simple tools and techniques competently and appropriately. | Developing | Experimented with each tool, did not ask for help on how to use each tool. |
| Selects tools and techniques needed to shape, assemble and join materials they are using. | Developing | Marble run is an excellent example as to how Mi beginning to contextualize gravity by selecting and placing the correct pieces so that the ball falls in the right place and that the higher side is where the balls falls to. |
| Knows information can be relayed in the form of print. | Developing | During our role play fruit and vegetable market session. Mini was given a receipt from another boy, looked at it and said the information on it was correct, showing signs of understanding what information should be presented on a receipt. (see video) |
| Indication of development progression | Using new vocabulary, showing an understanding of quantity in his water bottle, | |

**Communication and Literacy-**

* Writing the letter Jj backwards- writes most letters backwards
* Using new vocabulary in daily conversation

**Problem solving and Numeracy-**

* Used numeracy in roleplay- gave money to the cashier
* Pointed out how many mL of water was remaining in his water bottle- told teacher “look, 1-5-0, almost!”

**Social and Emotional Development**

* Helped a student with their survey when he could see they didn’t know- showed leadership skills
* Respectful to teachers
* Needs to be reminded of routines time to time- when he remembers, he proudly shows teachers he has put on shoes and drank so much water

The main types of assessments will be narrative, time/event sampling- capturing similar tasks performed over different periods of time, journaling and some grid assessments depending on the activity and measurable outcome. Children’s answers to open-ended questions and hypothesizes will be observed and recorded.