














Sample School ABC

Recently your child took part in the Early Years Evaluation - Direct Assessment (EYE-DA). This assessment is part of the important partnership between you and your child's school. The EYE-DA assesses four key areas of childhood development, providing information to encourage a positive transition to school.

The results for your child are presented below.





Name: **Child A**

Date of Birth: **Feb 1, 2015**

Description of the developmental areas:	Child's results				
 <p>Awareness of Self and Environment - 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: <ul style="list-style-type: none"> • identify opposites • name colours and animals • recognise body parts such as their chin and shoulder </p>					
 <p>Cognitive Skills - a child's foundational literacy and numeracy skills and his or her ability to solve problems. - for example, a child's ability to: <ul style="list-style-type: none"> • recognise words that rhyme • name letters and sounds • count numbers and form sets of objects </p>					
 <p>Language and Communication - a child's understanding of spoken language and his or her ability to express thoughts and feelings. - for example, a child's ability to: <ul style="list-style-type: none"> • listen to and understand instructions, discussions and stories • use full sentences (5 to 7 words) • talk so people can easily understand </p>					
 <p>Physical Development Fine motor: a child's ability to perform small movements that require hand-eye coordination. - for example, a child's ability to: <ul style="list-style-type: none"> • use crayons, pencils, and scissors Gross motor: a child's ability to perform large movements that involve arms, legs, and body. - for example, a child's ability to: <ul style="list-style-type: none"> • balance, jump and hop on one foot </p>	<table style="width: 100%; text-align: center;"> <tr> <td data-bbox="1252 1230 1365 1255">Fine Motor</td> <td data-bbox="1382 1230 1503 1255">Gross Motor</td> </tr> <tr> <td data-bbox="1271 1308 1341 1377"></td> <td data-bbox="1406 1308 1476 1377"></td> </tr> </table>	Fine Motor	Gross Motor		
Fine Motor	Gross Motor				
					

-The language of this report may be different from the language that was used to assess your child.

Explanation of Results

-  **Appropriate development** - your child's development in this area is typical for children of a similar age.
-  **Experiencing some difficulty** - your child would benefit from additional experiences in this area.
-  **Experiencing significant difficulty** - your child would benefit from additional experiences in this area, and may require further assessment and on-going support.
-  **Not complete** - your child did not complete enough items in the domain to provide a result.

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 for your child. For more information about the EYE-DA results, please contact your child's school.






Information about the EYE can be found online at thelearningbar.com.

Sample School ABC

Name: Child A

Date of Birth: Feb 1, 2015

EYE-Direct Assessment

Domains	EYE-DA Results	Comments
Awareness of Self and Environment		
Cognitive Skills		
Language and Communication		
Fine Motor		
Gross Motor		

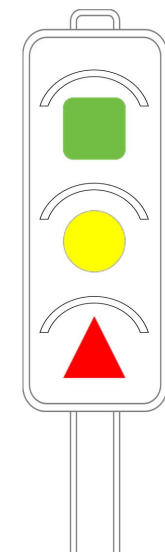
What is the Early Years Evaluation (EYE)?

An insight into early learning strengths and needs.

A way to facilitate communication between school and families.

It is not a test to be passed or failed.

It is not a tool used to label children.



We keep moving forward on the current path.

We may have to slow down and reconsider the current learning path.

Let's pause for a moment and adjust the learning path before proceeding onward.