










### Sample School, Sample Teacher (Sample Class)

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: Sample Child

Date of Birth: Nov 8, 2014

Description of the developmental areas:	Child's results
 <p><b>Awareness of Self and Environment</b>            - 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"> <li>• identify opposites</li> <li>• name colours and animals</li> <li>• recognize body parts such as their chin and shoulder</li> </ul> </p>	
 <p><b>Cognitive Skills</b>            - a child's basic math and pre-reading skills and his or her ability to solve problems.            - for example, a child's ability to:           <ul style="list-style-type: none"> <li>• recognize words that rhyme</li> <li>• name letters and sounds</li> <li>• count numbers and form sets of objects</li> </ul> </p>	
 <p><b>Language and Communication</b>            - 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"> <li>• listen to and understand instructions, discussions and stories</li> <li>• use full sentences (5 to 7 words)</li> <li>• talk so people can easily understand</li> </ul> </p>	
 <p><b>Physical Development</b>  <b>Fine motor:</b> 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"> <li>• use crayons, pencils, and scissors</li> </ul> <b>Gross motor:</b> 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"> <li>• balance, jump and hop on one foot</li> </ul> </p>	<p><b>Fine Motor</b>      <b>Gross Motor</b></p>  

-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](http://thelearningbar.com).

**Sample School, Sample Teacher (Sample Class)**

**Name: Sample Child**

**Date of Birth: Nov 8, 2014**

# EYE-Direct Assessment

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

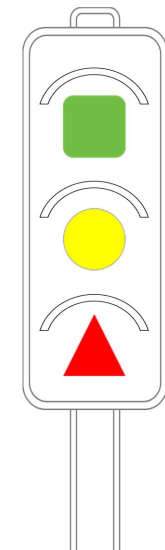
### What is the Early Years Evaluation (EYE)?

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.