

**Facilitator's Guide**  
for  
**Learning Module:**  
**Assessing Learning in the**  
**Four Frames**

## Assessing learning in the four frames

### Overview:

**Assessing learning in the four frames** offers tips to noticing and naming learning in relation to the expectations found in the frames. This module assists educators in moving away from assessing subject areas to understanding how the four frames reflect the integrated way learning occurs during children's play and inquiry.

**Duration of the professional learning opportunity:** 2 hours

**Audience:** Educators

### Materials:

- projector and computer with internet access
- screen and extension cord
- appendixes A, B and C
- 2" x 4" blank slips of paper (approximately 50 slips)
- chart paper and markers
- packages of stick on dots in four different colours

### Preparation:

- Before the professional learning opportunity, send a notice to all participants to bring a device to access online *The Kindergarten Program, 2016*, or to bring a hard copy of the program document.
- Create three charts containing the overall expectations for easy reference during the professional learning opportunity. Write expectations 1-10 on the first chart, 11-20 on the second chart and 21-30 on the third chart.
- Prepare another chart paper with the four frames written on it: Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating.
- Photocopy appendixes.
- On the day of the professional learning opportunity, arrange the venue so the participants are sitting in at least four groups.

### Purpose:

The goal of this professional learning opportunity is to support educators' understanding of assessing learning within the four frames of Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating.

## Objectives:

Educators will

- think of learning in terms of integrated frames instead of subjects
- understand the overlap of frames and the inter-relationship between and among overall expectations
- develop confidence in assessing learning in the four frames

## Procedure:

### Welcome

The facilitator welcomes the group and gives an overview of the purpose and objectives of the professional learning opportunity explaining that the content involves a learning module; work with *The Kindergarten Program, 2016*; and individual, small group and large group activities.

### Introduction

The facilitator directs the participants to ponder the quote from *The Kindergarten Program, 2016* on slide 2.

Questions to engage the group:

What is your relationship to assessment?

How integral is it to your practice?

## Part I – The partners involved in education

**Please Note: Part I has slides that are common to all seven learning modules. If your participants have already attended some of the learning module professional learning opportunities, this section can be used as a review only section.**

### *Pre-viewing activity (individual)*

To give context to this professional learning opportunity, the facilitator begins with the partners that are involved a child's learning.

Each participant is asked to complete appendix A as a warm-up activity. Before taking up the activity, begin the slide deck.

### **View**

Slides 3-5. The facilitator can elaborate on the slides' message using the slide notes included.



### **Post-viewing activity (whole group)**

Discuss characteristics of the partners in education: educators, parents and children.

Questions: Where do educators, parents and children intersect?

How is our view of assessment linked to our view of children?

Extension: View slide 6 that introduces “environment” as one of the partners. Discuss view of the importance of environment.

Discuss relationships between families, educators and environments (degree of importance, significance, positive and negative impacts).

Expand on relationships by viewing and discussing slide 7.

## **Part II – What’s new for educators**

### **Pre-viewing activity (individual or pair sharing)**

To assess knowledge and queries of the participants, and to validate their concerns, the facilitator asks the participants to complete appendix B.

### **View**

Slides 8-12 re the four frames.

### **Post-viewing activity (whole group)**

The facilitator hangs the chart papers with the overall expectations written on them. The facilitator invites the whole group to examine the overall expectations. Using a *dotmocracy* activity, the facilitator gives each group a stack of four different coloured dots (one colour for each frame). Participants are invited to put the coloured dots on the expectation that they think aligns with the frame.

Questions: What overall expectations correspond to each of the four frames of learning? Look for overlap.

Extension: View slide 13 that supports the understanding of how an expectation may fit into more than one frame.

### **Part III – Hands-on assessing**

#### ***Pre-viewing activity (small group)***

The facilitator invites each table group to choose one of the four frames and asks the group to review the overall expectations of their chosen frame. (If there are more than four groups, two groups can choose the same frame, but the facilitator should ensure that all four frames have been chosen.)

After each group feels comfortable in their knowledge of the overall expectations of their chosen frame, the facilitator asks that all participants view the video in the slide show observing the students through the lens of their particular frame.

Remind the group that they will be giving a short presentation of their observations.

#### ***View***

Slide 14. During viewing of the video on the slide, the facilitator encourages the groups to pay attention to:

- What do you hear the children saying?
- What do you see the children doing?
- What learning might be revealed?

#### ***Post-viewing activity (small group presentation to whole group)***

Each group gives a short presentation on how they would assess the learning in relation to the focus of their learning frame.

Questions: How did the children demonstrate their thinking and learning? How did the educator respond?

Extension: View slide 15 to see another perspective informed by your colleagues' presentations.

### **Part IV – Co-constructing learning and noticing and naming the learning**

#### ***Pre-viewing activity (small group)***

To consolidate some of the learning about the four frames so far in the professional learning opportunity, give participants time to reflect and complete appendix C.

## View

Slide 16-19 re co-constructing learning and noticing and naming learning within the four frames.

### ***Post-viewing activity (small group interacting with another small group)***

The facilitator invites each group to brainstorm some evidence of learning they have observed in their classes during play.\* This could be something a child has said or done, or a conversation. The facilitator then hands out slips of paper (at least 10 per group). Each group chooses at least six examples of evidence of learning and writes one example per slip of paper.



The facilitator then asks the participants to join their group with one other group to play a guessing game. For example, group A joins group B. Group A gives their slips of paper to group B, and group B reads the evidence of learning examples and tries to guess in which of the four frames the learning is evidenced.

For example: Harvey said “The water stops flowing when I hold the bottle down!”  
(Problem Solving and Innovating frame)

*\*Depending on the group, the facilitator may wish to prepare examples ahead of time and/or model this game for the group before they begin the brainstorming.*

Questions: Discuss some tips on getting children to express their learning (open-ended questions)

Extension: View slide 20 and discuss additional ways to gather evidence.

View slide 21 and discuss what role the educator-team relationship plays in assessing *as*, *for* and *of* learning? How do educators collaborate in assessing learning?

View slide 22 and discuss the parents role in assessment.

## Wrap-Up

The facilitator presents slide 23 and encourages a group discussion about assessment, collecting evidence and the connection of the overall expectations to the four frames.

Time can be given for further reflection and discussion of appendix C (slide 24).

Opportunities for Further Learning slide 25.

Participants can consider how they could facilitate further conversation through Twitter, board chat room and Teach Ontario

## List of resources

### Assessing learning in the four frames

[PLK3 Training Resources](#) -

[Pedagogical Documentation Revisited Monograph in the Ministry's Capacity Building Series](#)

[Learning For All \(2013\)](#)

[What Works: Research into Practice – Literacy and Numeracy](#)

[Capacity Building Series- Literacy and Numeracy](#)

[Supporting English Language Learners in Kindergarten: A Practical Guide for Ontario Educators \(2007\)](#)

[Parent Engagement](#)

# Appendix A

## Instructions:

Sort the characteristics below under the appropriate heading.

## Characteristics:

- competent
  - curious
  - caring
  - loving
  - reflective
  - influencers
  - fun-loving
  - rich in potential
  - \_\_\_\_\_ (add your own)
- experts
  - life-long learners
  - hardworking
  - knowledgeable
  - resourceful
  - creative
  - rich in experience
  - capable of complex thinking

Educators	Parents	Children
<i>Characteristics</i>	<i>Characteristics</i>	<i>Characteristics</i>

## Appendix B

### Instructions:

Take a moment to reflect and write brief answers to the questions below.

What do you Know	What do you Want to Know	What do you want to Learn
<i>About the theme in the learning module</i>	<i>About the theme in the learning module</i>	<i>About the theme in the learning module</i>

## Appendix C

### Instructions:

Reflect on what you are learning about *The Kindergarten Program, 2016*.

	What am/are I/we thinking or wondering about, as a result of this learning?	How might I/we act on my/our wonderings?
<b>Repeating</b>  These practices have proven successful and are supported by current research.		
<b>Re-thinking</b>  These practices have had some measure of success but may need some modifying to enhance their effectiveness.		
<b>Removing</b>  These practices have had little measure of success and are not supported by current research.		
<b>Replacing</b>  These practices are based on current research and have proven successful for others.		