

Early Years Evaluation – Direct Assessment (EYE-DA)

Overview

Research indicates that most reading difficulties can be prevented with early identification, excellent classroom instruction, and appropriate intervention. This is the premise on which the Early Years Evaluation Direct Assessment (EYE-DA) was created and continues to guide implementation practices.

WHO: The EYE-DA is an individually administered direct assessment of pre-kindergarten children ages 3 to 5 years.

WHAT: The EYE-DA assesses four key areas of early childhood development: Awareness of Self and Environment, Cognitive Skills, Language and Communication, and Physical Development. The EYE-DA takes about 45 minutes per child and is lots of fun for young children!

A web-based online data entry interface has been developed for the EYE-DA which provides immediate scoring and separate reports for each child as well as graphical data represented at the school, district, and provincial levels.

The EYE-DA is designed to assist educators in assessing the developmental skills of children as they prepare for and make the transition to school.

What does the EYE Assess?

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.

Cognitive Skills

- a child's basic math and pre-reading skills and his or her ability to solve problems.

Language and Communication

- a child's understanding of spoken language and his or her ability to express thoughts and feelings.

Physical Development

- **Fine motor** - a child's ability to perform small movements that require hand-eye coordination.

- **Gross motor** - a child's ability to perform large movements that involve arms, legs, and body.

Individual Child Report...

This report lists each of the developmental areas described above, along with examples describing each area, and a color coded box illustrating the child's results. There are three color codes used: green, yellow, and red.

Colour codes defined:



Appropriate development



Experiencing some difficulty



Experiencing significant difficulty

I've got my child's report – now what?

Many schools have special activities planned for children who would benefit from additional experiences in a certain area. Once you receive your child's results, if you have concerns or would like to follow up, please contact your local school jurisdiction.

What does the research say?

Teachers and researchers have worked together to determine how we can best assist students who encounter difficulty in learning to read.

Their efforts show that:

- the foundational skills for learning to read involve multiple areas;
- these skills begin to develop long before children enter school;
- children enter school with diverse levels of early literacy skills;
- children with weak early literacy skills often encounter more difficulty learning to read;
- children who are not ready to read can be identified before entering kindergarten;

The colourful pictures, manipulatives, and physical activities make the EYE-DA fun and engaging for children!



Visit: www.earlyyearsassessment.com

If you have any questions about the collection, its intended use or the EYE-DA initiative, contact:

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The EYE-DA is a wonderful tool to help children, parents and schools with the transition from home to school.