As a denomination, Seventh-day Adventists see the early experience the child as a continual growth process.

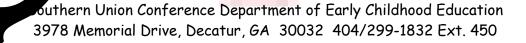
"Too much importance cannot be placed on the early training of childred.

The lessons learned, the habit ed, during the years of infancy have more to do with the formation of the character and the first of after than have all the instruction and the ge 380

The mission and objectives a Childhood program is to provide and sound educational experience by well-childhood program is to provide and sound educational sound educational with developmentally control of the children in a ministry and service to family the children in a ministry and the children in a ministry and

Here's y the Journey Excense begins - Welcom

Tourney!



## Dear Parents,

A question many have asked is, "Where's my four-year-olds report card? She's in school now, she get one?" Report cards in early childhood education are not topics we take lightly in the Union. There is much debate in the world of early childhood education over what is use nd appropriate for young children. The Southern Union Early Childhood Advisory and tw ommitt have spent some time over the last few years reviewing research and practices on e now created a Tool Kit for teachers evaluating and assessing development, tracking places with you, the parent.

First, let's understand together what 'assessment' is. According to the ntional Association for Education of Young Children (NAEYC) and the National Association rly Childhood Specialists I Departments of Education (NAECS/SDE), it is "A systematic proced ining information from observation, interviews, portfolios, projects, tests, and other sources to make judgmen children's characteristics." What this tells us is... there's a variety of ap actices that s used in an ongoing manner with young children. And, we is ee with this and information should be collected in a variety of d uistica appropriate ways. (Spotlight on Young Children and Ass

e data Let's also remember what the point of asse nformation co d from ongoing assessments enable teachers and parent children, track eir progress over time, plan for their continued learning, and each other. (ibid)

So, to do this...

Ð,

- Ð, 1—To learn more about t Ask: linking and doing?
- 2—To track their progr ormance?
- 3—To plan for their continue re more growth and development?
- 4—To report effectively to each king Innections with my child's teacher? Am I cating what I'm seeing in, hearing from, and learning bout my child at home?

A portfolio o ents is being ntained for your child. These assessments provide information to enhance learning. Authentic assessments encompass ing an titudes of children engaged in personally meaningful tasks in luating motiv n, ach ally occurring learning activities. (ibid) fe contexts,

Your child's portfolio uld include

- s fron pacher(s) and you the parent,
- ugh the standard skills and approaches to learning, ress
- pmental levels,
- ctive observations, collection of
- d's work samples and photographs of his/her activities. ⇒collection of

your child a wonderful school year, and pray for God's blessing upon us as we partner to give your child a meaningful and rich experience of growing and learning.

Yours in His service,

[Teacher's signature]