



# Documentation in Full-Day Kindergarten (FDK)

## The Question:

What does documentation look like in FDK programs and how does it support exemplary assessment and evaluation practices?

## The Answer:

There are five key elements to consider:

1. Defining the purpose of documentation;
2. Key documentation strategies;
3. Using documentation in FDK programs;
4. Supporting the FDK educator team; and
5. Engaging families in the documentation process.

### 1. DEFINING THE PURPOSE OF DOCUMENTATION

Observation and documentation provide evidence of student learning in FDK programs and inform the teaching and learning environment by:

- x guiding intentional, purposeful interactions among FDK educator teams and children;
- x helping educators and children set learning goals through observing responses to learning experiences;
- x supporting scaffolding and differentiation in response to strengths, challenges, interests, abilities and temperaments of learners;
- x providing tools to articulate learning and make learning explicit;
- x capturing evidence of children's learning within the context of Saying, Doing, Representing as outlined in the program document;
- x providing connections to developmental continua;
- x setting the context for educators and parents to respond to, challenge and extend learning;
- x providing a reference point for children to return to and build on prior learning; and
- x informing assessment for learning (descriptive feedback); assessment of learning (evidence of student achievement); and assessment as learning (development of child's capacity to monitor progress, determine next steps, reflect on thinking and learning, and set individual goals).



Stand aside for awhile and ~~leave~~ learn for learning, observe carefully what children do and if you have understood perhaps teaching will be more different from before. Fraser, 2006, p.141

### 2. KEY DOCUMENTATION STRATEGIES

A variety of strategies are used in FDK programs to capture observations of learning (both indoors and outdoors), including:

- x photos of children engaged in activities as learning and inquiry progress;
- x representation of children's learning including photographs of artefacts, projects and explorations;
- x learning stories capturing the context of the learning environment that may be enabling or constraining learning
- x videotape clips and/or audio recordings of a child or children engaged in play-based learning or explaining their thinking to an educator;
- x records of reading behaviours and authentic writing samples within the context of purposeful play and inquiry;
- x portfolios that capture development, connect to overall expectations and provide evidence of child reflection (e.g., I am learning to...); and
- x documentation panels or a series of photographs paired with captions about the knowledge/concepts children are constructing.



