



Overall Well Being

Overview of the Assessment

The personal and social development of young children lays the social and cognitive groundwork that fosters a love for school, engages the children in the process of learning, and supports future success in school and in life.

The Kindergarten classroom must be an environment where children are affirmed as individuals and as members of a diverse community of learners. The learning and teaching program should provide opportunities for children to discover their strengths, interests, and abilities, put forth their ideas, and develop their relationships with others.

Teachers nurture children's self-concept and self-reliance by creating a warm and responsive environment. In this way, they set children up for success. Through a variety of experiences, children begin to see themselves as unique. Children need regular opportunities throughout the Kindergarten day to learn and value the interpersonal skills required in order to communicate and cooperate with others. As they develop self-confidence, they become more receptive to relating to others and take pleasure in learning new skills.

(For more information regarding Personal and Social Development, reference [The Kindergarten Program, 2006](#), pages 2, 30-31.)

Expectations

By the end of Kindergarten, children will:
(Personal and Social Development Overall)

- A. demonstrate a sense of identity and a positive self-image;
- B. demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community;
- C. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities;
- D. demonstrate an ability to use problem-solving skills in a variety of social contexts;
- E. identify and use social skills in play and other contexts;
- F. demonstrate an awareness of their surroundings.

How to Administer the Assessment

- Observe the student when they are involved in different experiences.
- This assessment was meant for the teacher to take a holistic approach to the child – stand back and observe.
- Use the reflective prompts to help guide your observations.
- Record comments, next steps and strategies in the appropriate column.



Overall Well Being

Student: _____

This assessment tool takes a holistic view of the kindergarten student. The indicators below are contained within the Overall Expectations in the *Personal and Social Development* area of The Ministry of Ontario's Kindergarten Program.

Research-Based Indicators of Student Well Being:	Comments / Next Steps / Strategies
Curious <ul style="list-style-type: none">• Persevering when faced with challenging or new tasks• Asking for and accepting help when needed• Accepting challenges and taking risks when learning• Expresses satisfaction and joy when accomplishing tasks	
Able to pay attention <ul style="list-style-type: none">• Increasingly expressing emotions appropriately• Focusing and maintaining attention• Stopping and starting their own actions• Using language to communicate needs to regulate emotions• Gaining control of their behaviour• Increasingly coping with routines, challenges and disappointments• Using effective strategies for self-calming	
Understands rules and routines <ul style="list-style-type: none">• Exchanging ideas and materials during play• Taking part in setting and following rules• Inviting others to join them in play• Listening, thinking and responding appropriately as others speak during group time	
Knows what others are thinking <ul style="list-style-type: none">• Sharing emotions, communication and expressing feelings with adults and peers• Sharing experiences, relating and respecting each other• Beginning to see the world from another's perspective• Seeing an injustice and taking actions to change it	
Can form friendships <ul style="list-style-type: none">• Playing with others cooperatively• Inviting others to play• Sustaining play with others• Exchanging ideas, materials and points of view with others	