



EXPLORATION TIME AND FORMATIVE ASSESSMENT

Prioritizing Learning in K–2 The 2020–21 school year will be unique. Educators will need time and flexibility to meet learners where they are. A framework was designed with a recognition that the prescribed curriculum would need to be prioritized to ensure the needs of children can be met by personalizing their learning. The framework suggests approximately 80% of instructional time will focus on developing literacy and numeracy skills. Time for exploration will be embedded in both literacy and numeracy instruction and in learning centers and/or blocks of uninterrupted time for whole class exploration. Approximately 20% of time throughout the day will support and develop social and emotional well-being which includes social-awareness, self awareness and self-management, and relationship skills so learners feel safe, valued and ready to learn.

While the NB global competencies will be developed throughout the day, this time to explore provides the opportunity to learn, practice, and apply these competencies. Exploration time is to extend learning in authentic teachable moments (e.g., foster relationships, observe the goings on outside the window, or to linger a little longer when observing a spider) with an emphasis on the value of following the interests and themes emerging from the learners and the local contexts. Rather than evaluating specific outcomes, teachers will use an anecdotal space on the report card to share with families the learning and development of their child during exploration time.

The following formative assessment was created with global competencies in mind. It is intended to be used as a weekly observation sheet to record student experience and learning during exploration time. Intentional targeted (PLC) planning for exploration time – could be derived from these observations. The template is also editable to highlight the outcomes (GCs) that are being currently explored.

There is no one set way to organize the flow of a K–2 classroom; however, effective practices for supporting purposeful exploration with younger students are outlined in [Appendix A : A Sample Day](#) and can be recorded / analyzed using the following form.



Exploratory Time (Global Competencies Formative Assessment)

Weekly observations (please note that global competencies are fluid. Not all competencies are to be targeted for each lesson. Some are explored naturally and other will need to be purposely embedded in a lesson nor will all competencies be seen throughout the week).

| Global Competency Attributes | # of times student displayed skill | Anecdotal notes | | | | |
|---|--|-----------------|---|--|--|---|
| Ex. Child engages with peers in diverse groupings | <table border="1"> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> </table> | ✓ | ✓ | | | Billy participated with his peers during soft entry. He accepted a role as a store clerk and asked pertinent questions. During shared writing (exploratory centers) he helped another child add punctuation to his sentence but later refused to work with the same during Phys Ed. |
| ✓ | ✓ | | | | | |
| CRITICAL THINKING AND PROBLEM SOLVING | | | | | | |
| <ul style="list-style-type: none"> Reframe situations of conflict as possibilities for learning. Is assertive in speaking up for themselves and others. Attempts to communicate his /her intentions, efforts, inventions, discoveries, friendships, and problem solving skills. Raises questions and makes hypotheses about how and why things happen. Extends or elaborates their play. | <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | | |
| | | | | | | |
| INNOVATION, CREATIVITY & ENTREPRENEURSHIP | | | | | | |
| <ul style="list-style-type: none"> Engages in conversations about similarities and differences. Devises his /her own ways of using materials and to find the answers to questions. Listens respectfully, and models openness to new ideas. Has imaginative ideas and productions. Makes and articulates discoveries through inquiry research or testing hypotheses. Listens, supports, celebrates, questions, and demonstrates caring for other children. | <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | | |
| | | | | | | |
| Self-Awareness and Self-Management | | | | | | |
| <ul style="list-style-type: none"> Demonstrates a growing self-confidence, self-respect, and ability to take initiative. Is able to express feelings, concerns, and needs. Understands how their actions can affect others. Adapts to change. Maintains relationships, practices kindness, inclusiveness and shows concern for the well-being of others. | <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | | |
| | | | | | | |
| COLLABORATION | | | | | | |
| <ul style="list-style-type: none"> Learns from and contributes to the learning of others. Attempts to communicate their intentions, efforts, inventions, discoveries, friendships, and problem solving skills. Assumes various roles on a team. Understands "fairness" and shares. | <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | | |
| | | | | | | |
| COMMUNICATION | | | | | | |
| <ul style="list-style-type: none"> Communicates effectively Investigates talks about texts, events, ideas, feelings, and questions. Communicates using varying media (paint, blocks, digital, writing etc). May express one message in a variety of ways. Identifies and tries to rectify inequalities. | <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | | |
| | | | | | | |
| GLOBAL CITIZENSHIP & SUSTAINABILITY | | | | | | |
| <ul style="list-style-type: none"> Can ask for and give help, comfort, and encouragement. | <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | | |
| | | | | | | |

Teachers are encouraged to "expose" students to many other Global Competencies at these grade Levels. Please see Global Competencies: Interwoven From the Start for more information.