

JULES VERNE ELEMENTARY SCHOOL
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EVALUATION PLAN 2020-2021

Following your child's progress in Kindergarten

In order to inform you about your child's progress and to provide him/her with the support that he/she needs, the school uses different ways to track and assess his/her learning. To inform you about your child's development and progress within the Preschool Education Program. You will receive periodically his/her work done in class, as well as, his/her evaluations including one first communication and two report cards.

Evaluation is an integral part of the teaching and learning process. In Kindergarten, evaluation is an ongoing process that occurs during the daily routines and activities of classroom life. Observation is the most appropriate means for evaluation that focuses on your child's attitude, behaviors, skills, abilities, strategies and productions.

It is important to note that evaluation does not merely serve to situate where your child is in relation to the expected outcomes of the program. It is also importantly used to best support your child in his/her overall development.

The following is a list of the official school communications you will receive this year.

OFFICIAL COMMUNICATIONS 2020-2021







First Communication	You will receive the First Communication regarding your child's transition into and adaptation to Kindergarten on October 15, 2020.
Progress Report	A Progress Report will be issued no later than November 20, 2020.
Report Card – Term I	The first Report Card will be issued no later than January 22, 2021.
Report Card – Term II	The final Report Card will be issued no later than July 10, 2021.

Legend used for Report Cards

Mark	Term I	Term II
A	The student develops very well.	The student exceeds the expectations of the program.
B	The student develops adequately.	The student meets the expectations of the program.
C	The student develops with certain difficulties.	The student partially meets the expectations of the program.
D	The student has significant difficulties.	The student does not meet the expectations of the program.



A Summary of the Six Competencies of the Preschool Education Program

Illustration of the Competency	Wording in Report Card	Link to the Global Areas of Child Development	Explanation with Reference to the Preschool Education Program
 <p>Reported Term I and II</p>	<p><i>Develops Sensorimotor Skills</i></p>	<p><i>Psychomotor Development</i></p>	<p>To perform sensorimotor actions effectively in different contexts. In everyday classroom activities, your child moves within and explores his/her learning environment. He/she is able to adapt his/her movements and actions to his/her environment. He/she is becoming aware of the importance of moving in a safe manner appropriate to the setting. He/she is becoming aware of the importance of taking care of his/her body. He/she manipulates objects, tools and materials with growing precision.</p>
 <p>Reported Term I and II</p>	<p><i>Develops His/Her Personality</i></p>	<p><i>Emotional Development</i></p>	<p>To develop his/her personality. Your child expresses his/her tastes, needs, interests and emotions. He/she makes personal choices, takes initiative and assumes responsibility. He/she is able to recognize his/her strengths and is beginning to become aware of his/her limits.</p>
 <p>Reported Term I and II</p>	<p><i>Relates Well With Others</i></p>	<p><i>Social Development</i></p>	<p>To interact harmoniously with others. Your child shares materials, playthings and ideas with those around him/her. He/she is beginning to reconcile his/her interest and needs with those of others. He/she is learning different ways to resolve situations of conflict in the spirit of mutual respect and justice. He/she follows and respects the classroom rules established for the good of the group.</p>
 <p>Reported Term I and II</p>	<p><i>Communicates Orally</i></p>	<p><i>Language Development</i></p>	<p>To communicate using the resources of language. Your child demonstrates an interest in communicating with those around him/her. He/she understands what is said and is able to express his/her own ideas using a variety of resources. For example, he/she tells a story, uses proper words to convey a message and uses a pictogram to convey a message. He/she is beginning to explore concepts, conventions and symbols of written language.</p>
 <p>Reported Term I and II</p>	<p><i>Becomes Familiar With His/Her Environment</i></p>	<p><i>Cognitive Development</i></p>	<p>To construct his/her understanding of the world. Your child observes, explores and asks questions in a variety of learning contexts. He/she makes associations and links between his/her life and the arts, literacy, history, geography, mathematics, science and technology. He/she expresses what he/she knows and is able to explain the process and strategies he/she has used to complete a given task.</p>
 <p>Reported Term I and II</p>	<p><i>Completes Projects or Activities</i></p>	<p><i>Methodological Development</i></p>	<p>To complete an activity or project. Your child demonstrates engagement, uses his/her creative thought processes and demonstrates his/her perseverance through the completion of a project and/or activity. He/she is able to express his/her satisfaction and is able to explain the steps he/she has taken to complete the task.</p>

Les images et le tableau proviennent du Service national du RECIT à l'éducation préscolaire (<http://recitpresco.qc.ca/>).