

**Evaluation of Student Learning
K4 and Kindergarten**

You will find information below concerning the evaluation and reporting of your child's progress. This is an annual plan that anticipates the timeline for curriculum content, and forms of evaluation. Note that teachers may adjust the overall plan to accommodate the pace of learning and forms of evaluation in a given term.

Standard	Procedures
<p><u>Planning Learning and Evaluation</u></p> <p>The planning of learning and evaluation complies with the Québec Education Program.</p>	<p>Learning situations proposed to children:</p> <ul style="list-style-type: none"> • respect the trifold mandate of the preschool program (to serve as a rite of passage that gives children a liking for school; to foster children's overall development by motivating them to exploit their full potential; and to lay the social and cognitive groundwork that will prepare children for their future schooling and enable them to continue to learn throughout their lives) • are rooted in the world of play and the child's spontaneous activities • respect the development of the six competencies, the evaluation criteria and expectations • are connected to the broad areas of learning • are done in an authentic context of learning
<p><u>Information Gathering and Interpretation</u></p> <p>Information is gathered over the course of the entire learning process.</p>	<ul style="list-style-type: none"> • Observation is the favoured means for evaluation and focuses on your child's attitudes, behaviours, processes, strategies and productions.
<p><u>Judgment</u></p> <p>Evaluation judgments are made regarding the six competencies of preschool education.</p>	<ul style="list-style-type: none"> • Evaluation is an integrated part of the teaching/learning process and is used for pedagogical interventions. In preschool, evaluation is an ongoing process and occurs during the everyday daily routine and activities of classroom life.

<p><u>Communication</u></p> <p>Each competency is evaluated on the report card at least once during the year.</p>	<ul style="list-style-type: none"> The teacher determines the competencies to be evaluated each term. They are: to perform sensorimotor actions effectively in different contexts; to affirm his/her personality; to interact harmoniously with others; to communicate using the resources of language; to construct his/her understanding of the world; and to complete an activity or project.
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Students with Special Needs

Please note that some students with special needs are provided with an individualized program to meet their needs. Their programs, including the evaluation and reporting procedures, may differ from those described in these pages. The teachers, in collaboration with the school’s resource department, develop Individual Education Plans (IEPs) that outline the individualized programs, strategies implemented as well as resource support measures.

Please note that you will receive the following official communications during the school year:

Official Communications	
Progress Report	The Progress Report will be issued on Friday, November 19, 2021. Virtual Parent-Teacher Interviews (by appointment)-Thursday, November 25, 2021.
Term 1 Report Card	The Term 1 Report Card will be issued on Friday, January 28, 2022. It will cover the period from September to January 12, 2022.
Progress Report 2	The second Progress Report will be issued on Friday, April 22, 2022. The Progress Report contains comments from the teachers detailing the student’s learning, behavior and academic success so far this year. Virtual Parent-Teacher Interviews (by appointment) March 31, 2020.
Term 2 Report Card	The Report card will be issued by July 10, 2022. It will cover the period from January 13, 2022 to June 23, 2022.

If there are any significant changes made to the above evaluation and reporting information, an updated version of this document will be made available. For any more information concerning the evaluation of your child’s learning, please contact us at your convenience.