



Crestview Elementary School – École Primaire Crestview






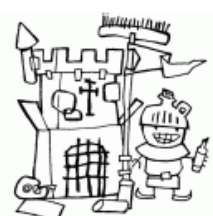
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Evaluation Plan Ms. Kelly Sauvé 2020-2021 School Year

September 2020

The following information pertains to the main evaluation that will concern your child during the current school year.

Kindergarten 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 / Evaluation Plan
	Develops sensorimotor skills	Psychomotor Development	To perform sensorimotor actions effectively in different contexts Your child explores his/her learning environment and manipulates objects, tools and materials with more precision. Your child's fine motor coordination (cutting, pencil grip, drawing) gross motor skills (running, hopping, throwing, physical coordination), ability to show self-control and organization will be evaluated.
	Develops his/her personality	Emotional Development	To affirm his/her personality Your child expresses his tastes, needs, interests, emotions, autonomy and self-confidence. S/he makes personal choices, takes initiatives and assumes responsibility. S/he is able to recognize her/his strengths and is beginning to become aware of her/ his limits.
	Relates well with others	Social Development	To interact harmoniously with others Your child is learning how to resolve social conflict in the spirit of mutual respect and justice. S/he shares her/his toys and ideas with those around her/him. S/he adopts and respects the classroom rules, recognizes her/his differences and similarities with peers, how s/he participates in groups, takes turns, shares and cooperates.
	Communicates orally	Language Development	To communicate using the resources of language <i>(Evaluated in English)</i> Your child understands what is said and is able to produce a message using a variety of means to express her/his ideas. Your child is interested in communication, has the ability to convey clear oral messages, to stay on topic, to understand, to pronounce, and to recite poems, songs and vocabulary. This competency also incorporates the child's interest in written communication.
	Becomes familiar with his/her environment	Cognitive Development	To construct his/her understanding of the world. Your child's attitude toward learning, her/his ability to think, observe, explore, ask questions, make predictions, and make connections with everyday life are the criteria for this competency. Your child will need to show creativity, express what s/he knows and describe her/his methods and strategies when performing a task.
	Completes projects or activities	Methodological Development	To complete an activity or project. This objective involves your child's work ethic. For instance, how s/he participates in an activity, how s/he perseveres in carrying out a task, how s/he uses strategies to organize her/himself. Your child should also be able to express the challenges s/he may have faced during a project or activity. Finally, s/he needs to be able to assess her/his learning and explain the steps taken to complete a task.

Clip art: récit nationale du préscolaire: <http://recitpresco.qc.ca/>

Original Translation by: Kim McGrath, Education Specialist, MELS, Preschool Education

Modified by: Demetra Papazafirooulos

Methods of Assessment

Observation is one of the main means of evaluation. We will be watching your child to see how s/he meets the above criteria throughout the day. Each area of development will be worked on daily. The students will have multiple opportunities throughout the day to develop the above-mentioned competencies. Table work sessions, ballroom / mat room sessions and circle time are all crucial parts of the day. This is where we see how your child follows routine and structure, self-regulates, interacts with others, and follows instructions. We take anecdotal notes and use checklists to help document valuable information pertaining to your child's development.

Your child's program will be based on their individual needs and will focus on developing their independence, language and communication skills and school readiness skills (behavior). As the school year passes, you will see her/his development. In the next few months, your child will also learn to independently complete an individualized work system independently.

We will also collect work samples and take pictures of your child's work, since a large part of what they will be doing will be hands-on and using manipulatives.

On the report card, your child will be evaluated using a letter grade. This letter does not represent a percentage (example: an "A"= 90%) and it is not based on results from a test (your child scored 19/20 on vocabulary words; therefore, s/he gets an "A") Rather, all the above methods, as well as the teacher's professional judgment, will determine the marks on the report card.

The report card will have the following legend:

Terms 1 and 2	Term 3
A= The student is making very satisfactory progress.	A= The student exceeds the program expectations.
B= The student is making satisfactory progress.	B= The student meets the program expectations.
C=The student is making progress, but with some difficulties	C= The student partially meets the program expectations.
D= The student is experiencing serious difficulties.	D= The student does not meet the program expectations.

Comments on Learning:

For each subject, space is reserved in the report card for us to provide any necessary information regarding your child's strengths, challenges and progress. Different means may also be used to promote communication with you: The SeeSaw application, phone calls home or e-mails.

Clarifications:

You will be notified of any significant changes made during the school year regarding evaluation of student learning. For more information on evaluation, please do not hesitate to contact the teacher.

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

10 Official Communications	
First Meeting	Between August 26 th and August 31 st , 2020
First Written Communication	On October 15 th , 2020, you will receive the first written communication in the form of a progress report which will include comments on your child's learning and behavior
First IEP Meeting	The first IEP meeting will take place between October 26 th , 2020 and November 6 th , 2020
First Report Card	The first report card will be sent home on November 20 th , 2020. This report card will cover the period from the first day of school to November 6 th , 2020
Parent Teacher Interviews	Interviews will take place November 19 th , 2020 but can be scheduled anytime during the two weeks following the interview date.
Second Report Card	The second report card will be sent home March 12 th , 2021. This report card will cover the period from November 9 th , 2020 to February 19 th , 2021.
IEP Update	The IEP's will be updated at the end of March or the beginning of April 2021
Portfolio Night	Portfolio Night will take place April 22 nd , 2021
Third Report Card	The third report card will be sent home on June 30 th , 2021. It will cover the period from February 22 nd , 2021 to the end of the school year.
Finalize IEP	The last meeting to finalize the IEP will take place in June 2021