



Crestview Elementary School – École Primaire Crestview

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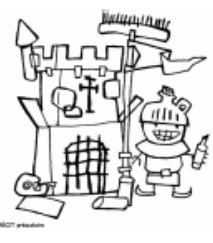
Evaluation Plan

Ms. Demetra Papazafirooulos
2019-2020 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. I will be watching your child to see how s/he meets the above criteria, especially for how your child interacts socially. Calendar/circle time is a crucial part of the day. This is where I see how your child follows along and how he is able to see patterns, predicts, copy words, etc. I take anecdotal notes and use checklists to help me remember important information pertaining to the task's objectives.

Each month, your child will draw and write various objects (ex: shapes, a person, letters and numbers, etc.) As the school year passes, you will see her/his development. I will also have your child perform a task (example: make a pattern, sort, find the word in French, etc.) with me, so that I can see if s/he has grasped the concept(s) taught.

Your child will perform small projects in class (as a group and individually) and I will use those projects to see what s/he knows. I give them a choice of how they want to present their projects (modeling clay, drawing, poster, etc.)

Your child will also have a portfolio (in a scrapbook), where s/he will select what s/he feels is her/his best work. S/he will also evaluate her/himself, based on how s/he thinks s/he did. This gives us some insight as to how your child feels about her/his learning.

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: notes in the agenda, assignments sent home, presentation of your child's work, etc.

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:

| Official Communications | |
|------------------------------------|---|
| First Written Communication | On October 15 th , you will receive the first written communication, which will include comments on your child's learning and behaviour. |
| First Report Card | The first report card will be sent home on November 20 th . This report card will cover the period from the first day of school to November 6 th . Parent/Teacher Interviews will be scheduled for the evening of November 19 th . |
| Second Report Card | The second report card will be sent home March 12 th . This report card will cover the period from November 9 th to February 19 th . |
| Student Led Conferences | Portfolio Night will be held on March 12 th . |
| Third Report Card | The third report card will be sent home on June 30 th . It will cover the period from February 22 nd to the end of the school year. |