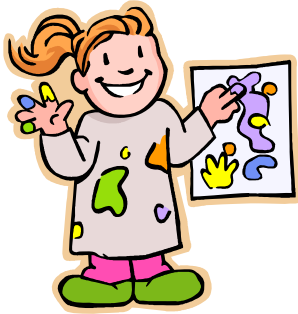


In preschool education, evaluation involves the individual children, their peers, teachers and parents. Observation is the favoured means of evaluation: it fosters and respects the learning process and focuses on the children's attitudes, behaviours, processes, strategies and productions. Observation makes it possible to follow the children's progress in the development of their competencies.

(Ref.: Quebec Education Program, p. 52)

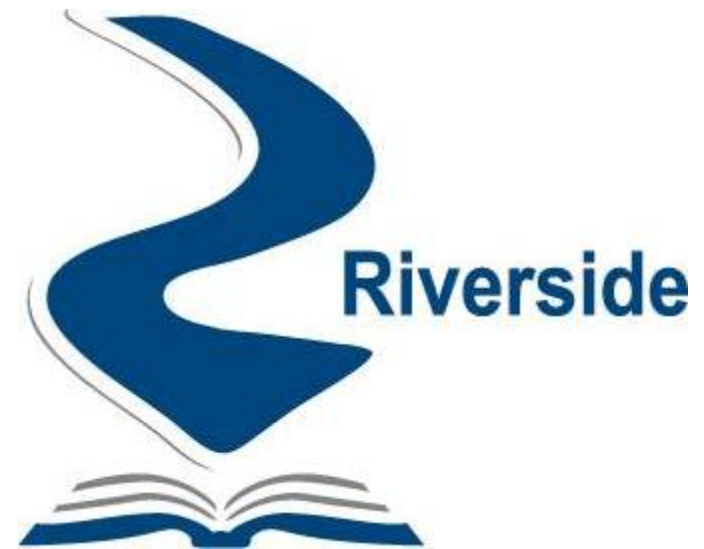


# ***THE KINDERGARTEN REPORT CARD***

*and other forms*

*of communication*

*to parents*



This year, a new Kindergarten report card has been developed to help parents better understand the means by which the competencies of the Kindergarten program are developed and evaluated, and thus be more prepared to follow and support their child in his/her studies.

## Communications, Progress Report Cards, And the Competency Report

During the year you will receive both informal and formal communications on the progress and achievement of your child, according to the six competencies of the Kindergarten program:

- ✓ Develops sensorimotor skills
- ✓ Develops his/her personality
- ✓ Relates well to others
- ✓ Communicates orally
- ✓ Becomes familiar with his/her environment
- ✓ Completes projects or activities

### INFORMAL COMMUNICATIONS

At least once during the year, you will be informed of the progress of your child on competencies which were a focus of development. This may occur by teacher-parent meetings, a school-based information document or a Student Evaluation and Learning File.

### FORMAL COMMUNICATIONS


The **Progress Report** cards of Terms 2 and 3 will provide descriptive comments on the development of the competencies which were a focus of teaching. These results represent the teacher's professional judgment on the status of development of the competencies, according to the expectations for the term.

At the end of the year, the teacher will make a final judgment on the level of development on each of the Kindergarten competencies. These results will appear on the **Competency Report** card, and will be expressed in the form of a descriptive comment.

## FORMAL COMMUNICATIONS

### Progress Report Card

### SAMPLE

COMPETENCY 1: DEVELOPS SENSORIMOTOR SKILLS COMPÉTENCE 1 : SE DÉVELOPPE SUR LE PLAN SENSORIEL ET MOTEUR		Term 2 Étape 2	Term 3 Étape 3
<ul style="list-style-type: none"> <li>▪ Executes gross motor movements (runs, jumps, dances, throws, catches) / Exécute diverses actions de motricité globale (court, saute, danse, lance et attrape une balle)</li> <li>▪ Executes fine motor movements (writes, draws, traces, cuts, glues) / Exécute diverses actions de motricité fine (écrit, dessine, trace, découpe, colle)</li> <li>▪ Adjusts his/her actions to the environment (keeps own place in line, walks in hall, runs in gym, avoids physical obstacles) / Ajuste ses actions en fonction de l'environnement (fait la queue, marche dans le couloir, court dans le gymnase, évite les obstacles physiques)</li> <li>▪ Recognizes factors that favour well-being (healthy habits, safety) / Reconnaît les éléments favorisant le bien-être (habitudes saines, sécurité)</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Evaluation Criteria of Competency 1      Examples of Student Actions      Status of Development

### Competency Report Card

### SAMPLE

**END OF KINDERGARTEN COMPETENCY REPORT  
BILAN DES APPRENTISSAGES À LA FIN DE LA MATERNELLE**

Level of competency development at the end of Kindergarten:  
Niveau de compétence à la fin de la maternelle:

	Has exceeded requirements A dépassé les exigences	Has attained requirements A satisfait aux exigences	Has partially attained requirements A partiellement satisfait aux exigences	Has not attained requirements N'a pas satisfait aux exigences
 Competency 1 / Compétence 1 Develops Sensorimotor Skills Se développe sur le plan sensoriel et moteur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 2 / Compétence 2 Develops His/Her Personality Développe sa personnalité	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency      Level of Development