

## THE KINDERGARTEN REPORT CARD A GUIDE FOR TEACHERS

Our Kindergarten Report Card has been extensively revised to meet the requirements of the Quebec Education Program.

The curriculum has been designed to enable children to develop, progress and consolidate the learning necessary to achieve the required competencies by the end of Kindergarten. This program recognizes that learning is an active process and requires some different methods of evaluation throughout the year.

Teachers will communicate with parents four times during the year using this Report Card.



In preschool, evaluation involves the individual children, their peers, teachers and parents. Observation is an important means of evaluation: it fosters and respects the learning process and focuses on the children's attitudes, behaviours, processes, strategies and productions.

Judgements made in evaluating children should be based on observations of children demonstrating competencies in a variety of situations. Teachers should record their observations of each child over a period of time and in different activities.



Children whose first language is not the language of instruction may experience difficulty in mastering a second language. (Teachers will take this into account both in providing learning support and in evaluating their competencies.) It is helpful to make connections between first and second languages in order to facilitate communication and encourage children to apply their learning.

### Finding your way around the report card

#### Communication 1

This communication will be completed by teachers and sent to parents early in the school year to let them know how their child is settling into school. There is a section for parents to complete to give teachers some feedback on how they perceive their child's reaction to the first days of school.

On the front cover the child will create a piece of artwork in class. Throughout the Report Card there are four opportunities for the child to express him/herself by drawing a picture. This is important and will show the child's development over the course of the year.



Both teachers and parents need to work together to understand how the child behaves and learns at school and at home. Both play very important roles in the development of the child.

## Communications 2 & 3

The preschool curriculum is divided into 6 competencies:

- ✓ Physical Development
- ✓ Emotional Development
- ✓ Social Development
- ✓ Language Development
- ✓ Intellectual Development
- ✓ Development of Work Methods



For each of these, the teacher will evaluate each child using descriptors which are listed under the heading of the competencies. You will notice that the legend at the top of the page describes the symbols (•, ●, ■, □), which are used in the columns beside the descriptors.

Positive Growth / Développement positif
<ul style="list-style-type: none"><li>• Most of the time / La plupart du temps</li><li>● Some of the time / Parfois</li><li>■ Needs more time / A besoin de plus de temps</li><li>□ Not reported at this time / Non mesuré à ce moment</li></ul>
Please note that if a teacher is not reporting at this time the competency box will not be completed

Under Language Development, each child may be evaluated in both English and French using the same descriptors. Children usually feel more comfortable and are able to express themselves better in their first language, and may show a very different level of competency when using each of the languages. This section may be completed by one or two different teachers.

Communications 2 and 3 comprise four pages. There is a page for the child's artwork, a page for the teacher(s) and the parents to share observations, and two pages for evaluation of the competencies with their descriptors.

The number of days that the child was absent in each month is detailed at the top of the 6<sup>th</sup> page of the Report Card. Since it is important for children to attend school regularly teachers are asked to discuss any problems of attendance with the parents.

## Communication 4

This communication is the final report and is completed at the end of the year. Like Communications 2 and 3 there is a page for the child's artwork.



The page for the teacher's observations is different and includes some suggestions for activities that parents might want to consider doing with their children over the summer. Since children continue to learn over the long summer holiday they will need some stimulating and creative learning activities.

The back page of the report is the end of the year evaluation of the six competencies of the preschool curriculum. Each child is evaluated using criteria established by the Ministry of Education in the Quebec Education Program. The back page of the report card must be photocopied and kept in the student's file. You may also wish to keep a copy of the comments on the preceding page since they explain the evaluations.

A different legend is used to evaluate the end of Kindergarten:

1. Exceeds expectations / dépasse les attentes  
(Your child easily demonstrates the competencies expected at this age)
2. Meets expectations / satisfait les attentes  
(Your child demonstrates the competency level expected at this age)
3. Partially meets expectations / satisfait partiellement les attentes  
(Your child needs more time to mature and could benefit from activities during the summer months)

At the bottom of the back page, the child will complete a self evaluation of the activities experienced during Kindergarten.

Communication is a key to a successful partnership between students, teachers and parents. Report cards are one way for teachers to provide important information to parents and students and for parents to provide feedback to teachers.

