

**PIERRE ELLIOTT TRUDEAU ELEMENTARY SCHOOL**  
**ÉCOLE PRIMAIRE PIERRE ELLIOTT TRUDEAU**



**EVALUATION PLAN**

**Following your child's progress in Preschool**

In order to inform you about your child's progress and to provide him/her with the support that he/she needs, the school uses different ways to track and assess his/her learning. To inform you about your child's development and progress within the Preschool Education Program, you will receive periodically his/her work done in class, as well as, his/her evaluations including one formal communication and three report cards.

Evaluation is an integral part of the teaching and learning process. In preschool, evaluation is an ongoing process that occurs during the daily routines and activities of classroom life. Observation is the most appropriate means for evaluation that focuses on your child's attitude, behaviors, skills, abilities, strategies and productions.

It is important to note that evaluation does not merely serve to situate where your child is in relation to the expected outcomes of the program. It is also importantly used to best support your child in his/her overall development.

**The following is a list of the official school communications you will receive this year.**

**OFFICIAL COMMUNICATIONS 2025-2026**

<b>First Communication</b>	You will receive the First Communication regarding your child's transition into and adaptation to Preschool by October 15,2025.
<b>Report Card – Term I</b>	The first Report Card will be issued by November 20,2025.
<b>Report Card – Term II</b>	The second Report Card will be issued by February 25,2026.
<b>Report Card – Term III</b>	The final Report Card will be issued by July 10, 2026.

**Observations used for Report Cards**

Areas of Development and Competency of the Preschool Education Program	The student is making very good progress on the competency. The student is developing at a faster and more sustained rate than was anticipated.
	The student is making satisfactory progress on the competency. The student is developing well, we see constant progress.
	The student is making progress on the competency, but shows some difficulties. The student is developing irregularly. There are ups and downs in his progress.
	The student is making progress on the competency but shows significant difficulties. The student needs continuous and sustained help to participate in class activities.

# A Summary of the Five Areas of Development and Competencies of the Preschool Education Program

The five areas of development are of equal importance and must be dealt with in synergy.

Areas of development and competencies	Focuses of development	Key features
<b>Physical and Motor Development</b> Increases physical and motor development Term : 1, 2 & 3	<b>Motor skills</b>	<ul style="list-style-type: none"> <li>› Explores sensory perceptions</li> <li>› Develops body awareness</li> <li>› Uses gross motor skills</li> <li>› Uses fine motor skills</li> <li>› Explores the concept of space</li> <li>› Explores the concept of time</li> <li>› Discovers lateral dominance</li> <li>› Explores different ways of moving</li> </ul>
	<b>Healthy lifestyle habits</b>	<ul style="list-style-type: none"> <li>› Explores the world of food</li> <li>› Explores different ways of relaxing</li> <li>› Adopts practices associated with good personal hygiene</li> <li>› Learns about safety</li> </ul>
<b>Emotional Development</b> Builds self-awareness Term : 2 & 3	<b>Self-knowledge</b>	<ul style="list-style-type: none"> <li>› Recognizes own needs</li> <li>› Recognizes own characteristics</li> <li>› Expresses own emotions</li> <li>› Regulates own emotions</li> </ul>
	<b>Self-confidence</b>	<ul style="list-style-type: none"> <li>› Explores own autonomy</li> <li>› Responds with confidence</li> </ul>
<b>Social Development</b> Maintains harmonious relationships with others Term : 1, 2 & 3	<b>Sense of belonging</b>	<ul style="list-style-type: none"> <li>› Shows openness to others</li> <li>› Participates in group activities</li> <li>› Collaborates with others</li> </ul>
	<b>Social skills</b>	<ul style="list-style-type: none"> <li>› Gradually complies with rules of conduct</li> <li>› Creates connections with others</li> <li>› Regulates own behaviour</li> <li>› Resolves conflicts</li> </ul>
<b>Language Development</b> Communicates using oral and written language Term : 1, 2 & 3	<b>Oral language</b>	<ul style="list-style-type: none"> <li>› Interacts verbally and non-verbally</li> <li>› Demonstrates understanding</li> <li>› Expands own vocabulary</li> <li>› Explores different kinds of statements</li> <li>› Develops phonological awareness</li> </ul>
	<b>Written language</b>	<ul style="list-style-type: none"> <li>› Interacts with written language</li> <li>› Recognizes some reading and writing conventions</li> <li>› Discovers some functions of writing</li> <li>› Knows the letters of the alphabet<sup>1</sup></li> </ul>
<b>Cognitive Development</b> Discovers the world around them Term : 2 & 3	<b>Thinking skills</b>	<ul style="list-style-type: none"> <li>› Acquires new knowledge relating to the subject areas (mathematics, arts education, social sciences, science and technology)</li> <li>› Uses reasoning skills</li> <li>› Uses imagination</li> </ul>
	<b>Strategies</b>	<ul style="list-style-type: none"> <li>› Takes action</li> <li>› Explores different actions</li> <li>› Explains the actions taken</li> </ul>

1. End-of-preschool outcome: The child knows know the names and sounds of most of the letters of the alphabet (upper and lower case).