

Evaluation of Learning at the Preschool Level

Evaluation Standards and Procedures Adapted for Preschool Education

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The preschool education program is based on competencies that are closely related to children's overall development. The teachers should therefore always work with the children in their zone of proximal development. For this reason, certain aspects that are valid for teaching in elementary school cannot be taken into account in preschool. It is therefore important for the preschool teachers to get involved in the standards and procedures committee in their school to ensure that those standards and procedures apply to their teaching.

The standards and procedures for evaluation are used to specify how the evaluation of learning is carried out in a school. It should be recalled that, according to the guide [Renewing the Local Framework for the Evaluation of Learning](#) (part II, component 2), the evaluation process has five stages: planning, information gathering and interpretation, judgment, decision and communication of results.

Here are a few details on the stages to be considered in the evaluation of learning in preschool education, as well as examples of the related standards and procedures for evaluation.

Planning

Planning of evaluation has to take into account the mandate of preschool education (give children a liking for school, foster children's overall development and prepare children for their future schooling), knowledge of the child and the group of children, educational aims of the broad areas of learning, culture and the six competencies to be developed.

- Example of a standard: The planning of learning and evaluation complies with the Québec Education Program.
- Example of a procedure: The teachers develop learning situations based on the world of play and related to questions from children and their interests. They organize their classroom in a way that fosters the active participation of the children.

Information gathering and interpretation

In preschool, information gathering mainly takes place through observation, but also through interviews, comments from the children and achievements recorded in a logbook or portfolio by the child and the teacher. This information is then interpreted according to the learning progress of the child and in keeping with the expectations for the end of preschool education set by the Québec Education Program.

- Example of a standard: Information gathering takes place during learning throughout the year.
- Example of a procedure: The teacher uses the observation of the attitudes, behaviours, processes, strategies and achievements of the child as the primary means to gather information.

Judgment

The collection and interpretation of information enables the teacher to make a judgment on the status of the development of the competencies during the year and the competency level attained by the child at the end of the year. In order to make a quality judgment, the teacher needs to collect information on all the evaluation criteria. If information is missing for one of the criteria, it is always possible to choose not to make an overall judgment on the development of the competencies during the year. The teacher can still make comments on the development of one or more competencies.

- Example of a standard: The six preschool education competencies are the focus of evaluation for making a judgment.
- Example of a procedure: The teacher uses the evaluation criteria for each competency to make a judgment.

The decision

Through the judgment, the teacher can make the best decisions to ensure the continued learning of the child.

- Example of a standard: Teaching is planned to ensure the continued learning of the child.
- Example of a procedure: Teachers in preschool education and teachers in Elementary Cycle One establish a model for the transfer of information at the end of year.

Communication

Decisions taken are then communicated through comments, meetings, the report card or the preschool end-of-year report. These communications can be intended for the child, the parents, the Cycle One teachers or other people concerned.

- Example of a standard: Each competency is assessed in the report card at least once in the course of the year.
- Example of a procedure: This assessment takes the form of comments on the development of the competency or uses the following legend: A = is developing the competency very well; B = is developing the competency well; C = experiences difficulties in the development of the competency.

