



ASSESSMENT POLICY

Last Update: May 2022

Table of contents

| | |
|---|-------|
| Mission Statements Clearpoint Elementary International Baccalaureate | p. 2 |
| IB Learner Profile | p. 3 |
| Introduction to Assessment | p. 4 |
| Purpose of Assessment | p. 4 |
| School Philosophy | p. 5 |
| School Success Plan | p. 6 |
| Assessment Methodology (Connection with PYP Assessment) Assessing: How we discover what the students know and have learned Recording: How we collect and analyze the data Reporting: How we communicate about assessment | p. 7 |
| Essential Agreements on Assessment | p. 10 |
| Appendix 1: Standards and Procedures Policy 2012-2013 | p. 12 |
| Appendix 2: Formal Report Card Rubric | p. 15 |
| Appendix 3: Links to Progression of Learning and Ministry documents | p. 16 |



Clearpoint Elementary Mission Statement

Clearpoint is a bilingual community school where the partnership and respect of its members are valued. Parents, community members and staff work together to provide the best possible learning environment for every student. The result is that Clearpoint is a school where there is a sense of family and pride in belonging.

Our mission is to:

- foster the discovery and development of the unique identity and positive self-concept of each child.
- promote students' academic achievements in a safe environment and to help each child reach his/ her potential in all areas of development: social, moral, physical, intellectual, cultural and emotional.
- provide each child with the tools necessary to be a life-long learner in a changing world.



International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The aim of all IB programme is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. IN so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Introduction to Assessment

Assessment is essential to verifying the efficiency and effectiveness of our educational program. Through our assessment policy, we address the requirements of the Primary Years Programme as described in the International Baccalaureate literature in conjunction with respecting the MEES (Ministère de l'Éducation et de l'Enseignement Supérieur.)

Assessments (formative and summative) occur throughout the academic year. Ministry required reporting to parents occurs through the use of standardized report cards and issued three times a year. Grade-level appropriate, self-evaluation reflections of IB attributes supplement our assessment protocol.

The following document has been prepared to inform and guide Clearpoint's professional staff members, parent and wider community and students to ensure the implementation of our assessment policies.

Purpose of Assessment (Connection with PYP)

At Clearpoint Elementary we follow the guiding principles of assessment as stated in the *IB Learning and Teaching* document. As such, assessment is a means to inform learning and teaching. This involves the gathering and analysis of information to guide teaching practices. Constructive feedback is provided to both students and the parent community. Formative assessment guides planning and instruction, ensuring student engagement. Assessment practices respect the IB Primary Years Programme goals & objectives.

At the heart of this policy is the development of the essential elements that encourage life-long learning:

- the acquisition of knowledge
- the understanding of concepts
- the development of the learner profile attributes
- the development of approaches to learning
- the promotion of student-initiated action
- the promotion and opportunity for student agency

Our Assessment Policy has been updated to meet both the requirements of the IB Primary Years Programme (PYP) and the Quebec Education Program (QEP). This policy is a living document which is a reflection of our ever-expanding expertise as an International World School within a province where inquiry takes place in two languages (English & French).

“Evaluation is the process whereby a judgment is made on a student’s learning on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and administrative decisions. “

Quebec Ministry of Education, Evaluation of Learning

The PYP Program Model Overview



School Philosophy

At Clearpoint Elementary our focus is on the development of the whole child evolving within the International Baccalaureate program in combination with the MEES (Ministere de l'Education et de l'Enseignement Supérieur) requirements. We value a strong relationship among the learning community including, the administration, staff members, students and parent community and wider community members.). Together, we are invested in this cherished venture.

We strive to educate responsible citizens of the world through an inquiry-based international program. All students are encouraged to cultivate an adherence to high academic standards through an enriched bilingual curriculum in language arts, mathematics, science and technology, history, geography, music, dance, fine arts and

physical education. Extra-curricular programs are offered to support the diverse interests of the students. Within this child-centered approach, the learner is always an active participant, intrinsically involved in every stage of the knowledge building process. We recognize the uniqueness of all learners and the necessity of differentiation. Ultimately, our goal is to prepare our students to become life-long learners and global citizens. They evolve as internationally-minded students *“with attributes and descriptors which define the type of learner the IB hopes to develop through its programme.”*

Educational Project

The MEES has mandated that all schools address certain areas in their respective *Educational Project*. These goals are also aligned with the *Strategic Plan* of the Lester B. School Board. Within this context, there are particular goals that are relevant to evaluation and assessments. (Clearpoint's Educational Project is [linked here](#)).

Specifically there are strategies, indicators and targets in each of the 3 following strategic directions:

- Improving Achievement
- Ensuring Wellness
- Strengthening Engagement

Monitoring progress towards a wide range of goals within these strategic directions is measured by various methods

- School Board and or Ministry exams
- Running Records (GB+ / PM Benchmarks)
- Decodable Texts / Literacy Assessment
- Student Individual Education Plan
- Use of various feedback tools (eg. rubrics, checklists, continuums)
- Student self-evaluation and reflection with a focus on the essential elements
- Reflection on teaching & learning practices with a focus on the essential elements (formal and informal)

Perspective on Assessment

Clearpoint Elementary implements the MEES (Ministere de l'Education et de l'Enseignement Supérieur) Curriculum, which is divided into general competencies, broad areas of learning and subject areas. For each of these elements, a set of competencies and clear evaluation criteria are described in the MEES Curriculum. According to this document, evaluation is the process whereby judgment is made on a student's learning on the basis of information gathered, analyzed and interpreted for the purpose of making pedagogical and administrative decisions (Ministry of Education Policy on Evaluation).

Clearpoint Elementary also offers the Primary Years Programme (PYP) from the International Baccalaureate (IB). *Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, and the mastering of skills, the development of attitudes and the decision*

to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process (Making the PYP Happen, December 2009).

Assessment Practices

Our assessment practices identify what students know, understand and can do at different stages in the learning process. These practices guide teaching and learning and in turn lead students to action as well as facilitating agency. This is achieved by discovering what the students know, collecting and analyzing data and communicating results to students & parents. This allows students and teachers to set effective learning goals. .

This process is a collection of best practices, new research and the creative ideas from our students and staff. Many of the specific tools and strategies we use are described in the [PYP - Learning & Teaching](#) document.

Assessing: *How we discover what the students know and have learned*

Assessment in the learning environment includes, but is not limited to:

- Collecting evidence of student understanding and thinking
- Anecdotal note-taking and observations (Documenting the learning process of groups and individuals)
- Conferencing: peer, student/teacher, student/parent
- Engaging students in reflecting on their learning (metacognition ~ self/peer-assessment)
- Promoting the six facets of understanding (McTighe, 2008)*
- Differentiating according to the needs of students (UDL)
- Using and developing rubrics provide student with clear expectations
- Showcasing, presenting and highlighting student learning
- Writing common exams prepared by the teacher, school board, and provincial ministry of education department
- Keeping records of results of a variety of tasks such as quizzes, tests, book reports, etc.

Recording: *How we collect and analyze the data*

The learning community at Clearpoint uses a variety of strategies and approaches to gather information about student learning.

Assessment strategies and tools

| Assessment tools | Rubrics | Exemplars | Checklists | Anecdotal records | Continuums |
|-----------------------------|---------|-----------|------------|-------------------|------------|
| Assessment strategies | | | | | |
| Observations | ✓ | | ✓ | ✓ | ✓ |
| Performance assessments | ✓ | ✓ | | ✓ | ✓ |
| Process-focused assessments | ✓ | | ✓ | ✓ | ✓ |
| Selected responses | | ✓ | ✓ | | ✓ |
| Open-ended tasks | ✓ | ✓ | | ✓ | ✓ |

Making the PYP happen: A curriculum framework for international primary education, p. 48

Standardized assessments are used as part of the school assessment policy to gain as much information as possible about the student, the PYP and the Quebec Education Program.

Reporting: *How we communicate about assessment*

Reporting to parents, students, and teachers occurs through:

- **Curriculum Night:** This takes place at the beginning of the school year. Parents meet the teachers and receive a comprehensive curriculum overview and evaluation breakdown. Classroom procedures and routines are explained in connection with the POI (Programme of Inquiry.)
- **IEP** (individualized education plan) meetings: are held at least once a year between parents and teachers to discuss the student's goals and progress.
- **Interim report:** Is sent home the first week in October to update the parents on whether their child has had a successful start to the school year.
- **Formal report cards** are given out 3 times during the year (November, March, and June). The legend of the report card is attached in Appendix 2.
- **Parent-Teacher interviews** take place in November after report cards are sent home. The interviews allow teachers and parents to share information. Results, samples of work are shared as well as achievements and areas for future consideration as discussed. On-going parent-teacher conferencing takes place throughout the academic year on a needs basis.
- **Student portfolio (polished)** is an important part of the school's reporting procedures. It is a collection of student learning and evidence of their progression through the PYP. It becomes a three-way communication tool between students, parents and teachers. The portfolio is shared at various times throughout the school year.
- **Student Working Portfolio** can take different forms (digital, journals, folders, notebook.) These portfolios are meant to be used as formative assessment tools. They demonstrate the students learning throughout the units of inquiry and highlight various visible thinking routines.
- **Student-Led Conferences** are formal reporting sessions led by the students where students' learning is celebrated with their parents/guardians. They have the opportunity to discuss their learning and explain what they have chosen to include in their portfolios.
- **PYP Exhibition** is a culminating project that is used to help provide an authentic process for students to express their understanding of the major features of the programme of inquiry. Students

collaboratively develop their own lines of inquiry, formulate key concept questions and finally execute an action plan that is co-constructed and connected to their exhibition topic. Throughout this process, mentors play an important role in guiding and supporting the students. This culminating project is celebrated and presented to the parents, staff, and the broader learning community.

Essential Agreements on Assessment

Parent communication

All teachers are expected to communicate the PYP and the Units within the Program of Inquiry to the parents through:

- Parent Information Night at the beginning of the year
- PYP information evening
- Class Newsletters and/or emails
- The School website
- Communication Apps
- Formal invitations (Open houses, showcases, Student Led Conferences (SLC) or celebration of learning events)
- Informal invitations (classroom and school-wide initiatives)
- Student learning samples sent home for reflection
- Student portfolios
- Student Led Conferences
- The PYP coordinator will provide regular information about the PYP using a range of communication strategies, e.g. newsletter articles, parent workshops etc.
- Daily communications when necessary (agenda, phone call, email, notes, pochettes)
- Online platforms such as Seesaw, ClassDojo, Google Classroom

Assessment

Assessment Objectives are planned at the start of the unit and demonstrate clear links between the assessment tasks and all components of the planner, i.e. central idea and lines of inquiry, key concepts, teacher and student questions, learning activities.

- Assessment strategies and tools are varied and can include pre and post assessment tasks and formative and summative assessments.
- Assessments include peer and self-assessment where appropriate.
- Students are involved in the development of some of the assessment activities and tools (e.g. rubrics). Students are informed of the assessment criteria if they are not involved in the developing the assessment activities.
- Assessment informs and directs future learning (formative).

- At the school level, we are working towards addressing knowledge, concepts, approaches to learning, action and agency and the learner profile attributes.
- Teachers are familiar with the assessment policy of the school.

Student-led Conferences

- Students are involved in choosing what is shared with parents
- Students address all five of the essential (knowledge, concepts, approaches to learning, attitudes and action.) Teachers meet and greet parents and roam around the room throughout the conference.
- Classroom teachers and Specialists meet together to plan what is being shared
- Invitations to Student Led Conferences are electronically distributed at least 2 weeks prior to the date selected.
- SLC dates are published in the school newsletter and calendar for future years.

Showcase Portfolios

- Each student share their learning portfolio at the student led conferences
- Portfolios provide information about the content of the unit and at least two work samples from each unit – one in English and one in French.
- Following each unit of inquiry, students select samples to include in the portfolio
- Work samples from the specialists are included in the portfolio when what is being taught is in line with Unit of inquiry (as planned)
- Portfolios may include a range of assessment strategies and tools and can include pre and post assessment tasks and formative and summative assessments.
- Assessment samples may include peer and self-assessments where appropriate.
- Students are involved in the selection and development of some of the work samples and assessment samples.
- All work samples are teacher acknowledged in some way and should be dated

Appendix 1: Standards and Procedures of Evaluation 2022-203



Evaluation and Reporting of Student Learning 2022 - 2023

| Subject, Competencies & Weightings | | Types of Evaluations | | |
|---|----------------|---|----------------|---|
| English Language Arts | | Projects, Reports, Presentations, Tests, In-class and home assignments, Learning and Evaluation Situations | | |
| Uses language to communicate and to learn 33% | | | | |
| Reads & listens to spoken, written and media texts 33% | | | | |
| Produces written and media texts 34% | | | | |
| <ul style="list-style-type: none"> • All 3 competencies will be evaluated and reported on at the end of every term. • Gr. 6 will write a MELS-compulsory exam during term 3 worth 20% of the final mark. Dates: TBA. | | | | |
| French | | Types of Evaluations | | |
| Communicates in French 33% | | Projects, Reports, Presentations, Tests, Participation, In-class and home assignments, Learning and Evaluation Situations | | |
| Understands oral and written texts in French 34% | | | | |
| Produces oral and written texts in French 33% | | | | |
| <ul style="list-style-type: none"> • All 3 competencies will be evaluated and reported on at the end of every term • Gr. 6 will write a LBPSB compulsory exam during term 3 worth 20% of the final mark. Dates: TBA. | | | | |
| Math | Cycle 1 | Cycle 2 | Cycle 3 | Types of Evaluations |
| Solves a situational problem | 20% | 30% | 30% | Tests, Quizzes, In-class and home assignments, Learning and Evaluation Situations, 1:1 interviews / discussions |
| Uses mathematical reasoning | 80% | 70% | 70% | |
| <ul style="list-style-type: none"> • Both competencies will be evaluated and reported on at the end of every term (except in cycle 1, year 1 only c-2 "Uses Mathematical Reasoning" will be evaluated in term 1). • Gr. 5, 6 will write a LBPSB or MELS-compulsory exam during term 3 worth 20% of the final mark. Dates: Grade 5 LBPSB Exam TBA; Grade 6 MEES Exam TBA | | | | |
| Physical Education & Health | | Types of Evaluations | | |
| Ability to perform movement skills and interact with others in different physical settings and ability to adopt a healthy and active lifestyle 100% | | Participation, Performances, Movements, Tests | | |
| <ul style="list-style-type: none"> • Knowledge of different physical activities and strategies evaluated throughout the year. Only an overall Subject Mark will appear on each report card. | | | | |
| Ethics and Religious Culture | | Types of Evaluations | | |

| | |
|---|--|
| Demonstrates understanding of religion/Dialogue 50% | Participation, Tests, Projects, Oral Presentations |
| <ul style="list-style-type: none"> Only an overall Subject Mark will appear on each report card. | |
| Visual Arts | Types of Evaluations |
| To produce individual and media works 70% | Participation, Projects, Presentations |
| To appreciate works of art 30% | |
| <ul style="list-style-type: none"> Only an overall Subject Mark will appear on each report card. | |
| Music | Types of Evaluations |
| To invent and interpret musical pieces 70% | Participation, Performances, Presentations |
| To appreciate musical works 30% | |
| <ul style="list-style-type: none"> Only an overall Subject Mark will appear on each report card. | |

| Geo., Hist. & Citizenship | Cycle 1 | Cycle 2 | Cycle 3 | Types of Evaluations |
|--|---------|---------|---------|--|
| Ability to understand different societies and their territories from a geographical and historical perspective, interpret changes that occur within a society and its territories, compare certain aspects of societies to appreciate their diversity. | NA | 100% | 100% | Tests, Quizzes, In-class and home assignments, Projects |
| <ul style="list-style-type: none"> The students' knowledge about each society will also be evaluated throughout the year. Only an overall Subject Mark will appear on each report card. No mark in cycle 1. | | | | |
| Science & Technology | Cycle 1 | Cycle 2 | Cycle 3 | Types of Evaluations |
| Ability to explain or solve scientific or technical problems, use scientific and technical tools, objects and procedures, communicate in the language used in science and technology. | NA | 100% | 100% | Tests, Quizzes, In-class and home assignments, Projects, Experimental Activities |
| <ul style="list-style-type: none"> Knowledge of the Material World, Earth, Space and Living Things evaluated throughout year. Only an overall Subject Mark will appear on each report card. No mark in cycle 1. | | | | |

Students with Special Needs

Please note that some students with special needs are provided with an individualized program to meet their needs. Their programs, including the evaluation and reporting procedures, may differ from those described in these pages. The teachers, in collaboration with the school's resource department, develop Individual Education Plans (IEPs) that outline the individualized programs, strategies implemented as well as resource support measures.

You will receive the following official communications

| | |
|----------------------------------|--|
| Interim Report | On Oct. 4th, you will receive the interim report card including comments on your child's learning and behavior. |
| Term 1 Report Card | The Term 1 Report Card will be issued on November 16 th and will count for 20% of the final mark for the year. |
| Term 2 Report Card | The Term 2 Report Card will be issued on March 3 rd and will count for 20% of the final mark for the year. |
| Term 3 Report Card | The Term 3 Report Card will be issued on June 22 nd and will count for 60% of the final mark for the year. |
| Parent-Teacher Interviews | Parent – Teacher interviews will be held the evening of November 17 th (3 to 9 pm) and the day of November 18 th (8 am to noon). |
| Portfolio Evening | Parents are invited to review their child(ren)'s portfolios as part of student-led conferences. The portfolio evening will be held on Thursday, April 20 from 5:00 – 7:30 p.m. |

Report Card: How Results Are Determined

| Term 1 20% of the Final Mark | Term 2 20% of the Final Mark | Term 3 60% of the Final Mark | Final Mark |
|---|---|--|---|
| <p>For Terms 1 and 2, the teacher enters a percentage mark that reflects the knowledge and competencies that a student has acquired - based on the evaluations carried out during the term (tests, assignments, etc.).</p> <p>In the case of English Language Arts, Mathematics and French, Second Language, a Subject Mark is calculated on the basis of the weightings assigned to the subject-specific competencies established by MEES (see subject table on the first page).</p> <p>MEES = Ministère de l'Éducation et de l'Enseignement Supérieur</p> | | <p>For the 3rd Term, the teacher enters a percentage mark that covers the student's learning as a whole for the year (knowledge and competencies).</p> | <p>The 3rd term includes a Final Mark.</p> <p><i>It is calculated using the results of the three weighted terms (20%, 20%, 60%) and the MEES exam results (if applicable).</i></p> <p><i>*The MEES exam counts for 20% of the Final Mark in grade 6 English Language Arts and Mathematics.</i></p> <p><i>*Weighting of LBPSB exams to be determined (up to 20%)</i></p> |

Other Report Card Information:

Comments on Learning (by Subject)

The report card will include a section for general teacher comments for each subject area. The comments will deal with the student's strengths, challenges, and progress.

General Competencies

The report cards will also include comments on the following general competencies at the end of the third term:

- Grade 1 Organizes his/her Work and Communicates Effectively**
- Grade 2 Organizes his/her Work and Communicates Effectively**
- Grade 3 Organizes his/her Work and Works in a Team**
- Grade 4 Organizes his/her Work and Works in a Team**
- Grade 5 Exercises Critical Judgment**
- Grade 6 Exercises Critical Judgment and Organizes his/her Work**

These Standards and Procedures with respect to student evaluation are part of the Clearpoint Policy on Assessment, and can be found on the Clearpoint Elementary School website: <http://clearpoint.lbpsb.qc.ca/IB/AssessmentPolicy.pdf>

If there are any changes made to the above evaluation and reporting information, an updated version of this document will be made available. For any more information concerning the evaluation of your child's learning, please contact the school at your convenience.

David Estok, Principal

Students with Special Needs

Please note that some students with special needs are provided with an individualized program to meet their needs. Their programs, including the evaluation and reporting procedures, may differ from those described in these pages. The teachers, in collaboration with the school's resource department, develop Individual Education Plans (IEPs) that outline the individualized programs, strategies implemented as well as resource support measures.

| You will receive the following official communications | |
|---|---|
| Interim Report | On Oct. 4th, you will receive the interim report card including comments on your child's learning and behavior. |
| Term 1 Report Card | The Term 1 Report Card will be issued on November 15 th and will count for 20% of the final mark for the year. |
| Term 2 Report Card | The Term 2 Report Card will be issued on March 14 th and will count for 20% of the final mark for the year. |
| Term 3 Report Card | The Term 3 Report Card will be issued on June 21 st and will count for 60% of the final mark for the year. |
| Student Portfolios | Parent Interviews and/or Student Portfolio Conferences will be held the evening of November 21 st (3 to 9 pm) and the day of November 22 nd (8 am to noon). |
| | |

Report Card: How Results Are Determined

| Term 1 20% of the Final Mark | Term 2 20% of the Final Mark | Term 3 60% of the Final Mark | Final Mark |
|--|---------------------------------|--|--|
| <p>For Terms 1 and 2, the teacher enters a percentage mark that reflects the knowledge and competencies that a student has acquired - based on the evaluations carried out during the term (tests, assignments, etc.).</p> <p>In the case of English Language Arts, Mathematics and French, Second Language, a Subject Mark is calculated on the basis of the weightings assigned to the subject-specific competencies established by MELS (<i>see subject table on the first page</i>).</p> <p>MELS = Ministère de l'Éducation, du Loisir et du Sport</p> | | <p>For the 3rd Term, the teacher enters a percentage mark that covers the student's learning as a whole for the year (knowledge and competencies).</p> | <p><i>The 3rd term includes a Final Mark.</i></p> <p><i>It is calculated using the results of the three weighted terms (20%, 20%, 60%) and the MELS exam results (if applicable).</i></p> <p><i>*The MELS exam counts for 20% of the Final Mark.</i></p> <p><i>*Only applies in Cycle 3 English Language Arts and Mathematics.</i></p> <p><i>*Weighting of LBPSB exams to be determined (up to 20%)</i></p> |

Other Report Card Information:

Comments on Learning (by Subject)

The report card will include a section for general teacher comments for each subject area. The comments will deal with the student's strengths, challenges and progress.

General Competencies

The report cards will also include comments on the following general competencies at the end of the first and third term:

- Cycle 1 Year 1 Organizes his/her work and Communicates Effectively**
- Cycle 1 Year 2 Year 1 competencies plus Works in a Team & Exercises Critical Judgment**

In Cycles 2 and 3 the 4 competencies are reported on in each term:

- Organizes his/her Work**
- Communicates Effectively**
- Works in a Team**
- Exercises Critical Judgment**

*** This evaluation policy is clearly inked with the [IB PYP Assessment Policy](#). Once we are accredited (FALL 2013) we will be able to draw direct parallels and the IB Logo will be applied on this policy.

If there are any changes made to the above evaluation and reporting information, an updated version of this document will be made available. For any more information concerning the evaluation of your child's learning, please contact the school at your convenience. Sam Bruzzese, Principal

Appendix 2: Report Card Rubric

| RATING SCALE DURING THE CYCLE (To be used ALL terms except for the June report card in Grades 2, 4 and 6) | | | END OF CYCLE COMPETENCY REPORT (To be used ONLY for the June report card in Grades 2, 4 and 6) | | |
|--|----------------|-----------------|---|----------------|-----------------|
| <i>The student:</i> | <i>Rating:</i> | <i>Range:</i> | <i>The student:</i> | <i>Rating:</i> | <i>Range:</i> |
| Exceeds the requirements for the term | 5+ 5 | 95-100 88-94 | Advanced competency development | 5+ 5 | 95-100 88-94 |
| Clearly meets the requirements for the term | 4+ 4 | 81-87 74-80 | Thorough competency development | 4+ 4 | 81-87 74-80 |
| Meets the requirements for the term to a limited extent | 3+ 3 | 67-73 60-66 | Acceptable competency development | 3+ 3 | 67-73 60-66 |
| Does not meet the requirements for the term | 2+ 2 | 51-59 42-50 | Partial competency development | 2+ 2 | 51-59 42-50 |
| Is well below the requirements for the term | 1+ 1 | 33-41 24-32 | Minimal competency development | 1+ 1 | 33-41 24-32 |

Please **sign** and **return** this envelope to your child's homeroom teacher with his/her **self-evaluation** sheet.

Interim Report (October) _____

Parent Signature

Term 1 / 4 (November) _____

Parent Signature

Term 2 / 5 (April) _____

Parent Signature

Term 3 / 6 (June)

Appendix 3: Links to Progression of Learning and Ministry documents

The Quebec Curriculum (QEP) is a constructivist child-centered curriculum. The goals and objectives of the QEP closely match those of the IB PYP program. Here's the links to the main curriculum documents and requirements of every school in Quebec:

- [The Quebec Education Program](#)
- [Framework for the Evaluation of Learning](#)
- [Progression of Learning in Elementary School](#)
 - [English Language Arts](#)
 - [French Second Language](#)
 - [French Second Language Immersion](#)
 - [Mathematics](#)
 - [Science and Technology](#)
 - [Geography, History and Citizenship Education](#)
 - [Visual Arts](#)
 - [Dance](#)
 - [Music](#)
 - [Physical Education and Health](#)
 - [Ethics and Religious Culture](#)

Rights & Responsibilities

As an IB-PYP school, the Clearpoint team has the responsibility of creating a comprehensive assessment policy with the input of its stakeholders. All members of the learning community (students, educators, parents, community members) are made aware of the language policy and can provide input. Students have the right to benefit from this policy. As a learning community, we are committed to its regular review, revision and implementation.

Appendix 4: Strategic Plan

[Strategic Plan](#)

Appendix 5: Progression of Learning

Progression of Learning

Appendix 6: Evaluation of Student Learning - LBPSB

Evaluation of Student Learning

Appendix 7: Interim Report (2021-22)

Interim Report