Commission scolaire Eastern Townships School Board

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EVALUATION OF LEARNING: Standards and Procedures

2025 – 2026

Mansonville Elementary School

We NURTURE,
We ACHEIVE,
We THRIVE.

Updated: September 25th, 2025

INTRODUCTION

Standards and procedures for evaluating learning at Mansonville Elementary School were proposed by a committee of teachers and approved by the school principal. They aim to define concrete actions to ensure that evaluation practices are consistent with the vision of evaluation adopted in the Québec Education Program. The discussions surrounding the development of these standards and procedures also led to harmonizing evaluation practices to ensure consistency throughout the school.

FIELD OF APPLICATION

The standards and procedures in this document apply to K4/K5 and elementary grade levels. They cover each of the stages in the evaluation process, namely:

1. Planning of evaluation
2. Information gathering and interpretation
3. Judgment
4. Decision/action
5. Communication of results
6. Language quality

STANDARDS AND PROCEDURES COMMITTEE:

Kymberley Morin, Teaching – Principal
Dan Aucoin, Head Teacher

EFFECTIVE DATE

The standards and procedures in this document are in effect as of September 25th, 2025

GOVERNING BOARD

The Governing Board was notified of the selected standards and procedures on September 25th, 2025

CHANGES

Changes may be made to this document as new situations arise.

SUMMARY

The first two pages of this document represents a summary of Standards & Procedures and is provided to parents early in the year, as required by the MINISTÈRE DE L'ÉDUCATION DU QUÉBEC.

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2025-2026

Summary of your child's Evaluation of Learning

Type of communication:	First Written Communication	Term 1 Report Card	Term 2 Report Card	Term 3 Report Card
		August 28 to November 6	November 7 to February 13	February 16 to June 22
Available on Parent Portal on :	**No later than October 15**	**November 20, 2025**	**February 25, 2026**	**June 30, 2026**
Term Mark will count for:	This written communication will include comments on how your child's year began in regards to his/her learning and behavior.	20% of the final mark at the end of the school year	20% of the final mark at the end of the school year.	60% of the final mark at the end of the school year.

PRESCHOOL 2025-2026
Kindergarten 4 years old

Competencies evaluated	Evaluated on Term 1 Report card	Evaluated on Term 2 Report Card	Evaluated on Term 3 Report Card
Increases physical and motor development	Yes	Yes	Yes
Builds self-awareness	No	Yes	Yes
Maintains harmonious relationships with others	Yes	Yes	Yes
Communicates using oral and written language	No	Yes	Yes
Discovers the world around them	No	Yes	Yes

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Kindergarten 5 years old

Competencies evaluated	Evaluated on Term 1 Report card	Evaluated on Term 2 Report Card	Evaluated on Term 3 Report Card
Increases physical and motor development	Yes	Yes	Yes
Builds self-awareness	Yes	Yes	Yes
Maintains harmonious relationships with others	Yes	Yes	Yes
Communicates using oral and written language	Yes	Yes	Yes
Discovers the world around them	No	Yes	Yes

ELEMENTARY 2025-2026

Elementary Cycle 1, 2 and 3

Subjects and Competencies evaluated (Weighting of the competency in the calculation of the result)		Evaluated on **Term 1** Report card (yes / no)	Evaluated on **Term 2** Report Card (yes / no)	Evaluated on **Term 3*** Report Card (yes / no)	End-of-year Exam** 20%
English Language Arts	Uses language to communicate and to learn (33%)	Yes	Yes	Yes	Yes
	Reads and listens to speak, written and media texts (33%)	Yes	Yes	Yes	Yes
	Produces written and media texts (34%)	Yes	Yes	Yes	Yes
Math	Solves a situational problem (20% Cycle 1, 30% Cycle 2 & 3)	Yes	Yes	Yes	Yes
	Uses math reasoning (80% Cycle 1, 70% Cycle 2 & 3)	Yes	Yes	Yes	Yes
French Second Language	Communicates in French (40% Base, 33% Immersion)	Yes	Yes	Yes	N/A
	Understands oral and written texts in French (40% Base, 34% Immersion)	Yes	Yes	Yes	N/A
	Produces oral and written texts in French (20% Base, 33% Immersion)	No	Yes	Yes	N/A
Visual Arts – Arts plastiques	To produce media works in the visual arts	Yes	Yes	Yes	N/A
	To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates	No	Yes	Yes	N/A
	To invent short scenes (70% Cycle 1, 2 & 3)	Yes	Yes	Yes	N/A

Drama Arts dramatiques	To interpret short scenes (30% Cycle 1, 2, & 3)	No	Yes	Yes	N/A
Culture and Citizenship in Quebec		Yes	Yes	Yes	N/A
Physical Education and Health		Yes	Yes	Yes	N/A
Geography, History (cycle 2 & 3)		Yes	Yes	Yes	N/A
Science and Technology (cycle 2 & 3)		Yes	Yes	Yes	N/A

* Term 3 will cover your child's overall learning in each subject.
Grade 6 students will write an end-of-year Ministry exam in English Language Arts and Mathematics that will count for **20% of the **final** mark (but not considered in the results for Term 3).
The weighting of Term 3 school end-of-year examinations will be determined by each school.

Evaluation of Learning (by subject)

The report card includes a section for general teacher comments for each subject. The comments will describe your child's strengths, challenges and progress. The evaluation of student learning will be assessed on a regular basis, through different means such as in-class work, evaluation situations, assignments, tests, dictations, student portfolios, observations, etc.

General Competencies

Teachers will provide comments **on at least two (2)** of the general competencies for your child. They will appear on the report card at the following terms:

General Competencies	Term 1	Term 3
Exercises critical judgment		X
Organize his/her work		
Communicates effectively		
Works in a team	X	

("x" = Competencies commented on in Report Card)

*However, for the 2025-2026 school year, gradual-implementation procedures, which are still in effect, allow for the possibility of commenting on only one of the four competencies in the term considered to be the most appropriate.

Promotion Policy

As per the ETSB Policy on Student Promotion:

At Mansonville Elementary School, students are PROMOTED to the next cycle when the following criteria are met:

- have met the minimum QEP requirements of two of the core subjects — Core subjects are English Language Arts, French Second Language and Mathematics

If promotion criteria are not met, the principal may decide that as the best course of action, a student be PLACED in the next cycle in favour of their social and psychological wellbeing; or a student be RETAINED at the same level for an additional year.

If there are any changes made to the above evaluation and reporting information, an updated version of this document will be sent home. For any more information concerning your child's learning, please contact your child's teacher(s).

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School Principal

1. Planning of Evaluation

	Standards		Procedures	Legal Ref.
1.1	**Planning evaluation shall be consistent with the Québec Education Program (QEP).**	1.1.1	The planning of evaluation by the grade level/subject team takes into account the evaluation of knowledge, subject-specific and general competencies, the Progression of Learning and the Framework for the Evaluation of Learning as well as other ETSB projects/initiative requirements.	
1.2	**The planning of evaluation is a responsibility shared by the principal, grade level or subject-specific team and the individual teacher**	1.2.1	The grade-level/subject team prepares an overall evaluation plan. The plan includes among other things, the main subject competencies targeted for a given term, the types of evaluation activities to be carried out and when they will take place. Subject consultants from the ETSB may lend support or guidance during the planning process.	**1**
		1.2.2	The members of the grade-level/subject team meet at least once a month to follow up on the evaluation planning.	
		1.2.3	Using the subject team's overall plan, the individual teacher prepares his/her own evaluation plan.	**2**
1.3	**The planning for evaluation takes into account students with special needs on IEPs (Individual Education Plans), as well as gifted students, to progress in their learning.**	1.3.1	In order to take into account, the specific situation of students with IEPs, the teacher - in collaboration with other school members and/or professional involved – indicates in his or her evaluation plan any **adaptations** or **modifications** required (see definitions below)	
		1.3.2	At least once a month, information will be provided to the parents of a minor with an IEP. This information will be communicated by the following teachers: For Cycle 1: **Kymberley Morin** For Cycle 2: **Kymberley Morin & Dan Aucoin** For Cycle 3: **Dan Aucoin** Specialist: **Stéphanie Fortier** (if there is an objective pertaining to FSL)	**3**

Adaptations in evaluation (or support measures) involve making adjustments or changes to learning and evaluation situations without modifying what is evaluated. It can lead to a change in the way students with specific needs experience these situations or can affect the procedure to be followed or the way in which texts are presented visually (ex. Using a more spacious layout). Adaptations give students access to the adjustments or accommodations they are used to enjoying without changing the content of evaluation situations, evaluation criteria or requirements. Adaptations do not involve reducing the requirements or modifying what is evaluated. For example, in the context of a geography evaluation, allowing a student with specific needs to listen to, rather than read, the introductory text or instructions would be considered an adaptation.

Modifications in evaluation involve changes to learning and evaluation situations that actually modify competency evaluation criteria and requirements for students with specific needs. The level of difficulty of the evaluation situation is modified accordingly. For example, reducing the number of tasks to be performed would be a modification. Another example would be assigning a student with specific needs an easier task or a situation that is different from that assigned to the group as a whole. In the case of ministerial examinations aimed at the certification of studies, such modifications cannot be made for a student.

Source: Québec, Ministère de l'Éducation, du Loisir et du Sport, *Evaluation of Learning at the Secondary level: Framework,* Preliminary Version *(Québec 2006)*

2. Information gathering and interpretation

	Standards		Procedures	Legal Ref.
2.1	**The responsibility for gathering and interpreting information is shared by the teacher, the student and, occasionally, by other professionals.**	2.1.1	The teacher gathers and records information that is *varied, relevant, sufficient* and spread over a period of time.	
		2.1.2	The teacher chooses or produces appropriate tools for gathering information (logbook, learning and evaluation file, etc.) or for interpreting it (rubrics, checklists, etc.)	
		2.1.3	During the learning process, the student is involved with information gathering through self-evaluation, co-evaluation and peer evaluation activities.	
		2.1.4	In the case of students with special needs, the resource teacher and/or ETSB Complementary Services Professionals may assist the classroom teacher in the gathering of information and its interpretation.	
2.2	**Information is gathered during the learning process and at the end of the year.**	2.2.1	The teacher gathers and records information on the student's learning during regular classroom activities.	
		2.2.2	Teachers discuss and share their information gathering practices with colleagues (anecdotal notes, projects/assignments, interviews, exams/quizzes, observations, checklists, journal entries, etc.)	
2.3	**The interpretation of information is based on the evaluation criteria in the Framework for the Evaluation of Learning.**	2.3.1	The teacher uses evaluation tools (e.g., rubrics, self-evaluation forms, etc.) based on the evaluation criteria in the Framework for the Evaluation of Learning.	
		2.3.2	Teachers of a given subject adopt a common interpretation of the requirements stemming from the Framework for the Evaluation of Learning, in particular by identifying observable indicators.	
		2.3.3	In the case of a student on a modified QEP, the teacher records in the IEP (Individual Education Plan) how the student will be evaluated.	

3. Judgment

	Standards		Procedures	Legal Ref.
3.1	**The teacher is responsible for making a judgment based on relevant, varied and sufficient information that reflects student learning.**	3.1.1	The teacher makes a judgment on the basis of the information gathered and interpreted through the use of formal tools.	
		3.1.2		

		3.1.3	A school administration may consult with the teacher regarding a student mark. After a discussion, there may be a decision to revise the mark. Following this, the teacher is responsible for making agreed upon change. The grade-level/subject team comes to a common understanding of what is considered as *relevant, varied* and *sufficient* information of a student's learning in order to make a judgment during and at the end of the school year.	
3.2	**For Terms 1 and 2, the teacher makes a judgment that reflects the knowledge and competencies that a student has acquired - based on the evaluations carried out.**	3.2.1	The teacher uses the Progression of Learning and the Framework for the Evaluation of Learning to make a judgment on student progress.	**4**
3.3	**For Term 3, the teacher makes a judgment based primarily on the evaluations of learning carried out since the end of Term 2. It may also include, where applicable, the evaluations carried out at the end of the school year that cover the entire year's work for that subject.**	3.3.1 3.3.2	The teacher uses the Framework for the Evaluation of Learning to make a judgment on the attainment of knowledge and competencies. In the case of compulsory evaluations produced by MEQ or the school board, teachers will use the accompanying evaluation guides.	**4**
3.4	**General Competencies: At the end of Terms 1 and 3, information is provided for 2 of the 4 general competencies.**	3.4.1	After a consultation process with teachers involved in the learning of a student, a comment (on strengths and challenges) is entered on **at least two (2)** the following general competencies: - Exercises critical judgment - Organizes his/her work - Communicates effectively - Works in a team The general competency selected both for Term 1 and for Term 3 is indicated in the Summary (Page 2 of this document).	**4**

4. Decision/Action

	Standards		Procedures	Legal Ref.
4.1	**During the school year, varied pedagogical practices are taken to support and enhance student learning.**	4.1.1	The teacher determines the type and level of support and approaches necessary to meet the specific needs of his or her students. This may involve the help of the resource teacher and/or ETSB Complementary Services Professionals.	

4.2	**At the end of <u>each</u> year, decisions are made and actions planned to ensure that the student makes a smooth transition to the next school year.**	4.2.1 4.2.2	The principal and grade-level teachers set times for discussion and determine the information to be given in order to ensure student learning is followed from one year to the next. The teacher and resource team provide a detailed account of the learning of a student with special needs and determine the support measures needed for the following year.	

5. Communication

	Standards		Procedures	Legal Ref.
5.1	**A summary of the Standards & Procedures for the evaluation of student learning is provided to parents at the beginning of the school year (see first two pages of this document)**	5.1.1	The principal ensures that parents are provided with information on the main types of evaluation that will be carried out and when they will take place during the school year. This summary is made available to parents by ***the end of October.***	**5**
5.2	**An informal written communication is issued to parents to inform them early in the school year of their child's learning and behavior.**	5.2.1 5.2.2 5.2.3	The school team uses (and may adapt) the ***First Communication*** template provided by the ETSB Pedagogical Services, and issues it to parents by **October 14.** This communication should be considered a means of encouraging collaboration between the school and home by providing information on how the student has started the school year in terms of learning and behavior (information on attitudes in the classroom, motivation to learn, compliance with rules and relationships with others). Parents of students with special needs or at-risk are given information at least once a month (note in agenda, telephone call, e-mail, meeting, etc.). (See 1.3.2 for Teachers responsible for such communication)	**6** **7**
5.3	**Three (3) MEQ Provincial Report Cards, with regulated term weightings and set timelines for distribution, are prepared and issued to students and parents during the school year.**	5.3.1	The principal ensures that all 3 Provincial Report Cards are issued to students and parents by the following dates (as prescribed in the Basic School Regulations: Term 1: by November 20; Term 2: by March 15, Term 3: by July 10) *Our school board end of term dates are*: **November 1/ February 19 / June 23, 2024**	**8**
5.4	**The Provincial Report Card communicates, in the form of percentage grades, the student's learning (knowledge and competencies) at the end of each term, for each subject area.**	5.4.1 5.4.2	The entire school team uses the Provincial Report Card developed and prescribed by the MEQ. Marks for students on **modified** QEP reflect the work they do at the level they are determined to be working at (as identified in their IEP), even if only for one subject. When this is the case, teachers indicate (in the comment section, through GPI) that the student's mark reflects the work that has been done in a *modified* QEP. Students following a modified QEP or modified subject will be evaluated following the following evaluation scale;	**9**

			40–50%: Partial Progress The student is starting to understand the basics but requires more support or time to meet the requirements. **50–60%: Meets Minimum Expectations** The student meets basic requirements but needs guidance and shows some gaps in understanding. **60–70%: Satisfactory** The student meets the requirements consistently with minor areas for improvement, needing minimal support. **70–80%: Strong** The student demonstrates solid understanding, working independently and applying concepts effectively. **80–90%: Exceeds Expectations** The student goes beyond the requirements with well-developed ideas, showing initiative and creativity. **90–100%: Outstanding** The student consistently performs above expectations, demonstrating mastery and readiness for new challenges.	
5.5	**For Terms 1 and 2, subject-specific competencies/components in English, Math, French and Sciences are evaluated and reported on in accordance to what is decided by the grade-level/subject team early in the year (as indicated in the Summary)**	5.5.1 5.5.2	Teachers use the Framework for the Evaluation of Learning to determine percentage grades for all subject-specific competencies. The overall subject result is based on the competency weightings prescribed by MEQ. As needed, teachers enter comments in GPI to indicate student strengths and challenges for each subject.	**10**
5.6	**For certain subjects, a subject mark and group average will not be required to appear on the report card for Term 1 or Term 2.**	5.6.1	This provision will continue to be implemented gradually for the 2024-2025 school year, for certain subjects,2. This may be the case when not enough evaluations have taken place during either of these terms. The subjects to which this may apply are listed below. At the elementary school level: • Culture and Citizenship in Quebec • Second language • Physical Education and Health • Subjects in Arts Education: Drama, Visual Arts, Dance, Music	**12**
5.7	**For Term 3, all subjects are evaluated and reported on, including subject-specific competencies, in the form of percentage grades, to indicate the level of knowledge and competency attained at the end of the school year.**	5.6.1 5.6.2	Teachers use the Framework for the Evaluation of Learning to determine percentage grades for all subject-specific competencies. The overall subject result is based on the competency weightings prescribed by MEQ. As needed, teachers enter comments in GPI to indicate student strengths and challenges for each subject.	**10**

6. Language Quality

	Standards		Procedures	Legal Ref.
6.1	**The responsibility for language quality is shared by all school members and is taken into account in all learning and evaluation activities for students.**	6.1.1	The quality of spoken and written language is promoted. Clear and appropriate means of expression are encouraged.	**11**

Legal References

Reference #	Legal Document(s)	Reference #	Legal Document(s)
1	Education Act, 96.15 (4)	**7**	Education Act, 96.14 & Basic School Regulation, 29.2
2	Education Act, 19 (1) & (2)	**8**	Basic School Regulation, 29.1
3	Education Act, 96.14 & Basic School Regulation, 29.2	**9**	Basic School Regulation, 30, 30.1 & 30.2
4	Basic School Regulation, 28 & 30.2	**10**	Basic School Regulation, 30.2
5	Basic School Regulation, 20 (4)	**11**	Education Act, 22 (5) & Basic School Regulation, 35
6	Basic School Regulation, 29	**12**	Annual Directive

Reference documents:

- Education Act
- Annual Directive
- Basic School Regulation
- Quebec Education Program
- Progression of Learning: under each subject, see the PDF file: *Progression of Learning*
- Framework for the Evaluation of Learning :under each subject, see the PDF file: *Framework for the Evaluation of Learning*
- Report Card Weightings and Wording : Elementary