



# *Children's World Academy*



## Primary Years Programme Assessment Policy Handbook



Revised April 2023

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## **Introduction**

Assessment is an important part of professional development at Children's World Academy. Our goal is to address the requirements of the Primary Year's Programme as explicitly described in the IB documents (International Baccalaureate). As our programme has evolved, we have come to recognize that assessment is complex and often subjective. Therefore, we are constantly working, as a staff, toward agreeing to build an accurate and efficient assessment policy where criteria are clearly set, assessment strategies and tools are varied and shared and reporting becomes a meaningful tool for students, parents and teachers. We also comply with the guidelines set by the Quebec Ministry of Education (MEES), which includes the use of standardized report cards that must be issued three times a year. Guidelines from MEES with respect to the features and use of this report card are outlined below. Children's World Academy uses this report in conjunction with evaluations that reflect the philosophy and objectives of the Programme.

This document has been designed to guide teachers toward effective assessment and encourage them to use a variety of strategies and tools. Its aim is also to inform readers about our school essential agreements on assessment, reporting, tools and strategies. This document is revised every years in order to maintain our assessment policy as current.

## **Children's World Academy Mission Statement**

Children's World Academy is a community of lifelong learners. The mission of the school is:

- To educate the whole child, developing each student's intellectual, physical, social, emotional and spiritual well-being.
- To encourage students to become active, compassionate and responsible human beings who are respectful of the plurality of cultures and religious beliefs.
- To nurture intellectual curiosity and actively involve students in developing good work habits, positive attitude and critical thinking in order to become committed and engaged citizens of the world.
- To provide students with engaging, relevant, challenging, and significant learning experiences connecting the world to the curriculum.

To continue to provide a peaceful teaching and learning school environment via the International Baccalaureate Primary Years Programme attitudes and conflict management/peer mediation programs.

## **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.

## **Vision**

### **Our vision is to create a school where:**

All students are encouraged to achieve high academic standards, maximizing their full potential, in a structured inquiry based and international curriculum.

All students will be exposed to a well-rounded and enhanced program in language arts, mathematics, science, technology, music, fine arts and physical education.

Staff, parents and administrators are all partners in the education and development of all students.

## **CWA Guiding Principles**

Children's World Academy is committed to support students' learning within their whole development- academic, social, physical, emotional and cultural- with best teaching, learning and assessing practices. As we set significant and challenging goals for students in a coherent and rigorous curriculum, we allow them to take an active part in their own learning. The distinct and individual abilities of each child are challenged in such a way as to build self-esteem, attain academic excellence, and prepare the child to live in the world as a responsible citizen. As an accredited IB school, our aim is "for our students to become "internationally minded, active and caring community members who respect themselves, others and the world around them." These descriptors define the type of learner the IB hopes to develop through its programmes.

(IB From Principles into Practice- Primary Years Programme: The Learner, 2018)

## **Learner Profile**

At Children's World Academy, we strive to educate the whole person by encouraging our students to develop the attributes of the IB Learner Profile. We teach our students to be inquirers, principled, balanced, caring, communicators, open-minded, risk- takers, knowledgeable, thinkers, and reflective human beings.

## **Assessing the IB Learner Profile**

CWA provides many opportunities for students to self-assess and reflect upon the Learner Profile Attributes.

Each unit of inquiry provides students with the opportunity to reflect and self-evaluate.

A monthly assembly highlights a new learner Profile attribute each month and allows students to understand concretely what actions demonstrate the Learner Profile. The school community (Students, Teachers, Daycare Educators, and Parents) is encouraged to use the "I See IB" cards to acknowledge the students who are demonstrating the Learner Profile attributes. Students handing out such cards are showing a deeper understanding of the Learner Profile while taking action.

## **Tools for Success**

**The tools that contribute to the success of our program include:**

- An Inquiry-based Programme from Kindergarten to Grade 6
- A rich, current and expanding library collection including French, English, Italian, Spanish, and Italian titles.
- On-going staff development on current teaching and learning best practices;
- Student self-evaluation of social and academic learning.

## **CWA Educational Project**

The Ministry of Education (MEES) has mandated that all schools address certain areas in their respective School Success Plans. 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.

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

- Improving achievement
- Ensuring wellness
- Strengthening engagement

Progress towards a wide range of goals within these strategic directions is measured by certain means of evaluation.

- School Board and or Ministry exams
- Running Records, GB+
- Prime diagnostic test
- Student Individual Education Plan
- Use of rubrics/ varied evaluation practices
- Self-evaluation of the IB Learner Profile Attributes

## Perspective on Assessment

Children's World Academy has to deliver the MEQ (Ministry of Education) 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 MEQ 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).

Children's World Academy also offers the Primary Years Programme (PYP) issued from the International Baccalaureate (IB). *Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. The development of knowledge, conceptual understandings and skills requires that both teachers and students demonstrate assessment capability. The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process. Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.* (IB From Principles into Practice- Primary Years Programme: The Learner, 2018)

## CWA Essential Agreements on Assessment

- Assessment is integral to planning, teaching and the learning process.
- Assessment is the gathering and analysis of information about student's performance. It identifies what students know, understand, can do and feel at different stages.
- Teachers and students need to be engaged in the assessing process.
- Everyone concerned with assessment- children, teachers, parents, administrators and board members must have a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the method by which assessment is made.

# Policies and Practices

## National Perspective

Children's World Academy is required to comply with the Ministry of Education and Lester B. Pearson School Board policies and practices. It is stated that evaluation and communication of student progress should be based on and be in accordance with the development and acquisition of the competencies as indicated in the Ministry of Education's Québec Program. In 2010-2011, the Ministry of Education created a common report card mandated for use in all schools in the province of Québec. This report card is in use for students in Kindergarten and all cycles marks appear in percentages and there are prescribed formulae to determine each term mark and final grade in each subject area. Please refer to the document Evaluation of Student Learning (Appendix A) for more details on reporting using the report card.

Within the Lester B. Pearson School Board and the Ministry of Education Policies on Evaluations, Children's World Academy has highlighted the most relevant aspects for our school, which are part of our own practices:

- Admission of all students is based in part on a school readiness test that assesses some basic academic skills as well as social interactions. This test is reviewed and revised periodically.
- An interim report card (Refer to appendices C) is sent in October to parents and formal report cards go home three times a year, according to our school calendar. These four reporting dates are set according to the MEQ guidelines.
- The first term report card, in November, is accompanied by parent/teacher meetings
- Portfolios accompany each formal report card.
- Teachers use a variety of tools and strategies for evaluation.
- Attributes of the Learner Profile, and the Approaches to Learning are evaluated during each unit. These evaluations are sent home at each reporting period.
- Running Records are done for every student. (Please refer to Appendix H for our School Board guidelines.)
- Formative assessments: are done on an on-going basis to assess students' knowledge of the lines of inquiry for each of their units.
- Summative assessments are done at the end of each unit of inquiry to demonstrate that the students have an in-depth understanding of the central idea. The evaluation tools for these assessments are presented and/or created with the students. Changes to assessments according to the PYP Enhancements will be considered in the development of new PYP planners.
- Differentiation of instruction is a key principle that guides teaching and assessment in order that individual learners can benefit maximally. This is done through:
  - Adjustments made to classroom teaching on a daily basis to accommodate individual needs of students.
  - In a more formal way, this is done with the development of an IEP. (See CWA Special Needs Policy).

For elementary schools, MEES and/or the School Board may require mandatory exams at the end of each cycle, in the core subjects of English, French, and Math. The dates of the examinations are announced every year and teachers who are concerned receive material on the criteria and the conditions for the examinations. Familiarization and marking sessions are offered to teachers by the School Board.

### Examples of Lester B. Pearson Examinations Requirement

|                     |               |                         |  |
|---------------------|---------------|-------------------------|--|
| <b>Kindergarten</b> |               | 5-6 year-old            | NIL  |
| <b>*Cycle 1</b>     | <b>Year 1</b> | 6-7 year-old; grade 1   | NIL  |
|                     | <b>Year 2</b> | 7-8 year-old; grade 2   | NIL  |
| <b>*Cycle 2</b>     | <b>Year 1</b> | 8-9 year-old; grade 3   | ➤ Math examination (School Board)  |
|                     | <b>Year 2</b> | 9-10 year-old; grade 4  | ➤ Math examination (School Board)<br>➤ English Language Arts (School Board)<br>➤ French (FLS) (School Board) |
| <b>*Cycle 3</b>     | <b>Year 1</b> | 10-11 year-old; grade 5 | ➤ Math examination (School Board)  |
|                     | <b>Year 2</b> | 11-12 year-old; grade 6 | ➤ English Language Arts End of Cycle 3 (MEES)<br>➤ Math End of Cycle 3<br>➤ French (FLS) (School Board)      |

\* **Cycle:** Elementary school is divided into three cycles, each consisting of two years. Preschool, or kindergarten, is separate and does not formally belong to any cycle.



## Connection with PYP Assessment Practices

Since the implementation of the PYP in the school, our assessment practices have undergone many revisions. Teachers and administration are constantly reviewing current practices with the objective of creating a larger repertoire of assessment tools and strategies. The assessment methodology is based on best practices, new research and the creative ideas of our teaching Staff. We are using tools and strategies that are described in the PYP Assessment Handbook.

|                                 |  |
|---------------------------------|--|
| <b>Rubrics</b>                  | An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.                     |
| <b>Benchmark/<br/>exemplars</b> | Samples of students' work that serve as concrete standards against which other samples are judged. Generally, there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context. |
| <b>Checklist</b>                | These are lists of information, data, attributes, or elements that should be present. A mark scheme is a type of checklist.  |
| <b>Anecdotal<br/>Records</b>    | Anecdotal records are brief written notes based on observations of children. These records need to be systematically compiled and organized.   |
| <b>Continuum</b>                | These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in a process.  |

*Source PYP Assessment Handbook*

At CWA, teachers have adopted the tools and strategies as described in *From Principles into Practice*. As an integral part of our school professional practices, some staff meetings, level and cycle team meetings as well as workshops and professional development grants are devoted to assessment. These working sessions are designed to explore, analyze and create effective tools and strategies which will enhance students', teachers' and parents' understanding and recognition of students' progress.

Teachers are using a variety of tools and strategies in their classrooms as formative and/or summative assessments. *From Principles into Practice* has provided an excellent source of tools and strategies which are a part of our usual practices. Our aim is to ensure that students will benefit from a variety of strategies by providing suggestions to all teachers on what assessment tools work in a variety of circumstances.

## **Digital Portfolio:**

*These are collections (online on SeeSaw) of students' work that are designed to demonstrate successes, growth, and higher order of thinking, creativity, and reflection. A portfolio should be thought of as an exhibition of an active mind at work.*

Here are some examples - amongst many others - of work to be included in the students' portfolios:

- Journal and Creative writing.
- Creative work (Composing music, Artwork, Science experiments).
- Formative, Summative assessments and Learning Engagements in all subject areas and units of inquiry.
- Examples of students' inquiries
- Self-evaluations of Learner Profile Attributes, and Approaches to Learning
- Students' reflections.
- Continuum.
- Anecdotal records on social interactions.

## **Process-focused assessments:**

*The PYP Approaches to Learning (social skills, communication skills, thinking skills, research skills and self-management skills) are monitored often and regularly. Here are some guidelines to assist teachers in how they record their observations.*

- Noting both typical as well as non-typical behaviors.
- Collecting multiple observations to enhance reliability.
- Synthesizing evidence from different contexts to increase validity.
- A system of note taking, and record keeping is created that minimizes writing and recording time. Checklists, inventories, and narrative descriptions are common methods of collecting these observations.
- Checklists: for approaches to learning for one task.
- Anecdotal records on observations made.
- Reflections on learning style and strategies.
- Reading strategies.
- Running records (Appendix I).

## **Open-Ended Tasks :**

*These are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a diagram, or a solution.*

- Drawing a story related to a book.
- Creative movement activity (choreography).
- Graphic design or other artwork.
- Depicting environmental issues through the creation of posters, 3D models.
- Examples of students' work in digital format (Power Point; Prezi; Google Slides, etc.).
- Journal.
- Writing an original end or a story.
- Reading responses, drawing related to personal experience.
- Brainstorming sessions.
- Dramatic production (skit, or play).
- Song, music, rap, or poem.
- Video.

## **Performance assessments:**

*These are assessments of goal-directed tasks, with established criteria that are situations in which children are presented with a problematic scenario and asked to communicate an original response. Students can present in a format of their choice reflecting the many different ways they think and learn (multiple intelligences).*

- Process writing.
- Reading response.
- Research projects.
- Graphs, diagrams.
- Surveys.
- Story mapping.
- Art projects, illustrations.
- Role playing, drama.
- Composing music.
- Reflections on social and environmental issues.
- Examples of students' work in digital format (Power Point; Prezi; Google Slides, etc.).

## **Selected responses:**

*These are single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.*

- Reading comprehension.
- Spelling tests.
- Grammar tests (grammar rules, verbs).
- Solo performances, oral presentations.
- Math: basic facts, operational techniques (+, -, x, ÷).
- Associations.
- Situating events on a timeline.
- Putting events in the right order.
- Categorizing elements.

## **Observations:**

*Students are observed in a variety of settings ranging from the whole class to dynamic groups to individual students. Each context provides a different set of opportunities for the teacher to analyze students' actions and interactions. Here are some suggestions about how to proceed:*

- Teacher led conference.
- Listen and look (anecdotal records).
- Chart paper with Post-it notes (to record observation made).
- Small group where teacher focuses on a specific child.
- Teacher's journal (anecdotal records).
- Taking pictures or videotaping the students in action.
- Creative writing conferencing.
- Observing performance activities in the gym.
- Checklist: student profile, attitudes, skills.
- Observing how students solve problems (skills, manipulative, asking a friend, drawing pictures).
- Observing students social interactions.
- Observing physical mannerisms when working in class (class chart, anecdotal records).
- Observing facial expression (interest, understanding, and feeling).
- Portfolio.

Note: These lists are not exhaustive, and teachers are encouraged to explore other avenues independently and in cycle and grade level teams.

## Portfolio

All MEES competencies evaluated and the IB essential elements worked on during our units of inquiry must be reflected the samples placed in the portfolio. Here are the essential agreements by grade level for the compulsory items to be placed in the portfolio per term.

**T = Teacher's Selection    S – Student's selection**

### Kindergarten

Work samples, pictures, videos or audio should be kept in the digital portfolio and it will be accessible to students and parents. The portfolio is intended to be a collection of documents which includes regular reflections from students and teachers and **demonstrate growth over time.**

|                                 |       |  |
|---------------------------------|-------|--|
| <b>Knowledge -French</b>        | T & S | 1 sample of comprehension related to unit of inquiry work and vocabulary (each term)<br><b>Choose one petit livre: read and record</b> |
| <b>Knowledge -Language Arts</b> | T     | Letter identification record sheet (1 <sup>st</sup> and 2 <sup>nd</sup> terms)<br><b>Photo side by side (September and November)</b>   |
|                                 | T     | Name writing sample (Each term)<br><b>Photo side by side (September and November) with student reflection</b>                          |
|                                 | T & S | 2 writing samples (each term)<br><b>Photo of selection from blue journal and recording of reflection (why they chose it)</b>           |
|                                 | T     | Letter Sounds assessment (2nd term) <b>Recording</b>   |
|                                 | T     | “Words I can write” record sheet (3 <sup>rd</sup> term) <b>PHOTOS</b>  |
| <b>Knowledge -Mathematics</b>   | T     | Term assessment with one sample of each concept covered (each term) <b>SAMPLES DONE ON SEESAW</b>                                      |
|                                 | S     | 2 math samples (each term) <b>WORKSHEETS AND PHOTOS</b>  |
| <b>Knowledge -Technology</b>    | S     | 2 Samples of computer work based on units of inquiry (each term)<br><b>FRANCE</b>  |
| <b>Knowledge -Art</b>           | S     | Child selects 2 pieces of artwork from Scrapbook <b>PHOTOS</b>   |
| <b>Knowledge</b>                | T     | Summative Assessments from completed unit (each term)  |
| <b>Concepts</b>                 | S     | Formative Assessments (each term) <b>STUDENT CHOOSES ONE</b>   |
|                                 | T     | Students' I wonder questions, and unit questions   |
| <b>Learner Profile</b>          | T     | Students self-evaluations from units (each term) <b>PHOTOS</b>   |
| <b>Approaches to learning</b>   | T     | Students self-evaluation of skills related to unit (each term) <b>PHOTOS</b>   |
| <b>Action</b>                   | T – S | “I see IB “ cards<br>Action Sheet from Take Action Wall <b>PHOTOS</b>  |

## Grade 1

Work samples, pictures, videos or audio should be kept in the digital portfolio and it will be accessible to students and parents. The portfolio is intended to be a collection of documents which includes regular reflections from students and teachers and **demonstrate growth over time.**

|                                  |                                    |   |
|----------------------------------|------------------------------------|---|
| <b>Knowledge</b>                 | T – S                              | Math Concepts   |
|                                  | T - S                              | Writing Journal   |
|                                  | T                                  | Summative assessments for the units of inquiry  |
|                                  | T - S                              | Sample of work (class, station, teamwork)   |
| <b>Approaches to Learning</b>    | T – S                              | Text comprehension (listened and read)  |
|                                  | T - S                              | Evidences of strategies used  |
|                                  | T                                  | Sample of problem solving task  |
|                                  | T - S                              | Self and teacher evaluations ( <i>L'école et moi</i> faite conjointement élève-enseignante) |
|                                  | S                                  | Student reflections on the attitudes demonstrated while doing action work                   |
| <b>Action Cycle &amp; Agency</b> | T-S, Parents, Specialists teachers | Pictures taken in the community, school, by the parents                                     |
|                                  | T-S-P                              | « I See IB » cards  |
|                                  | S                                  | Student reflections on cards received   |
| <b>Concepts</b>                  |                                    | Student questions   |
|                                  | S                                  | Formative assessments from the units of inquiry   |
|                                  | S                                  | Math Concepts   |

## Grade 2

Students' work is available through the use of a digital Portfolio. This allows students to add work and reflections as each term progresses. The parents can visit and comment on their child's work.

To track the PYP elements and the learner profile, we label the items with the skills function in Seesaw. (graduation hat icon)

To track samples that are chosen by students, the items will be placed under the folder "Choix de l'élève". Students are also invited to write or film or record themselves while reflecting on their learning and how they took action.

Specialist teachers are also invited to use the students' digital portfolio.

A student goal-setting and reflection sheet is included for each term.

|   |   |
|---|---|
| <b>Knowledge (Teacher and/or Student chose a minimum of :)</b>      | 1 Writing piece + autoévaluation ou réflexion de l'élève<br>1 Situational Problem<br>1 Formative assessment from a unit of inquiry<br><br><b>Quelle est la preuve de réflexion et/ou progression?</b> Élève choisit un travail qui montre qu'il est informé.<br>Autoévaluation d'écriture qui décrit les forces et les défis.<br>Choix de l'élève: une évaluation de math avec réflexion sur les forces et les défis. |
| <b>Concepts (Teacher and/or Student chose a minimum of: )</b>       | 1 Math Test<br>1 Formative assessment from a unit of inquiry<br><br><b>Quelle est la preuve de réflexion et/ou progression?</b><br>Choix de l'élève: une évaluation de math avec réflexion sur les forces et les défis.   |
| <b>Approaches to Learning (Teacher and/or chose a minimum of: )</b> | 1 Summative Assessment from a unit of inquiry<br>1 Self-evaluation about communicating in French in the classroom<br><br><b>Quelle est la preuve de réflexion et/ou progression?</b><br>autoévaluation sur les forces et défis de communiquer en français dans la classe.   |
| <b>Action and Agency (Teacher and/or chose a minimum of: )</b>      | 1 Evidence of student taking action<br>Goal setting sheet per term<br><br><b>Quelle est la preuve de réflexion et/ou progression?</b><br>Skills in Seesaw labeled Taking action.<br>Goal Setting + réflexion de l'élève à la fin de l'étape   |

## Grade 3

The focus is on the PYP elements. This means that while each subject area (French, English, Math, Science, Social Studies, ERC, etc.) may not be evident in each term, the growth of the learner will be presented through the IB philosophy of the 5 essential elements (soon to be the PYP elements). Formats may differ depending on student-led suggestions and perspectives. The content of the portfolio will be archive at the end of the year.

|                               |  |
|-------------------------------|--|
| <b>Concepts</b>               | <p>Various samples, mostly choice of student</p> <p>Exemples de choix du professeur : le cycle de l'eau et ses états (forme, fonction) questionnement (je me demande),</p>   |
| <b>Knowledge</b>              | <p>Various samples, mostly choice of student</p> <p>Such as: ordre alphabétique du vocabulaire du module, math copy book, situational problem, knowledge book, water cycle song</p>  |
| <b>Approaches to learning</b> | <p>Various samples, mostly choice of student</p> <p>Such as : Feuille de recherche active sur les peuples autochtones (Iroquoiens, Algonquiens et Incas (3)), Livre de connaissances, Acrostic poem, chasse au son, water cycle song, alphabet book page</p> |
|                               |  |
| <b>Action</b>                 | <p>Various samples, mostly choice of student</p> <p>Such as: How We Organize Ourselves (mini-exhibition), reflection on Who We Are unit, Chasse au son, Un choix d'informer selon un nouvel apprentissage (ex: le savais-tu?)</p>                            |



## Grade 4

Work samples, pictures, videos or audio should be kept in the digital portfolio and it will be accessible to students and parents. The portfolio is intended to be a collection of documents which includes regular reflections from students and teachers and **demonstrate growth over time.**

|                                   |       |  |
|-----------------------------------|-------|--|
| <b>Knowledge</b>                  | S     | Math Concepts (1 test, one application)                                    |
|                                   | T-S   | Summative Assessments (1)  |
|                                   | T - S | Work samples (reading (1), writing(1))                                     |
| <b>Approaches to learning</b>     | T – S | student chosen assignment  |
| <b>Science and Social Studies</b> | S     | One assignment in science or social studies                                |
| <b>Action cycle &amp; Agency</b>  | T - S | Pictures, IB Cards, Parent notes, self-initiated projects or presentations |
| <b>Concepts</b>                   |       | T - Formative evaluation from units of inquiry (1)                         |

## Grade 5

The portfolio is updated regularly by the teacher and students. The teacher will require certain evaluations and assessments to be uploaded, and the student can also choose some of the works that highlight skills or other attributes or approached to learning.

|   |       |   |
|---|-------|---|
| <b>French</b>   | T     | Communication (oral and written)  |
|   | T – S | Reading Comprehension   |
|   | T – S | Production (Oral and Written)   |
| <b>English</b>  | T – S | Writing Samples   |
|   | T – S | Reading Comprehension   |
|   | S     | Communication   |
| <b>Mathematics</b>  | T     | Situational Problem   |
|   | T – S | Samples of work   |
| <b>Science &amp; Technology</b><br><b>Geography, History, and Citizenship</b>                 | T     | Sample in each subject<br>(The selection will reflect the units of Inquiry covered during the year) |
| <b>ERC</b>  | S     | Sample for applicable terms   |
| <b>IB essential elements</b><br>(Knowledge, Concepts, Approaches to Learning, Action, Agency) | T – S | Reflections on Approaches to Learning skills, Learner Profile Attributes, and Action                |
|   | S     | Sample of a summative evaluation for the units of inquiry   |

## Grade 6

The Portfolio will be divided by the PYP Essential Elements. It will be available to students for many years to come. Samples will be chosen by students and teachers. Students will have reflected on some of their work chosen.

|  |       |  |
|--|-------|--|
| <b>Connaissances</b><br><b>Knowledge</b>                             | T – S | Math Concepts (tests, assignments, and application)  |
|  | T     | Situational Problems (2)   |
|  | T     | Summative Assessments  |
|  | S     | Work samples   |
|  | T     | Social Studies/Science and Technology  |
| <b>Reflections</b><br><b>Réflexions</b>                              | T     | Reflections and self-evaluations on different projects they worked on  |
| <b>Approches de l'apprentissage</b><br><b>Approaches to learning</b> | T – S | 1-2 samples of reading comprehension (French)<br>1-2 samples of creative writing (French)<br>1 sample of communication (English)<br>1-2 samples of reading comprehension (English)<br>1-2 samples of creative writing (English)<br>1 creative writing sample (Spanish) |
| <b>Learner Profile</b><br><b>Profil de l'apprenant</b>               | T     | ERC and other activities highlighting the attributes   |
| <b>Cycle de l'action</b><br><b>Action cycle</b><br><b>Agency</b>     | T - S | Pictures, IB Cards, Parent notes, self-initiated projects or presentations   |
| <b>Concepts</b>  | T     | Formative evaluations from units of inquiry<br>Student questions   |

## Physical Education

| Grade Level | What will be put in the students' portfolios  | Term |
|-------------|---|------|
| 1           | Knowledge: Grade 1 unit of inquiry: “ Qui nous sommes”<br>Knowledge: PE Unit of inquiry “Who we are”<br>Student Reflection Attributes of learner profile and Attitudes  | 1-2  |
| 2           | Knowledge: PE Unit of inquiry: “ Who we are”<br>Student Reflection Attributes of learner profile and Attitudes<br>Reflection Diamond ranking  | 1-2  |
| 3           | Knowledge : PE Unit of inquiry “How we organize ourselves”<br>Student Reflection Attributes of learner profile and Attitudes  | 1-2  |
| 4           | Knowledge: PE Unit of inquiry “How we organize ourselves”<br>Student Reflection- 2 stars and a wish (reflection that incorporates action cycle)<br>Knowledge: Grade 4 unit of inquiry: “Who we are”<br>Student Reflection | 1-2  |
| 5           | Knowledge: PE Unit of inquiry “How we organize ourselves”<br>Student Reflection- 2 stars and a wish (reflection that incorporates action cycle)   | 1-2  |
| 6           | Knowledge: PE Unit of inquiry “How we organize ourselves”<br>Student Reflection- 2 stars and a wish (reflection that incorporates action cycle)   | 1-2  |

## Art

| Grade level               | Art Portfolios (Scrapbook and digital format) |  | Term     |
|---------------------------|---|--|----------|
| <b>Grade 1 to Grade 6</b> | T – S   | 2 or 3 sample of work(demonstrating the creative process)  | 1, 2 & 3 |
|                           | T – S   | 2 or 3 self-evaluation   |          |
|                           | T – S   | 2 or 3 formal assessment ( based on the 2 art competencies: Personal or Media production and appreciation) |          |

## Music

| Grade level | What will be put in the portfolios   | Term  |
|-------------|--|-------|
| 1           | Self-evaluation  | 1 & 3 |
|             | Drawing reflecting musical appreciation  |       |
| 2           | Self-evaluation  | 1 & 3 |
|             | Drawing reflecting musical appreciation  |       |
| 3           | Self-evaluation  | 1 & 3 |
|             | Writing reflecting on musical appreciation   |       |
| 4           | 1 sample of work (Invent a musical piece, presentation on composer/performer, or test)                 | 2 & 3 |
|             | Self-evaluation / Reflection of progress and learning (two stars and a wish incorporates action cycle) |       |
| 5 & 6       | 1 sample of work (Invent a musical piece, group or individual project, or test)                        | 2 & 3 |
|             | Self-evaluation / Reflection of progress / learning (two stars and a wish incorporates action cycle)   |       |

## Spanish

| Grade Level | What will be put in the portfolios   | Term      |
|-------------|--|-----------|
| 3           | <ul style="list-style-type: none"> <li>Self-evaluation (end of term 1)</li> <li>One sample of an activity done in class. (examples include: tests, writing piece, listening activity, oral, reading comprehension or unit of inquiry activity) -Term 2 or 3</li> </ul> | 1, 2 or 3 |

| Grade Level | What will be put in the portfolios   | Term      |
|-------------|--|-----------|
| 4           | <ul style="list-style-type: none"> <li>Self-evaluation (end of term 1)</li> <li>One sample of an activity done in class. (examples include: tests, writing piece, listening activity, oral, reading comprehension or unit of inquiry activity) -Term 2 or 3</li> </ul> | 1, 2 or 3 |

| Grade Level | What will be put in the portfolios   | Term     |
|-------------|--|----------|
| 5           | <ul style="list-style-type: none"> <li>Self-evaluation (end of term 1 and 3)</li> <li>One sample of an activity done in class. (Examples include: tests, writing piece, listening activity, oral, reading comprehension or unit of inquiry activity) -Term 2 or 3</li> </ul> | 1,2 or 3 |

| Grade Level | What will be put in the portfolios   | Term     |
|-------------|--|----------|
| 6           | <ul style="list-style-type: none"> <li>Self-evaluation (end of term 1 and 3)</li> <li>One sample of an activity done in class. (Examples include: tests, writing piece, listening activity, oral, reading comprehension or unit of inquiry activity) -Term 2 or 3</li> </ul> | 1,2 or 3 |

## School Essential Agreements for Portfolios

| Kindergarten to Grade 6                               |   |
|---|---|
| How often do we put samples of work in the portfolio? | Work samples, pictures, videos or audio should be kept in the digital portfolio and it will be accessible to students and parents. The portfolio is intended to be a collection of documents which includes regular reflections from students and teachers and <b>demonstrate growth over time.</b> |
| Who selects what goes in it?                          | Students, Teachers, and Specialist Teachers   |
| How is the portfolio managed?                         | <p>The portfolio is a digital collection of student work throughout the school year.<br/>The IB PYP elements are reflected in this digital portfolio.</p> <p><b><u>The portfolio is easily accessible to the students, parents and staff</u></b></p>  |
| How is it transferred from year to year?              | The digital portfolio is archived yearly in order to be accessible throughout the elementary school years.  |

## Professional Development

CWA considers professional development to be an integral part of its culture and vision. In order to remain up to date with the best teaching and assessment strategies and to allow students to benefit from the best learning procedures, the school action plan and School success plan include the following strategies. These will ensure every staff member has the opportunity to acquire knowledge and master skills relevant to his/her profession. For more details, refer to Appendix J for our CWA's Professional Development Plan.

The following list provides some examples of how we ensure professional development:

- Pedagogical lunches and lunch time chats: structured activities focusing on an aspect of teaching or assessment; teachers discussing and sharing thoughts, ideas, expertise.
- Staff meetings, revision of assessment policies and procedures, learning and assessment material or strategies.
- Professional development budget allotted for conferences and releasing time.
- Attendance at IB workshops: a minimum of one session every four to five years, for tenured teachers.
- In-school committees and collaborative planning: with the PYP Coordinator and/or the Principal, regular meetings within grade levels allow professional discussions.
- We explore opportunities for partnerships with Universities and other outside institutions to engage in pedagogical research, and provide other professional development activities.

## PYP Exhibition

In grade six, students participate in a culminating project called an exhibition. *In the PYP exhibition, students demonstrate their understanding of an issue or opportunity they have chosen to explore. They undertake their investigation both individually and with their peers, together with the guidance of a mentor. Through the exhibition, students demonstrate their ability to take responsibility for their learning—and their capacity to take action—as they are actively engaged in planning, presenting and assessing learning. The exhibition is a powerful demonstration of student agency, as well as the agency of the community that has nurtured them through their years in the PYP. The learning community participates in the exhibition, supporting and celebrating the development of internationally minded students who make a positive difference in their lives and the lives of others.* (IB From Principles into Practice- Primary Years Programme: The Learner, 2018)



## **Celebration of Learning**

The Celebration of Learning is an event at Children's World Academy that combines the Gr 6 Exhibition (in the gymnasium) and a student led conference with all the other grade levels in their classrooms. This is a great opportunity for students to report and share their learning with their parents/guardians. It is a great opportunity for students to demonstrate their accomplishments through collected samples of their work in order to demonstrate the progress of their learning as well as areas upon which to improve. The Celebration of Learning is a way for students to:

- Take ownership of their learning.
- Reflect on and evaluate their own work.
- Take a leadership role in presenting their work.
- Celebrate their progress and identify areas of improvement.
- Demonstrate and develop areas of the PYP learner profile and attitudes.

## **Our school essential agreement on procedure**

The Celebration of Learning will take place on a regular school day afternoon from 3- 6 pm. Students will present their work from a previous unit in their homeroom classrooms. During the celebration, students will present their work and creations to their parents/guardians. Parents are given guidelines prior to the conference in order to ask their child questions about his or her work and how he or she demonstrates the essential elements of the PYP programme. The teachers can take an active role in facilitating the discussion. They will be observing and answering any questions parents/guardians may have.

## **References**

International Baccalaureate Organization (2018). *From Principles into Practice- Primary Years Programme: The Learner*. Cardiff, Wales.

Ministère de L'éducation du Québec web site : <http://www.education.gouv.qc.ca/>



## Appendix A: Evaluation of Student Learning



| Subject, Competencies & Weightings   |         |         |         | Types of Evaluations  |
|--|---------|---------|---------|---|
|  |         |         |         | Portfolios, Projects, Reports, Presentations, Tests, In-class and home assignments, Learning and Evaluation Situations, Self and Peer Evaluations |
| English Language Arts  |         |         |         |   |
| 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"><li>All 3 competencies will be evaluated and reported on at the end of every term</li><li>Gr. 4 &amp; Gr. 6 will write an LBPSB or MELs-compulsory exam during term 3 worth 20% of the final mark</li></ul>  |         |         |         |   |
| French   |         |         |         | Types of Evaluations  |
| Communicates in French 33%   |         |         |         | Portfolios, Projects, Reports, Presentations, Tests, In-class and home assignments, Learning and Evaluation Situations, Self and Peer Evaluations |
| Understands oral and written texts in French 34%   |         |         |         |   |
| Produces oral and written texts in French 33%  |         |         |         |   |
| <ul style="list-style-type: none"><li>All 3 competencies will be evaluated and reported on at the end of every term</li><li>Gr. 4 &amp; Gr. 6 will write an LBPSB compulsory exam during term 2 or 3 worth 20% of the final mark</li></ul>   |         |         |         |   |
| Math   | Cycle 1 | Cycle 2 | Cycle 3 | Types of Evaluations  |
| Solves a situational problem   | 20%     | 30%     | 30%     | Portfolios, Tests, Quizzes, In-class and home assignments, Learning and Evaluation Situations, Self and Peer Evaluations                          |
| Uses mathematical reasoning  | 80%     | 70%     | 70%     |   |
| <ul style="list-style-type: none"><li>Both competencies will be evaluated and reported on at the end of every term except for grade 1 (term 1: competency 2 only)</li><li>Gr. 2, 3, 4, 5, 6 will write an LBPSB or MELs-compulsory exam during term 2 or 3 worth 20% of the final mark</li></ul> |         |         |         |   |
| 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%  |         |         |         | Portfolios, Participation, Performances, Movements, Tests, Self and Peer Evaluations  |
| <ul style="list-style-type: none"><li>Knowledge of different physical activities and strategies evaluated throughout the year</li><li>Only one overall Subject Mark will appear on each report card</li></ul>  |         |         |         |   |
| Ethics and Religious Culture   |         |         |         | Types of Evaluations  |
| Reflects on ethical questions/Dialogue 50%   |         |         |         | Portfolios, Participation, Tests, Projects, Oral Presentations, Self and Peer Evaluations   |
| Demonstrates understanding of religion/Dialogue 50%  |         |         |         |   |
| <ul style="list-style-type: none"><li>Only an overall Subject Mark will appear on each report card</li></ul>   |         |         |         |   |
| Visual Arts  |         |         |         | Types of Evaluations  |
| To produce individual and media works 70%  |         |         |         | Portfolios, Participation, Projects, Presentations, Self and Peer Evaluations   |
| To appreciate works of art 30%   |         |         |         |   |
| <ul style="list-style-type: none"><li>Only an overall Subject Mark will appear on each report card</li></ul>   |         |         |         |   |
| Music  |         |         |         | Types of Evaluations  |
| To invent and interpret musical pieces 70%   |         |         |         | Portfolios, Participation, Performances, Projects, Presentations, Self and Peer Evaluations   |
| To appreciate musical works 30%  |         |         |         |   |
| <ul style="list-style-type: none"><li>Only an overall Subject Mark will appear on each report card</li></ul>   |         |         |         |   |

| <b>Geo., Hist. &amp; Citizenship</b>   | <b>Cycle 1</b> | <b>Cycle 2</b> | <b>Cycle 3</b> | <b>Types of Evaluations</b>   |
|--|----------------|----------------|----------------|---|
| 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%           | Portfolios, Tests, Quizzes, In-class and home assignments, Projects, Self and Peer Evaluations                          |
| <ul style="list-style-type: none"> <li><i>The students' knowledge about each society will also be evaluated throughout the year</i></li> <li><i>Only an overall Subject Mark will appear on each report card. No mark in cycle 1</i></li> </ul>        |                |                |                |   |
| <b>Science &amp; Technology</b>  | <b>Cycle 1</b> | <b>Cycle 2</b> | <b>Cycle 3</b> | <b>Types of Evaluations</b>   |
| 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%           | Portfolios, Tests, Quizzes, In-class and home assignments, Projects, Experimental Activities, Self and Peer Evaluations |
| <ul style="list-style-type: none"> <li><i>Knowledge of the Material World, Earth, Space and Living Things evaluated throughout year</i></li> <li><i>Only an overall Subject Mark will appear on each report card. No mark in cycle 1</i></li> </ul>    |                |                |                |   |

### 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     | In October, 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 in November and will count for 20% of the final mark for the year.       |
| Term 2 Report Card | The Term 2 Report Card will be issued in February 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 and will count for 60% of the final mark for the year.           |
| Student Portfolios | Parent Interviews and Student Portfolio Conferences will be held on an evening of November.                    |

## Report Card: How Results Are Determined

| Term 1<br>20% of the Final Mark  | Term 2<br>20% of the Final Mark | Term 3<br>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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 **one or more** of the following general competencies at the end of the first and third term:

- **Intellectual competencies:** to use information, to solve problems, to exercise critical judgment, to use creativity.
- **Methodological competencies:** to adopt effective work methods, to use ICT
- **Personal and social competencies:** to construct his/her identity, to cooperate with others.
- **Communication-related competency:** to communicate appropriately

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.



## Appendix B

### Children's World Academy Evaluation Legend

| Competency development:<br><b>Report Card</b> %<br>(To be used <b>ALL</b> terms for Gr. 1-2-3) |               | END OF CYCLE:<br><b>COMPETENCY REPORT</b> %<br>( To be used <b>ONLY for the June</b><br>report card in <b>Grades 2, 4 and 6</b> ) |               |
|--|---------------|---|---------------|
| <i>The student:</i>  | <i>Range:</i> | <i>The student has demonstrated:</i>  | <i>Range:</i> |
| <b>Exceeds</b> the requirements for the term   | 90 -100       | <b>Advanced</b> competency development  | 90 - 100      |
| <b>Clearly meets</b> the requirements for the term   | 75 - 89       | <b>Thorough</b> competency development  | 75 - 89       |
| <b>Meets</b> the requirements for the term <b>to a limited extent</b>                          | 60 - 74       | <b>Acceptable</b> competency development  | 60 - 74       |
| <b>Does not meet</b> the requirements for the term   | 50 - 59       | <b>Partial</b> competency development   | 50 - 59       |
| <b>Is well below</b> the requirements for the term   | 49 and lower  | <b>Minimal</b> competency development   | 49 and lower  |

## Appendix C



Student  
Identification  
Label

**CWA**  
**Interim**  
**Report Card**

*Progresse selon les attentes*  
*Meets expectations*

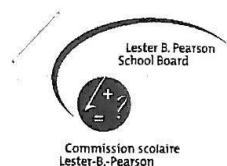
*Améliorations nécessaires*  
*Improvement needed*

|   | English | French |  | English | French |
|---|---------|--------|--|---------|--------|
| <b>Démontre du respect envers les autres</b><br><b>Shows respect to others</b>  |         |        |  |         |        |
| <b>Qualité du travail</b><br><b>Quality of work</b>   |         |        |  |         |        |
| <b>Savoir se maîtriser</b> (coopératif, empathique, indépendant, respectueux, tolérant)<br><b>Self-Management Skills</b> (cooperative, empathic, independent, respectful, tolerant) |         |        |  |         |        |
| <b>Français</b>   |         |        |  |         |        |
| <b>English Language Arts</b>  |         |        |  |         |        |
| <b>Mathématiques / Math</b>   |         |        |  |         |        |

\_\_\_\_\_  
*Teacher(s) / Professeur(s)*

\_\_\_\_\_  
*Parent's Signature*

# Appendix D



## PRESCHOOL EDUCATION REPORT CARD

School year  
Children's World

Lester B. Pearson School Board

### 1. GENERAL INFORMATION

|                                   |  |  |  |
|-----------------------------------|--|--|--|
| Name of school : Children's World |  | Address : 2241, rue Ménard<br>LaSalle, QC<br>H8N 1J4 |  |
| Institution code :                |  | Telephone : (514) 595-2043                           |  |
| Principal :                       |  | Fax : (514) 595-2113                                 |  |
| Signature :                       |  |  |  |
| Teacher : Vanda D'Alessandro      |  |  |  |

|  |  |   |  |
|--|--|---|--|
| Recipient(s) of report card :              |  | Student's name :  |  |
| Father <input checked="" type="checkbox"/> | Mother <input checked="" type="checkbox"/> | Permanent code :  |  |
| Legal guardian <input type="checkbox"/>    | Other <input type="checkbox"/>             | Date of birth :   |  |
| Recipient(s) :                             |  | Age on September 30 :   |  |
| Address :                                  |  | <b>Lester B. Pearson Fusion System</b><br>Web Address :<br>Username :<br>Initial Password : |  |
| Telephone at home                          |  |   |  |
| Telephone at work :                        |  |   |  |
| Other number :                             |  |   |  |

|                    |          |             |   |   |   |
|--------------------|----------|-------------|---|---|---|
| Reporting term :   | Ending : | Attendance  |   |   |   |
| Starting :         |          | Terms       | 1 | 2 | 3 |
| Teacher(s) :       |          | Days absent |   |   |   |
| Vanda D'Alessandro |          | School days |   |   |   |

| KEY  |   |   |
|------|---|---|
| MARK | Terms 1 and 2   | Term 3  |
| A    | The student is making very good progress.                   | The student exceeds the program expectations.         |
| B    | The student is making satisfactory progress.                | The student meets the program expectations.           |
| C    | The student is making progress, but with some difficulties. | The student partially meets the program expectations. |
| D    | The student is experiencing serious difficulties.           | The student does not meet the program expectations.   |

### 2. RESULTS

|   | Term 1 | Term 2 | Term 3 |
|---|--------|--------|--------|
| Develops sensorimotor skills              |        |        |        |
| Develops his/her personality              |        |        |        |
| Relates well to others                    |        |        |        |
| Communicates orally                       |        |        |        |
| Becomes familiar with his/her environment |        |        |        |
| Completes projects or activities          |        |        |        |
| Comments :                                |        |        |        |

---

<sup>1</sup> J. **OTHER COMMENTS**

|   |
|---|
| Various comments, such as regarding other learning that has taken place during class or school projects |
|---|

**4. STUDENT'S ACADEMIC PROGRESS**

|                            |
|----------------------------|
| Promotion to the next year |
|----------------------------|

|                         |
|-------------------------|
| Principal's signature · |
|-------------------------|

|        |
|--------|
| Date : |
|--------|



## Bulletin de l'Éducation Préscolaire

### Compétence 4: Communiquer oralement (*en Français*)

Nom de l'élève : Children's World Academy

Classe / Niveau :

| Légende |   |
|---------|---|
| Cote    | Étape 3   |
| A       | L'élève dépasse les attentes du programme.              |
| B       | L'élève répond aux attentes du programme.               |
| C       | L'élève répond partiellement aux attentes du programme. |
| D       | L'élève ne répond pas aux attentes du programme.        |

| Résultat   | Étape 3 |
|--|---------|
| Démontre un intérêt dans la langue seconde (le Français) |         |
| Démontre une compréhension du français                   |         |
| Communiquer oralement ( <b>en Français</b> )             |         |
| Commentaires :   |         |

*Please insert this page in the report card / S'il vous plaît insérer cette page dans le bulletin*

## Appendix E

### Student's Self-Evaluation *Auto-évaluation de l'élève*



Name / Nom: \_\_\_\_\_ TERM / ÉTAPE \_\_\_\_\_

Something I can do in school that makes me happy.  
*Ce que je peux faire à l'école qui me rend heureux/heureuse.*

I wish I could...  
*J'aimerais pouvoir...*

Please sign and return to your child's  
homeroom teacher. Thank you.

Parent/Guardian  
signature(s):

# Appendix F



## ELEMENTARY SCHOOL REPORT CARD School year 2011-2012

Lester B. Pearson School Board

### 1. GENERAL INFORMATION

|   |                                     |
|---|-------------------------------------|
| Name of school :  | Address :                           |
| Institution code :  | Telephone :                         |
| Principal :   | Fax :                               |
| Signature :   |                                     |
| Adult responsible :<br>Father <input type="checkbox"/> Mother <input type="checkbox"/> Legal guardian <input type="checkbox"/> Other <input type="checkbox"/> | Student's name :                    |
| Recipient(s) :  | Permanent code :                    |
| Address :   | Date of birth :                     |
|   | Age on September 30 :               |
|   | Cycle :                             |
| Telephone at home :   | Year :                              |
| Telephone at work :   | LBPSB Portal                        |
| Other number :  | Username:                           |
|   | Initial Password:                   |
| Reporting term : 1  | Attendance                          |
| Starting : 2011-09-31   | 1 <sup>st</sup> year                |
| Ending : 2011-11-09   | 2 <sup>nd</sup> year                |
|   | Terms 1 2 3 1 2 3                   |
|   | Days absent 0,0 0,0 0,0 0,0 0,0 0,0 |
|   | School days                         |

### 2. RESULTS

| English Language Arts                                | Cycle One  |        |        |            |             |        |        |            |
|--|------------|--------|--------|------------|-------------|--------|--------|------------|
|  | First year |        |        |            | Second year |        |        |            |
|  | Term 1     | Term 2 | Term 3 | Final mark | Term 1      | Term 2 | Term 3 | Final mark |
| Teacher :  |            |        |        |            |             |        |        |            |
| Uses language to communicate and to learn            |            |        |        |            |             |        |        |            |
| Reads and listens to spoken, written and media texts |            |        |        |            |             |        |        |            |
| Produces written and media texts                     |            |        |        |            |             |        |        |            |
| Subject mark   |            |        |        |            |             |        |        |            |
| Group average  |            |        |        |            |             |        |        |            |
| Comments :   |            |        |        |            |             |        |        |            |

| French as a Second Language - Immersion Program | Cycle One  |        |        |            |             |        |        |            |
|---|------------|--------|--------|------------|-------------|--------|--------|------------|
|   | First year |        |        |            | Second year |        |        |            |
|   | Term 1     | Term 2 | Term 3 | Final mark | Term 1      | Term 2 | Term 3 | Final mark |
| Teacher :                                       |            |        |        |            |             |        |        |            |
| Communicates in French                          |            |        |        |            |             |        |        |            |
| Understands oral and written texts in French    |            |        |        |            |             |        |        |            |
| Produces oral and written texts in French       |            |        |        |            |             |        |        |            |
| Subject mark                                    |            |        |        |            |             |        |        |            |
| Group average                                   |            |        |        |            |             |        |        |            |
| Comments :                                      |            |        |        |            |             |        |        |            |

| Mathematics                  | Cycle One  |        |        |            |             |        |        |            |
|------------------------------|------------|--------|--------|------------|-------------|--------|--------|------------|
|                              | First year |        |        |            | Second year |        |        |            |
|                              | Term 1     | Term 2 | Term 3 | Final mark | Term 1      | Term 2 | Term 3 | Final mark |
| Teacher :                    |            |        |        |            |             |        |        |            |
| Solves a situational problem |            |        |        |            |             |        |        |            |
| Uses mathematical reasoning  |            |        |        |            |             |        |        |            |
| Subject mark                 |            |        |        |            |             |        |        |            |
| Group average                |            |        |        |            |             |        |        |            |
| Comments :                   |            |        |        |            |             |        |        |            |

| Dance         | Cycle One  |        |        |            |             |        |        |            |
|---------------|------------|--------|--------|------------|-------------|--------|--------|------------|
|               | First year |        |        |            | Second year |        |        |            |
|               | Term 1     | Term 2 | Term 3 | Final mark | Term 1      | Term 2 | Term 3 | Final mark |
| Teacher :     |            |        |        |            |             |        |        |            |
| Subject mark  |            |        |        |            |             |        |        |            |
| Group average |            |        |        |            |             |        |        |            |
| Comments :    |            |        |        |            |             |        |        |            |

| Drama         | Cycle One  |        |        |            |             |        |        |            |
|---------------|------------|--------|--------|------------|-------------|--------|--------|------------|
|               | First year |        |        |            | Second year |        |        |            |
|               | Term 1     | Term 2 | Term 3 | Final mark | Term 1      | Term 2 | Term 3 | Final mark |
| Teacher :     |            |        |        |            |             |        |        |            |
| Subject mark  |            |        |        |            |             |        |        |            |
| Group average |            |        |        |            |             |        |        |            |
| Comments :    |            |        |        |            |             |        |        |            |

| Music         | Cycle One  |        |        |            |             |        |        |            |
|---------------|------------|--------|--------|------------|-------------|--------|--------|------------|
|               | First year |        |        |            | Second year |        |        |            |
|               | Term 1     | Term 2 | Term 3 | Final mark | Term 1      | Term 2 | Term 3 | Final mark |
| Teacher :     |            |        |        |            |             |        |        |            |
| Subject mark  |            |        |        |            |             |        |        |            |
| Group average |            |        |        |            |             |        |        |            |
| Comments :    |            |        |        |            |             |        |        |            |

|               |            |        |        |            |             |        |        |            |
|---------------|------------|--------|--------|------------|-------------|--------|--------|------------|
| Visual Arts   | Cycle One  |        |        |            |             |        |        |            |
|               | First year |        |        |            | Second year |        |        |            |
|               | Term 1     | Term 2 | Term 3 | Final mark | Term 1      | Term 2 | Term 3 | Final mark |
|               | Teacher :  |        |        |            |             |        |        |            |
| Subject mark  |            |        |        |            |             |        |        |            |
| Group average |            |        |        |            |             |        |        |            |
| Comments :    |            |        |        |            |             |        |        |            |

|                              |            |        |        |            |             |        |        |            |
|------------------------------|------------|--------|--------|------------|-------------|--------|--------|------------|
| Ethics and Religious Culture | Cycle One  |        |        |            |             |        |        |            |
|                              | First year |        |        |            | Second year |        |        |            |
|                              | Term 1     | Term 2 | Term 3 | Final mark | Term 1      | Term 2 | Term 3 | Final mark |
|                              | Teacher :  |        |        |            |             |        |        |            |
| Subject mark                 |            |        |        |            |             |        |        |            |
| Group average                |            |        |        |            |             |        |        |            |
| Comments :                   |            |        |        |            |             |        |        |            |

|                               |            |        |        |            |             |        |        |            |
|-------------------------------|------------|--------|--------|------------|-------------|--------|--------|------------|
| Physical Education and Health | Cycle One  |        |        |            |             |        |        |            |
|                               | First year |        |        |            | Second year |        |        |            |
|                               | Term 1     | Term 2 | Term 3 | Final mark | Term 1      | Term 2 | Term 3 | Final mark |
|                               | Teacher :  |        |        |            |             |        |        |            |
| Subject mark                  |            |        |        |            |             |        |        |            |
| Group average                 |            |        |        |            |             |        |        |            |
| Comments :                    |            |        |        |            |             |        |        |            |

## 3. COMMENTS ON CERTAIN COMPETENCIES

|   |  |
|---|--|
| Comments on two of the following four competencies :  |  |
| <i>exercises critical judgment, organizes his/her work, communicates effectively, works in a team</i> |  |
| 2011 School year  |  |
| Exercises critical judgment   |  |
| Organizes his/her work  |  |
| Communicates effectively  |  |
| Works in a team   |  |

Student's name :

Permanent code

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**4. OTHER COMMENTS**

Various comments, such as regarding other learning that has taken place during class or school projects

For more information on the report card, please visit <http://esd.lbpsb.qc.ca/>

**5. STUDENT'S ACADEMIC PROGRESS**

Principal's signature :

Date : 2011-12-05

## Appendix H

**Running Records (PM Benchmark Kit)**  
**Fiche d'observation individualisée en lecture.**  
(La Trousse d'évaluation en lecture GB+)  
**END OF YEAR TARGETED LEVELS**

**Cycle 1 – All students**  
**FRENCH : Immersion Program**

**French Immersion: Year One : Level 8** (90% - 95%)  
**Year Two : Level 14** (90% - 95%)

*with satisfactory comprehension*  
*with satisfactory comprehension*

**Cycle 2**

**Only students scoring below their targeted level will be assessed in English and French until they reach their targeted level.**

**ENGLISH**

**Year One : Level 22** (90% - 95%) *with satisfactory comprehension\**

**Year Two : Level 26** (90% - 95%) *with satisfactory comprehension*

*\*It is understood that students in the Immersion Program may not be at level 22 in English by the end of year one, however level 26 remains the targeted level for the end of year two, cycle two.*

**FRENCH**

**Year One : Level 19** (90% - 95%) *with satisfactory comprehension*

**Year Two : Level 22** (90% - 95%) *with satisfactory comprehension*

**Cycle 3**

**Only students scoring below their targeted level will be assessed in English and French until they reach their targeted level.**

**ENGLISH**

**Year One : Level 28** (90% - 95%) *with satisfactory comprehension*

**Year Two : Level 30** (90% - 95%) *with satisfactory comprehension*

**FRENCH**

**Year One: Level 26** (90% - 95%) *with satisfactory comprehension*

**Year Two : Level 30** (90% - 95%) *with satisfactory comprehension*

Student \_\_\_\_\_ Id. number \_\_\_\_\_ Class \_\_\_\_\_ Homeroom \_\_\_\_\_ Teacher \_\_\_\_\_

Individual Education Plan - Blank Form



CONFIDENTIAL

009 Children's World

STUDENT

Date:

Term 1: ☐ Term 2: ☐ Term 3: ☐

Participants:

Homeroom Teacher:

Homeroom:

SIGNATURES

Parent(s)/Guardian(s): \_\_\_\_\_ Teacher: \_\_\_\_\_  
Administrator: \_\_\_\_\_ Teacher: \_\_\_\_\_  
IEP Coordinator: \_\_\_\_\_ Student: \_\_\_\_\_



**Student's Strengths**

\_\_\_\_\_

**Preferred Learning Style**

\_\_\_\_\_

**Strategies**

\_\_\_\_\_

**Support**

\_\_\_\_\_

**Home Recommendations**

\_\_\_\_\_

**Home Communications**

Please indicate type and date of contact  
P= Phone W=Written !=Interview

\_\_\_\_\_

STUDENT GOALS

Competencies

Objectives

Progress