



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

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Jules Verne Elementary

EVALUATION OF STANDARDS AND PROCEDURES

2025-2026



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INTRODUCTION

Standards and procedures for the evaluation of learning at Jules Verne Elementary were proposed by a committee of teachers and approved by the school principal. Their aim is to define concrete actions in an effort 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 the harmonization of evaluation practices in an effort 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:

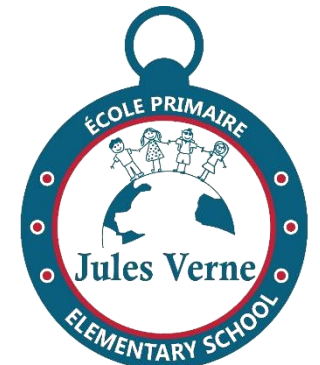
1. Planning of evaluation
2. Information gathering and interpretation
3. Judgment
4. Decision/action
5. Communication of results
6. Language quality

STANDARDS AND PROCEDURES COMMITTEE:

Nadine Vogel, Principal
All Teachers

EFFECTIVE DATE

The standards and procedures in this document are in effect as of September 1, 2025.



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GOVERNING BOARD

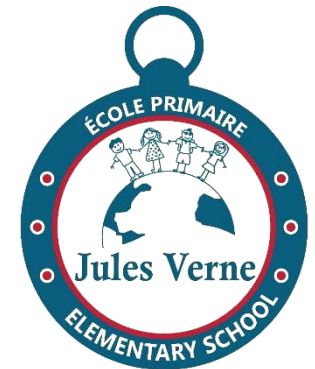
The Governing Board was notified of the selected standards and procedures on November 24, 2025.

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 and Procedures and is provided to parents early in the year, as required by the MINISTÈRE DE L'ÉDUCATION DU QUÉBEC.



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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
	Available on the Parent Portal	No later than October 15	September 2 to November 6	November 10 to February 6
Term Mark will count for:	This written communication will include comments on how your child's year began in regards to their learning and behaviour.	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
Builds self-awareness		YES	YES
Maintains harmonious relationships with others	YES		YES
Communicates using oral and written language	YES	YES	YES
Discovers the world around them		YES	YES

*With the implementation of the official K4 and K5 new programs, schools may decide on the competency(ies) to report on in Terms 1 and 2 (minimum of one). All competencies must be reported on in Term 3.

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
Builds self-awareness		YES	YES
Maintains harmonious relationships with others	YES		YES
Communicates using oral and written language	YES	YES	YES

Discovers the world around them		YES	YES
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ELEMENTARY 2025-2026
Elementary Cycle 1 - 3

Subjects and Competencies Evaluated (weighting of the competency in the calculation of the result)		Weighting	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%)	33%	Cycle 1 & 3: YES Cycle 2: NO	Cycle 1 & 2: YES Cycle 3: NO	YES	20%
	Reads and listens to spoken, written and media texts (33%)	33%	Cycle 1: NO Cycle 2 & 3: YES	YES	YES	
	Produces written and media texts (34%)	34%	NO	Cycle 1: NO Cycle 2 & 3: YES	YES	
Math	Solves a situational problem ()	Cycle 1: 20% Cycles 2-3: 30%	NO	Cycle 1: Grade 2 only YES Cycle 2 & 3: YES	YES	20%
	Uses math reasoning ()	Cycle 1: 80% Cycles 2-3: 70%	YES	YES	YES	
French Second Language	Communiquer en français (Communicates in French) (40% Base, 33% Immersion)	Base: 40% Immersion: 33%	YES	YES	YES	
	Comprendre le sens d'un texte lu ou entendu en français (Understands oral and written texts in French) (40% Base, 34% Immersion)	Base: 40% Immersion: 34%	Cycle 1: NO Cycle 2 & 3: YES	YES	YES	
	Produire des textes oraux ou écrits en français (Produces oral and written texts in French) (20% Base, 33% Immersion)	Base: 20% Immersion: 33%	NO	Cycle 1: NO Cycle 2 & 3: YES	YES	
Arts		100%	NO	YES	YES	
<input checked="" type="checkbox"/> Visual Arts						
<input type="checkbox"/> Dance						
<input type="checkbox"/> Music						
<input type="checkbox"/> Drama						
Culture and citizenship in Québec		100%	NO	YES	YES	
Physical Education and Health		100%	YES	YES	YES	
Geography, History and Citizenship Education (Cycles 2 and 3)		100%	YES	YES	YES	
Science and Technology (Cycles 2 and 3)		100%	YES	YES	YES	

* 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 should teachers choose to include comments. The comments will describe your child's strengths, challenges and progress. Student learning will be evaluated on a regular basis, through different means such as in-class work, evaluation situations, assignments, tests, dictations, observations, etc.

General Competencies

Teachers may provide a generalized comment **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		
Organize their work	X	X
Communicates effectively		
Works in a team	X	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.

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).

Nadine Vogel, Principal

1. PLANNING FOR EVALUATION AND REPORTING

Planning for evaluation and reporting brings administrators and teachers together to discuss, develop, implement and communicate the means and timeframe by which the evaluation and reporting of student learning will be done.

	STANDARD	PROCEDURES	ACTIONS	REFERENCE
1.1	The planning of evaluation is a responsibility shared by the school team, the cycle team and the teacher.	The grade-level 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. Subject consultants from the Pedagogical Services Dept. may lend support or guidance during the planning process.	Administrators ensure that teachers have access to all relevant MEQ documents (Frameworks, POL, QEP. https://www.quebec.ca/en/education/prescolaire-primaire-et-secondaire/programme-formation-ecole-quebecoise/about Teachers align subject evaluations and competencies with the progression of learning.	E.A. 96.15
1.2	The planning of evaluation takes into account support for learning during the cycle and the recognition of competencies at the end of the cycle.	The members of the team meet regularly to follow up on the evaluation planning.	Administrators schedule team meetings to discuss evaluation plans at the beginning of the school year. Administrators develop a timeline of meetings for the school year.	BSR 28
		The team adopts a planning model for learning and evaluation situations.	Administrators schedule team meetings ahead of time to review Standards and Procedures and then extract the evaluation plans. All teachers attend the evaluation plan meetings.	
		Using the subject team's overall plan, the individual teacher prepares their own evaluation plan	Teachers ensure that the evaluation plans include both summative and formative evaluations.	
1.3	The planning of evaluation is done in compliance with the Québec Education Program.	The evaluation planning of the team takes into account the evaluation of knowledge and subject-specific and general competencies, the Progression of Learning and the Frameworks for the Evaluation of Learning.	Administrators share the updated evaluation plan template with all teachers. Cycle teams determine the weighting of each assessment to be inserted in the evaluation plan.	Quebec Education Program Frameworks for the Evaluation of Learning

		Administrators provide the exam schedule.	Teaching teams include established exam dates in the evaluation plan. Teachers review MEQ exam information documents.	
1.4	The planning of evaluation is integrated into the planning of learning and teaching.	Teachers plan formative assessments to guide their instruction.	Teachers select evaluation methods at the same time as the instructional planning.	SWLSB Policy on the Evaluation of Learning
		Teaching teams are familiar with differentiation practices: flexible pedagogy for all students and/or adaptations for some students.	Teachers incorporate flexible pedagogy at all times. Administrators and teachers discuss practices for at-risk students.	
1.5	Differentiation during evaluation is an integral part of the planning process.	Teaching teams and administrators discuss evidence-based adaptation measures and support practices.	Teaching teams review all students' IEPs and plan evidence-based adaptations. Teaching teams implement evidence-based adaptations needed for students with an IEP and review their efficiency on a regular basis.	Differentiated Instruction
		Teachers monitor the progress of at-risk students.	Teachers review the efficiency of the adaptations on a regular basis and adjust their support accordingly.	
		Administrators monitor the progress of students with IEPs	Administrators organize meeting timelines (November & May) to review adaptations and support measures for at-risk students.	



2. INFORMATION GATHERING and INTERPRETATION

Teachers gather, record and interpret information on student learning on a regular basis. Often, the most telling evidence of student learning comes through informally – by observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations.

	STANDARD	PROCEDURES	ACTIONS	REFERENCE
2.1	The responsibility for gathering and interpreting information is shared by the administrator, the teacher and, on occasion, other professional staff.	Administrators oversee the evaluation team meetings to decide what data will be gathered and interpreted for decision-making.	Teaching teams select various sources of evidence to assess student learning. Teaching teams determine meeting dates to discuss data gathering and analysis. Teaching teams adjust practice based on student results.	PLC Danielson Framework
2.2	Information is gathered during the learning process and at the end of the cycle.	Teachers gather information on the student's learning during classroom activities.	Teachers gather evidence of learning at various points in time. Teachers analyze evidence of learning from different sources. Teachers adjust practice based on the analysis of student learning. Teachers use evidence to provide feedback to students. Teachers keep a record of the progress of the students.	
2.3	Information is gathered by various methods that take into account the needs of all students.	Teachers use a variety of sources of evidence.	Teachers include formative and summative assessments, student feedback, observation of practice and conversations with the student.	Differentiated Instruction
2.4	The interpretation of information is criterion-referenced.	Teachers select or develop common evaluation frameworks.	Common evaluation frameworks may include rubrics, common formative assessment tools, student work samples and anchor papers.	Common Evaluation Framework Formative Assessment Rubrics

2.5	Information is gathered to take into account all students (special provision for at risk students).	Teachers work closely with remedial/support teachers in gathering and interpreting evidence of students with handicaps, social maladjustments or learning difficulties' learning (EHDA).	Administrators plan meeting time for teachers and remedial support teachers to interpret evidence of EHDA students.	BSR 29.2 Suggestions for the Individualized Education Plan Process
		School teams review the learning goals and evaluation methods of students with IEPs.	Teachers and remedial/support teachers review student IEPs at specific intervals determined by the school team.	
		Administrators monitor the progress of at-risk students on a regular basis.	Teaching teams monitor and review the progress of at-risk students using several sources of data.	
		Administrators work closely with teachers in gathering and interpreting evidence of student learning (EHDA)	Administrators schedule meetings to interpret evidence of EHDA student's learning.	
		For students following a modified level of instruction, the learning goals are clearly described and the evaluation method is in line with the learning goals.	Teachers and remedial/support teachers describe the learning goals and evaluation methods in the student's IEP. School teams use the modified course codes when students are following a modified level of instruction.	



3. JUDGMENT

Judgment consists of analyzing and summarizing information that has been collected about student learning.

	STANDARD	PROCEDURES	ACTIONS	REFERENCE
3.1	Judgment-making is the responsibility of the teacher and is shared, when needed, with other members of the cycle and school team.	Teachers use judgment throughout the evaluation process.	For judgment to be of quality, the summary result is not an average of assessment results. Teachers use a variety of evaluation tools (ex: self-assessment, project-based learning, visual representation, interview assessment, exams, quizzes, peer assessment) to assess competency development. The summary result takes into account the progress of the student.	VALUE ASSIGNED TO THE PROFESSIONAL JUDGMENT OF TEACHERS
		School teams take the time to adapt to using new methods and to building the skills required for making judgments.	Teachers may collaborate with or consult colleagues or other professionals when evaluating, thereby strengthening the credibility of his or her judgments on student learning.	
3.2	Judgments are made regarding subject specific and cross-curricular competencies.	Teachers use the observable elements of the evaluation criteria, thereby developing a consistent and reliable judgment.	The school team decides which competencies will be evaluated.	
		At least one of the four cross-curricular competencies is evaluated two terms, first term and last term.	Teachers comment on one of the four cross-curricular competencies in the term considered to be the most appropriate.	Annual Directives
3.3	During the cycle, a judgment is made on the student's learning progress and, at the end of the cycle, a summative judgment will be made.	Teachers use professional judgment to consider student progress over time.	For term 1, teachers make a judgment that reflects the knowledge and competencies that a student has acquired, based on the evaluations carried out. For term 2, teachers make a judgment based on the evaluations of learning carried out since the end of term 1. For term 3, teachers make a judgment based on the evaluations of learning carried out since the end of term 2. The judgment may also cover the entire year's work for a given subject.	BSR 30.1

3.4	A judgment is based on relevant, varied and sufficient information that reflects student learning.	Teachers gather data that is relevant, sufficient and valid in order to make judgments on student learning during and at the end of the cycle.	Teachers use a variety of evaluation tools (e.g., feedback, self-assessments, formative assessments). Teachers take students' IEP (learning goals and evaluation methods) into account when determining the end of year summary result.	
3.5	The end-of-cycle judgment is made using the same references for all students.	Teachers judge student learning at the moment of the summative assessment.		Annual Directives



4. DECISION and ACTION

Teachers' judgment leads to important decisions and actions, ranging from instructional planning to determining the type and level of support for students.

	STANDARD	PROCEDURES	ACTIONS	REFERENCE
4.1	During the school year, varied pedagogical practices are taken to support and enhance student learning.	Administrators allocate enough resources (time, professional learning, assistance from consultants and peers) to support the work of the teachers.	Administrators schedule team meeting time.	Evidence of Student Learning BSR 29.1
		Administrators promote professional learning opportunities for the staff.	Administrators organize release time and replacement for PD opportunities.	
		School teams determine the type of support and approaches necessary to meet the specific needs of their students.	Teachers and remedial/support teachers work collaboratively to plan and to adapt instruction and evaluation to various student needs. Teachers and remedial/support teachers reach out to the special education consultants when more guidance is needed.	
		School teams vary pedagogical practices to meet the needs of diverse learners (e.g., differentiation, enrichment, etc.)	Use appropriate best practices based on the learning goals (ex. Teachers may organize the class in subgroups based on the proficiency of the students.) Teachers and remedial/support teachers provide resources and/or interventions to support all students. Teachers use formative assessment strategies to guide their teaching.	



4.2	Students gradually develop the ability to regulate their own learning.	Teachers promote and apply student self-assessment strategies.	Teachers use self-assessment tools in the classroom. Teachers share learning goals with students. Teachers provide explicit instruction as to how to reach the learning goal. Teachers provide opportunities to apply and to practise the learning goal. Teachers provide feedback to guide self-assessment.	Self-Assessment
4.3	Promotion practices for all students	Administrators organize articulation meetings (placement/promotion) on a yearly basis.	Administrators determine the frequency and timing for the articulation meetings (e.g., fall or spring) Prior to the articulation meeting, teachers prepare a list of student cases. Teaching teams use an array of assessments (exam and test results, student work samples, and other records) to decide student placement.	BSR Section 28 EA 96.15
		Administrators apply the promotion criteria when determining student placement.	Administrators base their promotion decisions on the end of the year, summary results.	
		Administrators apply the recommendations made at the articulation meeting.	Administrators keep a detailed record of all articulation recommendations.	
4.4	Considerations for EHDA students	Administrators organize an interdisciplinary team meeting early in the year to identify students who need additional support.	Administrators prepare a list of students whose situation needs review. Administrators invite the teachers, remedial/support teachers and professionals to participate in the meeting. Administrators organize the follow-up needed for the students (IEP meeting, documentation, additional specialist).	Special Education at SWLSB document Competency Levels by Cycle
		Administrators monitor the implementation of the support measures provided to the students.	Administrators review the support measures times per year.	



5. COMMUNICATION OF RESULTS

School teams provide parents with information on their child's progress and achievement throughout the year.

	STANDARD	PROCEDURES	ACTIONS	REFERENCE
5.1	The means of communication, other than the report card, the end-of-year report and the end-of-cycle report, are varied and used regularly by teachers throughout the year.	School teams determine the communication means to students and parents.	School teams choose from a variety of digital and paper communication options. School teams share the communication options with parents.	
5.2	The Evaluation Plan (summary of the Evaluation of Standards and Procedures) is provided to parents at the beginning of the school year.	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. The Evaluation Plan is made available to parents by the end of September.		BSR 20.4
5.3	An informal first communication is prepared and issued to inform parents early in the year of their child's learning and behaviour.	The school team uses the Written Communication Template available in Mozaik and issues it to parents by October 15. This communication should be seen as a way to encourage collaboration between the school and the home by providing information on how the student has begun the school year in terms of both learning and behaviour (including attitude 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.).	Teachers use the Mozaik portal to provide the first communication to students and parents.	BSR 29
5.4	Three uniform report cards are prepared and issued to parents by the prescribed dates.	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 February 25, Term 3: by July 10).	Teachers use the Mozaik portal to provide the first communication to students and parents. Administrator refers to the Annual Directives for MEQ reporting guidelines. The learning of the student is expressed in the form of percentage at the end of each term for each competency and subject. The class average is also indicated in section 2 of the report card.	BSR 29.1 BSR 30.1 Annual Directives Report Card Weightings and Wording



		Administrators ensures that the report card is in compliance with the latest annual directives.	Each subject-specific competency is evaluated in the report card at least three times during the cycle. Cross-curricular competencies targeted by the cycle team are evaluated in the report card at least twice during the cycle. The end-of-year report and the end-of-cycle report render an account of the development of at least one cross-curricular competency in each category (intellectual, methodological, personal and social, communication-related.) The progress of students following a modified level of instruction is expressed in percentage grades. Teachers use the comment area in Mozaik to indicate that the students follow a modified level of instruction.
5.5	For Terms 1 and 2, all subjects 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)	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 Mozaik to indicate student strengths and challenges for each subject.	
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.	This provision will continue to be implemented gradually for the 2025-2026 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 Québec • Physical Education and Health • Subjects in Arts Education: Drama, Visual Arts, Dance, Music	
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.	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 may enter comments in Mozaik to indicate student strengths and challenges for certain subjects.	