

Evaluation of Learning
Standards and Procedures
2026-2027

Pinewood Elementary School

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Standards & Procedures for the Evaluation of Learning

1. Planning

Evaluation Standard	Procedures	
The planning of evaluation is a responsibility shared bythe school team, the cycle team and the teacher	1.1.1	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 Educational Services Dept. may lend support or guidance during the planning process.
The planning of evaluation considers support for learning during the cycleand the recognition of competencies at the endof the cycle.	1.2.1 1.2.2 1.23	The members of the grade-level subject team meet regularly to follow up on the evaluation planning. The grade-level subject team adopts a planning model for learning and all evaluation situations. Using the subject team's overall plan, the individual teacher prepares his/her own evaluation plan
The planning of evaluation is done in compliance with the Quebec Education Program.	1.3.1	The evaluation planning of the team considers the evaluation of knowledge and subject-specific and general competencies, the Progression of Learning and the Frameworks for the Evaluation of Learning.
The Planning of evaluation is integratedinto the planning of learning and teaching.	1.4.1	The teacher plans for evaluation with reference to the program of Studies and Progression of Learning.
Differentiation during evaluation is an integralpart of the planning process.	1.5.1	In order to consider, the specific situation of students with Individual Education Plans (IEPs), the teacher – in collaboration with other school members and/or professionals involved – indicates in the IEP any *adaptations or modifications* required

2. Information Gathering and Interpretation

Evaluation Standard	Defining procedures	
The responsibility for gathering and interpreting informationis shared by the teacher,the student and, on occasion, other professional staff.	2.1.1	The teacher gathers and records information on the student's learning that is varied, relevant, and sufficient and spread over a period of time.
	2.1.2	In the course of learning, the student is involved with information gathering either through self-evaluation, co-evaluation or peer evaluation.
	2.1.3	The teacher chooses or produces appropriate tools for gathering information (log book, learning and evaluation file, etc.) or for interpreting it (rubrics, checklists, etc.).
	2.1.4	The resource teacher and/or SWLSB Complimentary Services Professionals may assist the classroom teacher in the gathering of information and its interpretation.
Information is gathered during the learning process and at the end ofthe cycle.	2.2.1	The teacher regularly gathers and records information on the students' learning during classroom activities.
	2.2.2	The team may use the end-of-cycle evaluation situation provided by the school board in order to obtain additional information for the end-of-cycle report (competency report).
Information is gatheredby various methods that consider the needs of all students.	2.3.1	Teachers meet on a regular basis to share the information gathering and recording tools they use.
	2.3.2	The teacher draws upon informal methods(Observation, questions, etc.) to gather information.
	2.3.3	The teacher draws upon formal methods (evaluation rubrics, checklists, analysis of student productions, etc.) to gather and record information.
	2.3.4	If needed, the teacher notes any specific support given during thetask.
	2.3.5	The teacher adapts the information gathering methods in order to consider the specific situation of certain students based on their IEP's.
The interpretation of information is criterion-referenced.	2.4.1	The teacher uses evaluation tools (evaluation rubrics, self-evaluation forms, etc.) designed in accordance with the evaluation criteria, the Framework for the Evaluation of Learning and the Progressions of Learning in the Quebec Education Program.

	2.4.2	Teachers of a given cycle level share a common interpretation of the requirements stemming from the Frameworks for the Evaluation of Learning, in particular by identifying observable indicators.
	2.4.3	The teacher informs students what is expected of them at the beginning as well as during the task (criteria and other requirements) with respect to the activities or tasks carried out.
	2.4.4	The teacher records in the student's individualized education plan (IEP) any changes that have been made to evaluation criteria in order to meet the student's needs.

3. Judgment

Evaluation Standard	Defining procedures	
Judgment-making is the responsibility of the teacher and is shared, when needed, with othermembers of the cycle and school team.	3.1.1	The teacher makes a judgment on the basis of the information gathered and interpreted through the use of formal and informal tools.
	3.1.2	The whole school team comes to a common understanding of the relevance and sufficiency of the information needed to make a judgment during and at the end of the school year.
Judgments are made regarding subject-specificand cross-curricular competencies.	3.2.1	The Scales of Competency along with the SWLSB Evaluation and Reporting Alignment Table (see annex 1) are used to make a judgment on student progress.
	3.2.2	The teacher refers to the Progression of Learning, the evaluation criteria in the Frameworks for the Evaluation of Learning when making a judgment on student progress.
During the cycle, a judgment is made on thestudent's learning progress and, at the end of the cycle, on the levelof competency development.	3.3.1	Same info as 3.2.2
A judgment is based onrelevant, varied and sufficient information that reflects student learning.	3.4.1	The cycle team determines common tools to be used for evaluation that are relevant to the progression of learning and the frame works for the evaluation of learning. (i.e. Math diagnostic test, response to literature-rubrics, DRA)
The end-of-cycle judgment is made using the same references for all students.	3.5.1	The students on a modified program will be evaluated based on the level of instruction on which they are working at.

4. Decision/Action

Examples of evaluation standards	Defining procedures	
During the cycle, differentiated pedagogical practices areput in place to support and enrich student learning as it progresses.	4.1.1	The teacher determines the type and level of supports and approaches necessary to meet the specific needs of his or her students.
	4.1.2	The school level Special Needs Committee and Principal may also determine additional support.
Students gradually develop the ability to regulate their own learning.	4.2.1	The teacher provides students with the opportunity to regulate their own learning by guiding them in setting personal goals and finding ways to meet and evaluate these goals and themselves.
Pedagogical practices areplanned to ensure students continue their learning.	4.3.1	At the beginning of each year the principal will provide each homeroom teacher and resource teacher with information regarding codes of their students, the contents of any confidential file as well as the IEP from the previous year. It is the responsibility of the teacher to familiarize his or herself with the contents of the IEP and / or confidential file.
	4.3.2	At the end of the school year, the teacher/team provides recommendations about the support measures needed for the following year, for specific students.
	4.3.3	At the end of each year, teams meet to decide on the best class placement of students for the following year. Among other things, items such as learning style, peer relationships (positive and negative), and student-teacher relationships are considered.

3. Communication

Evaluation Standard	Defining procedures	
The means of communication, other than the report card, theend-of-year report and the end-of-cycle report, are varied and used regularly by teachers throughout the year.	5.1.1	The school team uses the agenda and/or on-line communication tools as a means of communication with parents.
	5.1.2	Two parent-teacher meetings are scheduled every school year.
	5.1.3	Samples of student work and assessments are sent home.
An Evaluation Plan is provided to the parentsat the beginning of the school year.	5.2.1	Parents are provided with information on the main types of evaluation that will be carried out and when they will take place during the school year. This information is made available to parents by September 15th; information is also made available on our school's website.
One informal written communication will be issued to inform parents of their child's learning and behavior.	5.3.1	The school team uses the Mozaïk version for the written communication; prepares and issues it to parents by November 12th. Academic and behavior observations will be reported in the three core subjects.
2 uniform report cards are prepared and issued to parents by the following dates:	5.4.1	The principal ensures that all report cards are issued to students and parents by the following dates (as prescribed in the Basic School Regulation): Term 1 - by January 28th Term 2 – by March 15th Term 3 - by July 10th Parents will receive a digital copy of the report cards for Terms 1, 2 and 3. The school may, at the request of a parent, provide a papercopy of the Term 3 (final) report card.
Each subject-specific competency is evaluated in the report card	5.5.1	The entire school team uses the uniform report card developed and prescribed by MEES and approved by SWLSB.
	5.5.2	At its discretion, the teachers may use the bank of comments regarding the student's strengths and challenges with respect to subject specific competencies.
	5.5.3	The cycle team will use competencies to evaluate in the report card for a given period
	5.5.4	Percentages reported are the result of a **translation** from the Reporting Alignment Table (see annex 1). These percentages reported are **not** the result of any mathematical calculation.

The cross-curricular competency targeted by the cycle team will be evaluated in the report card 4 times during thecycle.	5.6.1 5.6.2	The cycle team will choose one competency to be reported on as outlined in the Evaluation of Learning document. The cycle team uses the bank of formative comments in Mozaïk in order to evaluate the students' development on the targeted cross-curricular competencies in term 1 and term 3.
The end-of-year report and the end-of-cycle report render account ofthe development of the targeted cross-curricularcompetency.	5.7.1	The teachers uses the comments in Mozaïk in order to evaluate the students' development of the cross-curricular competency. See Annex 1

4. Quality of Language

Evaluation Standard	Defining procedures	
Language quality is a responsibility that is shared by all school personnel and students.	6.1.1	The quality of spoken and written language is promoted and clear and appropriate means of expression are encouraged.

Annex 1

Rating Scale **During** the Cycle:

The student,		
Exceeds expectations for the reporting period	5+	100
	5	95
	5-	90
Clearly satisfies expectations for the reporting period	4+	85
	4	80
Satisfies expectations for the reporting period	4-	75
	3+	70
Minimally satisfies expectations	3	65
	3-	60
Is below the expectations for the reporting period	2+	55
	2	50
Is well below the expectations for the reporting period	1+	40
	1	30

Scales of Competency Levels at the **End** of Cycle:

The student,		
Advanced competency development	5+	100
	5	95
	5-	90
Thorough competency development	4+	85
	4	80
Acceptable competency development	4-	75
	3+	70
Minimal competency development	3	65
	3-	60
Partial competency development	2+	55
	2	50
Competency **not developed**	1+	40
	1	30