St. Anthony Elementary School

Assessment Policy

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St. Anthony Elementary Mission Statement

Our mission at St. Anthony School is to nurture intellectual curiosity through an inquiry-based approach to learning where parents, community members and staff work in unison. Students will develop their personal and social skills through an international mindset in a peaceful, safe and bilingual environment that celebrates different learning styles.

In keeping with our overall objective of raising all of our students to the highest levels of their capabilities and embracing the importance of lifelong learning, our aim is to have our students graduate from St. Anthony School and succeed as global thinkers and doers at the next level of their education and beyond.

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.

IB Learner Profile

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

IB learners strive to be:

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

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

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

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

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

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

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

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

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

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

Introduction to Assessment

We believe that assessment is integral to the mission of St. Anthony. It is a continuous process, which guides teaching and learning through adherence to the requirements of both the Primary Years Programme (PYP) as well as provincial standards set forth by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES).

The focus of assessment in an IB Primary Years Program school is to help students develop the understanding of concepts, the acquisition of knowledge, the mastering of skills and the decision to take action. Students, parents, staff and administration must have a clear understanding of what is being assessed, the criteria for success and the method by which the assessment is made. Active involvement of both students and teachers results in meaningful and accurate assessment.

Assessment information must be shared in a forthright manner with all stakeholders and used to evaluate student progress and/or the effectiveness of the program.

Purpose of Assessment (Connection with PYP Assessment)

The purpose of assessment at St. Anthony is to:

1. provide timely feedback reports to students and parents on student learning
2. ensure that teaching and learning follows and respects the IB Primary Years Programme's objectives
3. improve student learning

The results of these assessments are shared with students and parents. Teachers analyze the body of evidence provided by assessment data to help design learning experiences for the student.

Teachers and students also make use of assessments within PYP Units of Inquiry to analyze student development of unit knowledge, skills and understandings.

These assessments:
- reflect input from students as well as staff
- focus on student understanding of the central idea (summative)
- are continuous throughout the inquiry (formative)
- launch the planning process
- provide opportunities for reflection on the process
- show evidence of students' understanding and thinking
- allow students to express different points of view and interpretations
- are developmentally appropriate
- highlight student strengths
- address a range of needs and learning styles
- provide opportunities for differentiation

Teachers use a range of methods to document student learning as a means of assessing student understanding.

Our assessment policy at St. Anthony is currently being updated and developed to meet both the requirements of the IB Primary Years Programme (PYP) and the Quebec Education Plan (QEP). This policy will continue to evolve as we apply for authorization in October 2019 and become an authorized PYP elementary school in a province where inquiry takes place in two languages.

The PYP Model Overview:

Enhanced PYP, October 2018

Vision Statement:

At St. Anthony School, we value the importance of stimulating learning partnerships amongst students, teachers, parents and the community. We believe a child's elementary school life, in a safe and caring environment, lays the foundation for the development of a positive attitude towards lifelong learning within a global mindset.

All students are encouraged to aspire to high individual academic standards through our early immersion model in language arts, mathematics, science and technology, social studies, music, ethics and religious culture, drama and physical education.

We believe that all students can succeed to the best of their ability by encouraging open-mindedness, risk taking, being knowledgeable and inquisitive. By cultivating these abilities, our students will become caring and active learners helping create a more peaceful world by demonstrating intercultural understanding and respect.

Educational Project (2015-2020)

The Ministère de l'Éducation et de l'Enseignement supérieur 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. Pearson School Board. Within this context, there are particular goals that are relevant to evaluation and assessments.

There are three specific indicators and targets in each of the three 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:

- PM Benchmarks, GB+
- prime diagnostic test
- student individual education plan
- varied evaluation practices
- reflection protocols of students and teachers
- formal student reflection at the conclusion of each IB unit, shared with parents
- school board formative assessments
- school board and/or MEES exams
- providing timely feedback
- recognition of elements of learning (formal and informal)

Perspective on Assessment

St. Anthony has to deliver the curriculum outlined by the MEES 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 QEP (Quebec Education Program). 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).

St. Anthony also offers the Primary Years Programme (PYP) issued from the International Baccalaureate (IB). Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process (Making the PYP Happen, December 2009).

Assessment Practices

Our assessment practices inform us of what students know, serve to collect and analyze data, and communicate about assessment. It describes the progress of the students' learning, identifies areas for growth and contributes to the efficacy of the programme.

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

Assessment in the classroom includes:

- Collecting evidence of prior knowledge following provocation using:
  - individual responses
  - anecdotal note-taking
  - observations
  - class discussions
  - technology
  - photographs
- Conferencing:
  - peer
  - student/teacher
  - student/parent
- Provide opportunities to reinforce or extend the learning through:
  - field trips
  - guest speakers
  - parents and community members
  - partnerships within our community and beyond
- Using and developing rubrics to provide students with clear expectations
- Keeping records of formative assessment such as:
  - photographs
  - quizzes
  - tests
  - reading comprehension
  - journal entry
- Differentiation according to student needs (UDL, Google Read&Write)
- Summative assessments:
  - common exams (MEES, board exams, grade level)
  - oral presentations (interdisciplinary, group or individual)
- Engaging students in reflecting on their learning

Recording: *How we collect and analyze the data*

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

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

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

Reporting: *How we communicate about assessment*

Reporting to parents, students and teachers occurs through:

- **Curriculum evening**: a meeting held for parents each year at St. Anthony within the first week of school. They are mandatory for all classroom teachers. This form of conference is intended to provide an overview of the upcoming school year as well as the IB units explored Formats vary and may include individual classroom and/or grade-level presentations. The following topics are emphasized:
    - curriculum
    - class outline
    - grading
    - PYP elements
    - classroom expectations
    - communications with parents
    - schedules and routines
    - tips for student success

- **IEP** (individualized education plan) meetings are held at least once a year between parents, teachers and resource to discuss the students' goals and progress, as well as any adaptations or modifications required for student success within the QEP and PYP curriculums.

- **Interim report** is the first formal communication of the year between school and parents. It is sent home to update parents on whether their child needs improvement or has had a satisfactory start to the year.

- **Formal report** cards are given out three times per year (November, March and June). This provides an opportunity to let parents know about their child or children's progression with respect to the attributes of the learner profile.

- **Parent teacher interviews** are scheduled in the fall and as necessary throughout the year. These conferences provide a setting for the teacher and parent to review a wide range of topics relevant to an individual student. Students may participate in the conferences at the discretion of the teacher and parent. These conferences address the following topics:
    - discussion of the student's academic, social, emotional, and physical status
    - a formal review of current progress, strengths and areas to improve
    - an overview of academic subjects, IB unit progress and current activities and directions
    - goal setting

- **Celebrations and exhibitions of learning.** A variety of celebrations or exhibitions are held at St. Anthony throughout the school year. These events provide opportunities for students to show parents, other students, and the community their final projects and to reflect on their learning growth. They may involve a variety of formats such as open houses, fairs, demonstrations, attribute assemblies, formal presentations, and other creative ideas developed by students and their teachers. Settings may also vary and include the classroom, steam room, gymnasium and daycare.

- **Student-led conferences** are formal conferences where children are involved in discussing their work and progress with their parents. They are of particular value because the students reflect on their performance, select topics or work examples for focus, and share the responsibility of informing parents on their progress. Students, with the support and guidance of the teacher, select work to be discussed based on predetermined criteria. They rely heavily on the student portfolio, but may also include other work examples such as classroom stations or presentations conducted as part of the conference. Classroom time is set aside for students to reflect on their work and practice their presentations. The format of student-led conferences will evolve over time as the students embody the learner profile attributes.

- **Student unit of inquiry reflection:** At the end of each unit of inquiry, students complete a reflection on their learning during the unit. This reflection may be written, drawn and/or recorded. It is then placed in students' PYP portfolios. It includes the following:
    - key learnings related to the central idea and transdisciplinary theme of the unit
    - questions and wonderings that the student had/has as a result of the unit
    - actions that the student was inspired to take and would like to take as a result of the unit
    - demonstration of specific learner profile attributes were focused on during the unit
    - application of PYP essential elements (knowledge, concepts, skills and action)

- **Unit of inquiry communication for parents:** Communication is sent home and posted on our school website at the beginning of each unit of inquiry to introduce the focus and aims of the unit to parents. This includes:
    - description of the aspects of the transdisciplinary theme the unit explores
    - the unit central idea and lines of inquiry that form the unit
    - concepts and transdisciplinary skills being focused on during the unit
    - central idea and summative assessment strategies and tools
    - learner profile attributes being focused on during unit
    - how parents can support student learning through the unit at home and at school
    - involving the community as much as possible

- **Student IB Reflection:**
    - Learner Profile Attribute reflection: Students are encouraged to reflect continuously on how they and others are displaying the learner profile. Formal reporting on student demonstration of the learner profile is incorporated in the report card comment at the end of each term.
    - Approaches to learning reflection: Students will reflect continuously on the opportunities that occurred throughout the unit for transdisciplinary skills development.

- **Student portfolio** is an important part of the school's reporting procedures. It is a collection of evidence of student learning and progression throughout the PYP. It becomes a three-way communication tool between students, parents and teachers. The portfolio is shared at various times throughout the school year.

Essential Agreements on Assessment

<u>Parent communication</u>

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

- curriculum evening at the beginning of the year
- coordinator's report at governing board meeting
- PYP information evening for grade one parents (2019-2020)
- class newsletters and/or emails
- administrative newsletter emailed to parents
- the school website
- use of online platforms such as Seesaw, Class Dojo, Google Classroom.
- open houses
- student-led conferences (Learning in Action)
- informal invitations (classroom and school-wide initiatives)
- student learning samples sent home for reflection
- student portfolios
- programme of inquiry bulletin board
- the learning tree
- the PYP coordinator will provide biannual information about the PYP using a range of communication strategies including newsletter articles and parent workshops.
- daily communications when necessary (agenda, phone call, email, notes, pochette (communication duo-tang)
- formal student reflection at the conclusion of each IB unit shared with parents

Assessment

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

- Assessment strategies and tools are varied: pre- and post-assessment tasks, formative and summative assessments.
- Assessments include peer and self-assessment
- Students are involved in the development of some of the assessment activities and tools (e.g. rubrics). Students are informed of the assessment criteria if they are not involved in the developing the assessment activities.
- Assessment informs and directs future learning (formative).
- At the school level, we are working towards assessing elements of the PYP (knowledge, concepts, approaches to learning and action) and the learner profile.
- Teachers are familiar with the assessment policy of the school.

Student-led conferences

- Students are involved in choosing what is shared with parents.
- Students address assessing elements of the PYP (knowledge, concepts, approaches to learning and action) and the learner profile. Teachers meet and greet parents and roam around the room throughout the conference.
- Classroom teachers and specialists collaborate to plan what is being shared.
- Invitations to student-led conferences are electronically distributed at least two weeks prior to the date selected.
- SLC dates need to be published in the school newsletter and calendar for future years.

Portfolios

- Each student shares their learning portfolio at the student-led conferences.
- Portfolios provide information about the content of the unit and at least two work samples from each unit — one in English and one in French.
- Following each unit of inquiry, students select samples to include in the portfolio.
- Work samples from the specialists may be included in the portfolio.
- Portfolios may include a range of assessments and work samples
- Assessment samples may include peer and self-assessments
- Reflections

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Appendix 1
Evaluation and Reporting of Student Learning 2018-2019

Subject, Competencies & Weightings	Types of Evaluations
English Language Arts	Projects, Reports, Presentations, Tests, In-class and home assignments, Learning and Evaluation Situations.
Uses language to communicate and to learn 33%	
Reads & listens to spoken, written and media texts 33%	
Produces written and media texts 34%	

- *All 3 competencies will be evaluated and reported on at the end of every term*
- *Grade 4 write a LBPSB-compulsory formative exam from January 14th to February 1st*
- *Grade 6 write a MEES-compulsory exam from May 6th to May 24th worth 20% of the final mark*

French	Types of Evaluations
Communicates in French 33%	Projects, Reports, Presentations, Tests, In-class and home assignments, Learning and Evaluation Situations
Understands oral and written texts in French 34%	
Produces oral and written texts in French 33%	

- *All 3 competencies will be evaluated and reported on at the end of every term (except for grade 1, term – only 1 and 2)*
- *Grade 4 write a LBPSB-compulsory formative exam from April 1st to April 12th*
- *Grade 6 write a LBPSB-compulsory exam from April 24th to May 10th worth 30% of 3rd term mark*

Math	Cycle 1	Cycle 2	Cycle 3	Types of Evaluations
Solves a situational problem	**20%**	**30%**	**30%**	**Tests, Quizzes, In-class and home assignments, Learning and Evaluation Situations**
Uses mathematical reasoning	**80%**	**70%**	**70%**	

- ***Both competencies will be evaluated and reported on at the end of every term (except grade 1, term 1- only #2)***
- ***Grades 3 (April 8th -18th) and 5 (March 18th-29th) write a LBPSB-compulsory formative exam***
- ***Grade 6 write a MEES-compulsory exam from June 10th to June 14th worth 20% of the final mark***

Physical Education & Health	Types of Evaluations
To perform movement skills in different physical activity settings. 30%	**Participation, Performances, Movements, Tests**
To interact with others in different physical activity settings. 40%	
To adopt a healthy, active lifestyle. 30%	

- ***Knowledge of different physical activities and strategies evaluated throughout the year***
- ***Only an overall Subject Mark will appear on each report card***

Ethics and Religious Culture	Types of Evaluations
Reflects on ethical questions/Dialogue 50%	**Participation, Tests, Projects, Oral Presentations**
Demonstrates understanding of religion/Dialogue 50%	

- ***Only an overall Subject Mark will appear on each report card***

Drama	Types of Evaluations
To invent and interpret short scenes 70%	Participation, Projects , Presentations
To appreciate dramatic works 30%	

- *Only an overall Subject Mark will appear on each report card*

Music	Types of Evaluations
To invent and interpret musical pieces 70%	Participation, Performances, Presentations
To appreciate musical works 30%	

- *Only an overall Subject Mark will appear on each report card*

Geo., Hist. & Citizenship	Cycle 1	Cycle 2	Cycle 3	Types of Evaluations
Ability to understand different societies and their territories from a geographical and historical perspective, interpret changes that occur within a society and its territories, compare certain aspects of societies to appreciate their diversity.	NA	100%	100%	Tests, Quizzes, In-class and home assignments, Projects

- *The students' knowledge about each society will also be evaluated throughout the year*
- *Only an overall Subject Mark will appear on each report card*

Science & Technology	Cycle 1	Cycle 2	Cycle 3	Types of Evaluations
Ability to explain or solve scientific or technical problems, use scientific and technical tools, objects and procedures, communicate in the language used in science and technology.	**NA**	**100%**	**100%**	**Tests, Quizzes, In-class and home assignments, Projects, Experimental Activities**
• ***Knowledge of the Material World, Earth, Space and Living Things evaluated throughout year*** • ***Only an overall Subject Mark will appear on each report card***				

Students with Special Needs

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

You will receive the following official communications	
Interim Report	**On October 15th, you will receive the interim report card including comments on your child's learning and behavior.**
Term 1 Report Card	**The Term 1 Report Card will be issued on November 23rd and will count for 20% of the final mark for the year.**
Term 2 Report Card	**The Term 2 Report Card will be issued on March 15th 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 21st and will count for 60% of the final mark for the year.**

Report Card: How Results Are Determined			
Term 1 20% of the Final Mark	**Term 2 20% of the Final Mark**	**Term 3 60% of the Final Mark**	**Final Mark**
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.). In the case of English Language Arts, Mathematics and French, Second Language, a Subject Mark is calculated on the basis of the weightings assigned to the subject-specific competencies established by MEES (*see subject table on the first page*). MEES = Ministère de l'Éducation et de l'Enseignement supérieur		For the 3rd Term, the teacher enters a percentage mark that covers the student's learning for the term and where applicable, for the year as a whole, including any compulsory Board or MEES exams.	*It is calculated using the results of the three weighted terms (20%, 20%, 60%) and the MEES exam results (if applicable).* **The MEES exam counts for 20% of the Final Mark in grade 6 English Language Arts and Mathematics.*

Other Report Card Information:

Comments on Learning (by Subject)

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

General Competencies

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

Grade 1 Works in a team
Grade 2 Exercises Critical Judgement
Grade 3 Organizes his/her work and communicates effectively

Grade 4 Works in a team and exercises critical judgement

Grade 5 Communicates effectively and Exercises critical judgement

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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.

Appendix 2
St. Anthony Evaluation Legend

RATING SCALE DURING THE CYCLE (To be used ALL terms except for the June report card in Grades 2, 4 and 6)		**END OF CYCLE: COMPETENCY REPORT** (To be used ONLY for the June report card in Grades 2, 4 and 6)	
The Student	**Range %**	**The Student has Demonstrated**	**Range %**
Exceeds the requirements for the term	90-100	Advanced competency development	90-100
Clearly meets the requirements for the term	75-89	Thorough competency development	75-89
Meets the requirements for the term to a limited extent	60-74	Acceptable competency development	60-74
Does not meet the requirements for the term	50-59	Partial competency development	50-59
Is well below the requirements for the term	49 and lower	Minimal competency development	49 and lower

Appendix 3
Blank Kindergarten Interim Report Card

9/30/2019 Fusion

HOME / INTERIM MANAGER / EDIT

Report Card

Student Name:

Fiche:
1 of 1

Form not to exceed one page	English		Français	
	Satisfactory	Need Improvement	Satisfaisant	Besoin d'amélioration
Has adapted to class routines S'est habitué aux routines de la classe				
Listens and follows directions Respecte les consignes et les règles				
Attention span is sufficient Montre une bonne capacité d'attention				
Takes part in group activities Participe aux activités de groupe				
Shows interest in French Démontre de l'intérêt à la langue française				
Works and plays co-operatively Travaille et joue de façon coopérative				
Fine Motor Skills Possède de bonnes habiletés de motricité fine				

Comments / Commentaires

Appendix 3 cont.
Sample Kindergarten Interim Report Card

Report Card

Student Name Student name
Fiche: 513978
1 of 1

Work Habits Habitudes de travail	English Satisfactory	English Needs Improvement	Français Satisfaisant	Français Besoin d'amélioration
Has adapted to class routines S'est habitué aux routines de la classe	✓		✓	
Listens and follows directions Respecte les consignes et les règles	✓		✓	
Attention span is sufficient Montre une bonne capacité d'attention	✓		✓	
Takes part in group activities Participe aux activités de groupe	✓		✓	
Shows interest in French Démontre de l'intérêt à la langue française			✓	
Works and plays cooperatively Travaille et joue de façon coopérative	✓		✓	
Fine Motor Skills Possède de bonnes habiletés de motricité fine	✓		✓	

Comments / Commentaires

[redacted] has adapted beautifully to the kindergarten routine. She is an enthusiastic participant in all the activities that are presented to her. When working on her individual task [redacted] understands well and is learning to differentiate work time from social time. She is able to think of and implement strategies that are helpful to her in order to reach her goals. With me, she is communicative and is able to express her needs and stories. Getting to kn[redacted] during the past few weeks, has been a real pleasure!

Principal's Signature / Signature du directeur

Appendix 4
Blank Interim Report Card for Grades 1-6

Work Habits Habitudes de travail	English		Français	
	Satisfactory	Needs Improvement	Satisfaisant	Besoin d'amélioration
Listens attentively Écoute en classe				
Follows directions Suit les consignes en classe				
Works well independently Travaille de façon autonome				
Organizes belongings Organise son matériel				
Works neatly Travaille soigneusement				
Behaves Appropriately Se comporte de façon appropriée				
Completes homework assignments Complète ses devoirs				
Active Participation Participe activement				
Works co-operatively with others Travaille de façon coopérative avec les autres				

Comments / Commentaires

Principal's Signature / Signature du directeur

Appendix 4 cont.
Sample Interim Report Card for Grades 1-6

Report Card

Student Name:
Fiche: 392043
1 of 1

Work Habits Habitudes de travail	English		Français	
	Satisfactory	Needs Improvement	Satisfaisant	Besoin d'amélioration
Listens attentively Écoute en classe	✓		✓	
Follows directions Suit les consignes en classe	✓		✓	
Works well independently Travaille de façon autonome	✓		✓	
Organizes belongings Organise son matériel	✓		✓	
Works neatly Travaille soigneusement	✓		✓	
Behaves Appropriately Se comporte de façon appropriée	✓		✓	
Completes homework assignments Complète ses devoirs	✓		✓	
Active Participation Participe activement	✓		✓	
Works co-operatively with others Travaille de façon coopérative avec les autres	✓		✓	

Comments / Commentaires

Principal's Signature / Signature du directeur

Appendix 5
Blank Kindergarten Report Card

PRESCHOOL EDUCATION REPORT CARD
School year 2018-2019
St. Anthony

Lester B. Pearson School Board

1. GENERAL INFORMATION

Name of school : St. Anthony Institution code : 888027 Principal : Nicholai Laframboise Signature : Teacher :	Address : 17750, rue Meloche Pierrefonds, QC H9J 3P9 Telephone : (514) 624-6614 Fax : (514) 624-6616
Recipient(s) of report card : Father ☐ Mother ☐ Legal guardian ☐ Other ☐ Recipient(s) : Address : Telephone at home : Telephone at work : Other number :	**Student's name :** Permanent code : Date of birth : Age on Septembe *Lester B. Pearson Fusion System* Web Address : https://fusion.lbpsb.qc.ca Username : Initial Password :
Reporting term : 3 Starting : 2019-02-26 Ending : 2019-06-21 Teacher(s) : _____ _____	

Attendance			
Terms	1	2	3
Days absent			
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 :			

Appendix 5 cont.
Blank Kindergarten Report Card

3. 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/

4. STUDENT'S ACADEMIC PROGRESS

Promotion to the next year	
Principal's signature :	Date :

Appendix 5 cont.
Sample Kindergarten Report Card

Lester B. Pearson School Board

Name of School : St. Anthony Institution Code : 898027 Principal : Nicholai Laframboise Address : 17750, rue Meloche Pierrefonds, QC - H9J3P9 Telephone : (514) 624-6614 Fax : (514) 624-6616 Signature :	Student's name : Permanent code [redacted] Date of birth: 2013-01-13 Age on September 30 : 5	Reporting term : 3 Starting : 2019-02-28 Ending : 2019-06-21 Teacher: RENOUKA DUTTA

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.

Preschool Education Teacher : RENOUKA DUTTA	Term 1	Term 2	Term 3
Develops sensorimotor skills	B	B	B
Develops his/her personality	B	B	B
Relates well to others	B	B	B
Communicates orally	A	A	B
Becomes familiar with his/her environment	A	A	B
Completes projects or activities	B	B	B

Comments :
[illegible] has had a great year in Kindergarten!She has met the expectations of the program with ease and is ready for grade 1.[illegible]n continues to participate actively during our group activities.She is enthusiastic about everything we do!She is focused and applies herself when working on her individual tasks and is able to finish in the given time.In French,[illegible] able to communicate spontaneously and does so more often.Bravo!She also demonstrates an interest in reading in French.She is beginning to decode short words and is becoming familiar with combined sounds.In math, [illegible] seems a little less enthusiastic and sometimes needs more reflection time in order to work out strategies and concepts or recall numbers.Socially, [illegible] continues to work on her interpretation of other people's words and actions. She is making progress and is involved in less conflict situations.Bravo!With regards to the rules, [illegible] is generally respectful but will sometimes try to find ways around them when she really wants something.However,she is eager to please so she takes responsibility for her actions easily and is quick to apologize.During our last IB Unit,[illegible] was a good COMMUNICATOR when sharing facts about le pékan.She also frequently displayed a CARING attitude towards her peers and in her knowledge of how to demonstrate this Learner Profile Attribute towards nature and animals.

Promotion to the next year
The student will move on to elementary school. Principal's Signature :

Appendix 6
Blank Report Card for Grades 1-6

Lester B. Pearson School Board
Commission scolaire Lester-B.-Pearson

ELEMENTARY SCHOOL REPORT CARD
School year 2018-2019

1. GENERAL INFORMATION

Name of school : St. Anthony Institution code : 888027 Principal : Nicholai Laframboise Signature :	Address : Telephone : (514) 624-6614 Fax : (514) 624-6616
Recipient(s) of report card : Father ☐ Mother ☐ Legal guardian ☐ Other ☐ Recipient(s) : Address : Telephone at home : Telephone at work : Other number :	**Student's name :** Permanent code : Date of birth : Age on September Cycle : Year : ***Lester B. Pearson Fusion System*** Web Address : https://fusion.lbpsb.qc.ca Username : Initial Password :

Reporting term : 3
Starting : 2019-02-28 Ending : 2019-06-21
Teacher(s) :

_____ _____

Attendance						
	1st year			2nd year		
Terms	1	2	3	1	2	3
Days absent						
School days						

2. RESULTS

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

Comments :

Appendix 6 cont.

Student's name : Permanent code Page 2/.. 2019-06-06

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

Visual Arts Teacher :	Cycle One							
	First year				Second year			
	Term 1	Term 2	Term 3	Final mark	Term 1	Term 2	Term 3	Final mark
Subject mark								
Group average								
Comments : Uses materials creatively								

3. COMMENTS ON CERTAIN COMPETENCIES

Comments on two of the following four competencies : *exercises critical judgment, organizes his/her work, communicates effectively, works in a team*
2017 School year
Exercises critical judgment
Organizes his/her work Term 1: ☐ Term 3: ☐
Communicates effectively Term 3: ☐
Works in a team

2018 School year
Exercises critical judgment Term 3:
Organizes his/her work
Communicates effectively Term 3:
Works in a team

Appendix 6 cont.

Student's name : Permanent code Page ../3 2019-06-06

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

Promotion to the next year	
Principal's signature :	Date :

Appendix 6 cont.
Sample Report Card for Grades 1-6

Lester B. Pearson School Board

ELEMENTARY SCHOOL REPORT CARD

School Year 2018 - 2019
St. Anthony

Lester B. Pearson School Board

Name of School :
St. Anthony
Institution Code : 898027
Address : 17750, rue Meloche Pierrefonds, QC - H9J3P9
Telephone : (514) 624-6614
Fax : (514) 624-6616
Principal : Nicholai Laframboise
Signature :

Student's name
Permanent code :
Date of birth: 2010-09-23
Age on September 30 : 8
Cycle : Cycle Two
Year : Cycle 2, Year 1

Recipient Name : Nadia Molluso / Ryan Antoniadis
Address :

Reporting term : 2
Starting : 2018-11-10
Ending : 2019-02-27
Teacher(s) :
KELLY GREEN
STEPHANIE BOULET

Attendance						
	1st Year			2nd Year		
Terms	1	2	3	1	2	3
Days absent	0	2.5				
School days	49.0	61.0	72.0			

English Language Arts Teacher : KELLY GREEN	Cycle Two							
	First Year				Second Year			
	Term 1	Term 2	Term 3	Final Mark	Term 1	Term 2	Term 3	Final Mark
Uses language to communicate and to learn	88	86						
Reads and listens to spoken, written and media texts	82	77						
Produces written and media texts	83	82						
Subject Mark	84	82						
Group Average	78	80						

Comments :
uses different forms of communication effectively. She demonstrates an understanding of the structures and features of written and media texts. She successfully adjusts written and media texts to suit intended audience.

French as a Second Language - Immersion Program Teacher : STEPHANIE BOULET	Cycle Two							
	First Year				Second Year			
	Term 1	Term 2	Term 3	Final Mark	Term 1	Term 2	Term 3	Final Mark
Communicates in French	90	90						
Understands oral and written texts in French	89	84						
Produces oral and written texts in French	84	84						
Subject Mark	88	86						
Group Average	83	79						

Comments :
Demonstrates understanding and uses appropriate language to communicate with teacher and peers
Uses appropriate reading strategies (predictions, synthesizing, prior knowledge, retell, etc.) to make meaning of texts
Applies the conventions of writing when producing texts (spelling, punctuation, grammar, sentence structure, etc.)

Appendix 6 cont.
Sample Report Card for Grades 1-6

Mathematics Teacher : KELLY GREEN	Cycle Two							
	First Year				Second Year			
	Term 1	Term 2	Term 3	Final Mark	Term 1	Term 2	Term 3	Final Mark
Solves a situational problem	NE	91						
Uses mathematical reasoning	83	91						
Subject Mark	83	91						
Group Average	84	81						

Comments :
[illegible] applies different strategies to work out a solution in a situational problem. She successfully chooses, applies and justifies mathematical concepts and processes.

Science and Technology Teacher : STEPHANIE BOULET	Cycle Two							
	First Year				Second Year			
	Term 1	Term 2	Term 3	Final Mark	Term 1	Term 2	Term 3	Final Mark
Subject Mark	80	80						
Group Average	84	87						

Comments :
Shows an understanding of scientific and technological information

Geography, History and Citizenship Education Teacher : STEPHANIE BOULET	Cycle Two							
	First Year				Second Year			
	Term 1	Term 2	Term 3	Final Mark	Term 1	Term 2	Term 3	Final Mark
Subject Mark	85	86						
Group Average	85	82						

Comments :
Recognizes elements of the organization of a past society in its territory

Drama Teacher : CHERYL GAUTHIER	Cycle Two							
	First Year				Second Year			
	Term 1	Term 2	Term 3	Final Mark	Term 1	Term 2	Term 3	Final Mark
Subject Mark	80	81						
Group Average	78	84						

Comments :
Practices good performance techniques and development of character
Respects rules of group performance

Appendix 6 cont.
Sample Report Card for Grades 1-6

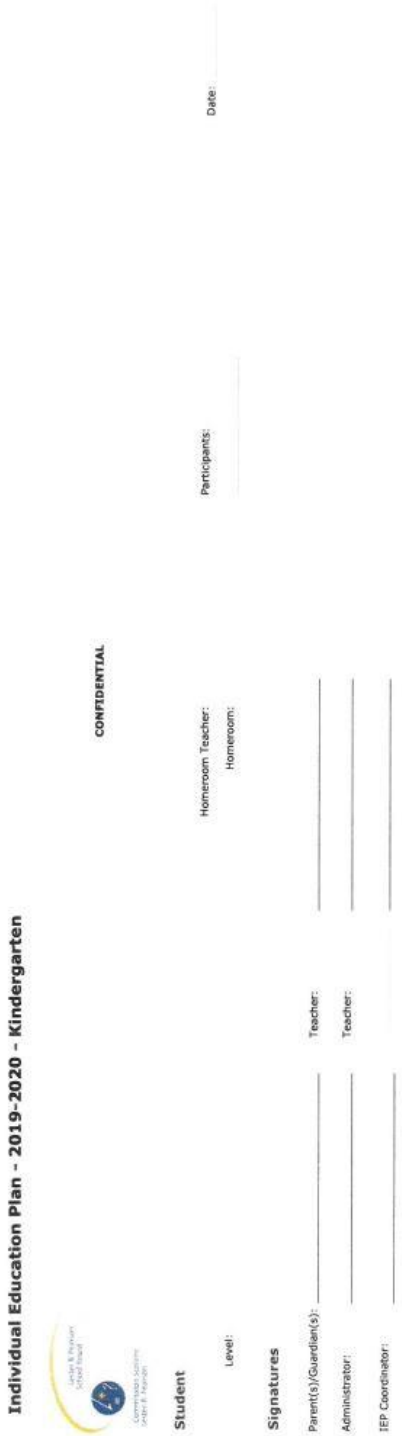
Music Teacher : CHRISTIAN INGELEVICS	Cycle Two							
	First Year				Second Year			
	Term 1	Term 2	Term 3	Final Mark	Term 1	Term 2	Term 3	Final Mark
Subject Mark	89	89						
Group Average	88	89						
Comments :								

Ethics and Religious Culture Teacher : STEPHANIE BOULET	Cycle Two							
	First Year				Second Year			
	Term 1	Term 2	Term 3	Final Mark	Term 1	Term 2	Term 3	Final Mark
Subject Mark	80	88						
Group Average	80	83						
Comments : Makes connections between forms of cultural or religious expression and different religious traditions.								

Physical Education and Health Teacher : SUE BELAIR	Cycle Two							
	First Year				Second Year			
	Term 1	Term 2	Term 3	Final Mark	Term 1	Term 2	Term 3	Final Mark
Subject Mark	88	90						
Group Average	86	86						
Comments :								

Various comments, such as regarding other learning that has taken place during class or school projects
IB Learner Profile Attribute comments: is open-minded when she demonstrates an open attitude toward changes, new ideas and differences. shows that she is caring when she is respectful to adults, peers and the environment.

Appendix 7
Blank Kindergarten IEP



Individual Education Plan – 2019-2020 – Kindergarten

CONFIDENTIAL

Student

Level:

Homeroom Teacher:

Homeroom:

Participants:

Date:

Signatures

Parent(s)/Guardian(s): _____ Teacher: _____

Administrator: _____ Teacher: _____

IEP Coordinator: _____

Appendix 7 cont.
Blank Kindergarten IEP

Student's Strengths	Preferred Learning Style	Strategies	Support

Home Recommendations

Home Communications:
Please indicate type and date of contact
P= Phone W=Written I=Interview

Appendix 7 cont.
Blank Kindergarten IEP

Competencies		
Competency	**Term Objectives**	**Progress and Comments**
Develops sensorimotor skills		
Develops his/her personality		
Relates well to others		
Communicates orally		
Becomes familiar with his/her environment		
Completes projects or Activities		
Other Objectives		

Appendix 7 cont.
Sample Kindergarten IEP

Student [redacted] Id. number [redacted]ss Homeroom **022 Kindergarten** Teacher **RENOUKA DUTTA**

Individual Education Plan - 2019-2020 - Kindergarten

Lester B. Pearson School Board
Commission Scolaire Lester-B.-Pearson

CONFIDENTIAL

027 St. Anthony **2019-2020**

Student

[redacted]
Level:

Homeroom Teacher: **RENOUKA DUTTA**
Homeroom: **022 Kindergarten**

Participants:

DUTTA RENOUKA	(Teacher)
GREEN KELLY	(Resource)
NOBLE KIMBERLEY	(Resource)
VINET LUCIE	(Resource)
Laframboise Nicholai	(Administrators)
[redacted]	(adult responsible Father)
[redacted]	(adult responsible Mother)

Date: 2019-09-03

Signatures

Parent(s)/Guardian(s): _____ Teacher: _____

Administrator: _____ Teacher: _____

IEP Coordinator: _____ _____

Student's Strengths

Accepts support co-operatively
Handles unstructured time well
Academically capable
Empathetic towards others

Preferred Learning Style

Tactile / Kinesthetic Learner

Strategies

Provide instructional materials in a manageable format (ex: print 2 sided materials on 2 separate pages)
Break assignments into shorter tasks
Seat student closer to teacher
Acknowledge and praise appropriate behaviour
Provide time for self-calming strategies
Model acceptable behaviour
Role play appropriate behaviour
Use of social stories
Provide conflict resolution strategies
Provide clear and predictable expectations and consequences
Provide a private and voluntary "cool down" space
Prepare students in advance for transitions (two-minute warning)
Announce transitions well in advance
Maintain matter-of-fact tone
Prepare student for new setting or situation (social story, pre-visit, practice, etc.)
Provide clear and predictable expectations
Use of white board or Smart Board
Seat student closer to the board
Ask student to repeat or confirm directions
Give individual instructions after the group instruction
Provide additional opportunities for movement
Cut hand-outs to allow for manipulation of information (i.e for matching, sequencing, etc.)
Make eye contact, keep hands and feet still, and have a quiet mouth to be a good listener
Walk up to the person, wait for a pause in conversation and say "Excuse me..." when interrupting is necessary
Walk up to a friend, wait for them to look at you, then ask "Do you want to play?"
Look for signs (facial expression, body language) that other people are sad, angry or need help to show understanding for others' feelings
When there is something new, talk about it, calm yourself, watch others, ask for an explanation, try it
Provide integration aide support for social interactions at recess

Support

Integration Aide Support

Home Recommendations

Home Communications:

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

2019-09-03 - I 2019-09-19 - W 2019-09-27 - I

Competencies

Competency	Term Objectives	Progress and Comments
Develops sensorimotor skills	will look at teacher during instruction time	
Develops his/her personality	will formulate and communicate questions orally to express his needs	
Relates well to others	will attempt to initiate new friendships in the class	
Communicates orally	will understand 10 oral routine instructions in French (ex: va laver tes mains, etc...)	
Becomes familiar with his/her environment	will recite the alphabet in French will name numbers 1 to 10 in French	

Appendix 8
Blank IEP for Grades 1-6

Individual Education Plan - 2019-2020

CONFIDENTIAL

Overview of Education Plan: **Date:**

Student Name: Homeroom Teacher: Participants:

Elementary Level: Homeroom:

Signatures

Parent(s)/Guardian(s): _____ Teacher: _____

Administrator: _____ Teacher: _____

IEP Coordinator: _____ Student: _____

Complaints are to be addressed in accordance with the Lester B. Pearson School Board Complaint Examination Procedure.

Appendix 8 cont.
Blank IEP for Grades 1-6

Strengths / Strategies / Support

Student's Strengths	**Strategies**	**Support**

Home Recommendations

Home Communications:
Please indicate date, type of contact and your initials

1	2	3	4	5	6	7	8	9	10

Appendix 8 cont.
Blank IEP for Grades 1-6

Competencies

English Language Arts	Term Objectives	Progress and Comments
Uses language to communicate and to learn		
Reads and listens to spoken, written and media texts		
Produces written and media texts		
Français, langue seconde - Immersion		
Communicates in French		
Understands oral and written texts in French		
Produces oral and written texts in French		
Mathematics		
Solves a situational problem		
Uses mathematical reasoning		
Science and Technology		
Science and Technology		
Geo., History and Citizenship Education		
Geo., History and Citizenship Education		
Other Objectives		

General Competencies

Organizes his/her work		
Works in a team		

Appendix 8 cont.
Blank IEP for Grades 1-6

Communicates appropriately

Excercises critical judgement

Appendix 8 cont.
Sample IEP for Grades 1-6

Student: [redacted] Class **Cycle 1, year 1** Homeroom **121 Grade 1** Teacher **GUYLAINE GENDRON**

Individual Education Plan - 2019-2020

027 St. Anthony

CONFIDENTIAL

Overview of Education Plan:

Program with Adaptations Only

Date: 2019-09-03

Student Name: [redacted]

Homeroom Teacher: **GUYLAINE GENDRON**

Participants:

Elementary Level: **Cycle 1, year 1**

Homeroom: **121 Grade 1**

GENDRON GUYLAINE (Teacher)
GREEN KELLY (Resource)
NOBLE KIMBERLEY (Resource)
VINET LUCIE (Resource)
Laframboise Nicholai (Administrators)
[redacted] (adult responsible Father)
(adult responsible Mother)

Signatures

Parent(s)/Guardian(s): _____ Teacher: _____

Administrator: _____ Teacher: _____

IEP Coordinator: _____ Student: _____

Complaints are to be addressed in accordance with the Lester B. Pearson School Board Complaint Examination Procedure.

Strengths / Strategies / Support

Student's Strengths

Accepts support co-operatively
Uses class time efficiently
Takes responsibility for own learning
Takes pride in work produced
Polite and cooperative
Hard-working
Artistic

Strategies

Seat student closer to teacher
Provide extra time to complete tasks and exams

Support

Integration Aide Support
Handicap attendant

Home Recommendations

Home Communications:

Please indicate date, type of contact and your initials

1	2	3	4	5	6	7	8	9	10
2019-09-05	2019-09-19	2019-09-27							
Interview	Written	Interview							
GG	GG	GG							

Competencies

English Language Arts	Term Objectives	Progress and Comments
Uses language to communicate and to learn	N/A (Uses language to communicate and to learn)	
Reads and listens to spoken, written and media texts	N/A (Reads and listens to spoken, written and media texts)	
Produces written and media texts	N/A (Produces written and media texts)	
Français, langue seconde - Immersion		
Communicates in French	is following regular program with adaptations, see strategies section (Communicates in French)	
Understands oral and written texts in French	is following regular program with adaptations, see strategies section (Understands oral and written texts in French)	
Produces oral and written texts in French	is following regular program with adaptations, see strategies section (Produces oral and written texts in French)	
Mathematics		
Solves a situational problem	is following regular program with adaptations, see strategies section (Solves a situational problem)	
Uses mathematical reasoning	is following regular program with adaptations, see strategies section (Uses mathematical reasoning)	
Science and Technology		
Science and Technology	N/A (Science and Technology)	
Geo., History and Citizenship Education		
Geo., History and Citizenship Education	N/A (Geography, History and Citizenship Education)	
Other Objectives		

General Competencies

Organizes his/her work

Appendix 9
St. Anthony End-of-Term Reflection and Goal Setting

Name/Nom: _____

Student Self-Evaluation
Auto-évaluation par l'élève

LEGEND / LÉGENDE
5 *Always / Toujours*
4 *Most of the time / Souvent*
3 *Sometimes / Quelquefois*
2 *Rarely / Rarement*
1 *Never / Jamais*

	Terms / Étapes 1	2	3
• I am proud of the quality of my work *Je suis fierfière de la qualité de mon travail*			
• I like to learn new things *J'aime apprendre de nouvelles choses*			
• I try to solve problems *J'essaie de résoudre des problèmes*			
• I complete my work on time *Je termine mon travail à temps*			
• I participate in group activities *Je participe aux activités de groupe*			
• I show self-control *Je fais preuve d'auto-discipline*			
• I listen to and respect others *Je respecte et écoute les autres*			
• I respect my school's environment *Je respecte mon environnement scolaire*			

My Goals
Mes buts

Term / Étape 1

Term / Étape 2

Term / Étape 3

Parents'/ Guardians' Comments
Commentaires des parents / tuteur(s)

Term / Étape 1

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

Term / Étape 2

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

Term / Étape 3

Appendix 10:
Links to Progression of Learning and Ministry documents

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

- The Quebec Education Program http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/

- Framework for the Evaluation of Learning http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/

- Progression of Learning in Elementary School http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/
    - English Language Arts
    - French Second Language
    - French Second Language immersion
    - Mathematics
    - Science and Technology
    - Geography, History and Citizenship Education
    - Visual Arts
    - Music
    - Physical Education and Health
    - Ethics and Religious Culture