



**EVALUATION OF LEARNING:
Standards and Procedures
2026-2027
Mountainview School**

Draft March 2026

INTRODUCTION

Standards and procedures for the evaluation of learning at Mountainview 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 Quebec Education Program. The discussions surrounding the development of these standards* and procedures** also led to a harmonization of evaluation practices in an effort to ensure consistency throughout the school.

Evaluation of learning is a fundamental process necessary to ensure continuous educational progress. It is an integral part of the learning process. As stipulated by the MEQ, the following values must form the basis for all evaluation: justice, equality, equity, openness, rigour and coherence

FIELD OF APPLICATION

The standards and procedures in this document apply to Cycle 1-2-3. 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: This document is a result of a staff-wide effort.

EFFECTIVE DATE: August 30, 2026

GOVERNING BOARD: The Governing Board was notified of the selected standards and procedures by March 2026.

CHANGES: Changes may be made to this document as new situations arise. The last update appears on the front cover of this document.

NOTE WITH RESPECT TO TERMINOLOGY: Throughout the Mountainview Elementary School Evaluation of Learning Standards and Procedures document, the term “team” refers to grade level and / or cycle teams.



1. Planning of Evaluation

| | Standards | | Procedures |
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| 1.1 | The planning of evaluation is done in compliance with the Quebec Education Program (QEP). | 1.1.1 | The evaluation planning of the team considers the evaluation of knowledge and subject-specific and general competencies, the Progression of Learning, and the new Frameworks for the Evaluation of Learning. |
| 1.2 | The planning of evaluation is a responsibility shared by the principal, team and the individual teacher. | 1.2.1 | The grade-level team prepares an overall evaluation plan. The plan includes, among other things, the main subject <i>competencies</i> targeted for a given term, the types of evaluation activities to be carried out. Subject consultants from the Educational Services Department may lend support or guidance during the planning process. |
| | | 1.2.2 | The members of the team meet regularly to follow up on evaluation planning. |
| | | 1.2.3 | The team adopts a planning model for learning and evaluation of situations. |
| | | 1.2.4 | Using the subject team's overall plan, the individual teacher prepares his/her own evaluation plan. |
| 1.3 | Differentiation during evaluation is an integral part of the planning process. | 1.3.1 | In order to accommodate the individual learning styles of students, the teacher – in collaboration with other school members and/or professionals involved – differentiates by content topics, process activities and product. |
| 1.4 | The planning for evaluation takes into account students with special needs on Individual Education Plans (IEPs). | 1.4.1 | To take into account, 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 <i>adaptations or modifications</i> required. |

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2. Information gathering and interpretation

| | Standards | | Procedures |
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| 2.1 | The responsibility for gathering and interpreting information is shared by the teacher, the student, and, occasionally, by other SWLSB professionals. | 2.1.1 2.1.2 2.1.3 2.1.4 | <p>The teacher gathers and records <i>information on the student's learning that is varied, relevant, sufficient, and spread over a period.</i></p> <p>While learning, the student is involved with information gathering either through self-evaluation, co-evaluation, or peer evaluation.</p> <p>The teacher chooses or produces <i>appropriate tools for gathering information</i> (i.e., logbook, learning and evaluation folder, etc.) or for interpreting it (i.e., rubrics, checklists, etc.).</p> <p>The resource teacher and/or SWLSB Complimentary Services Professionals may assist the classroom teacher in the gathering of information and its interpretation.</p> |
| 2.2 | Information is gathered during the learning process and at the end of the year. | 2.2.1 2.2.2 | <p>The teacher regularly gathers and records information on the students' learning during classroom activities.</p> <p>The cycle level team develops or chooses at least one end-of-cycle evaluation situation and gathers information using the appropriate tools in order to obtain additional information for the end-of-cycle report (competency report).</p> |
| 2.3 | Information is gathered by various methods that take into account the needs of all students. | 2.3.1 2.3.2 2.3.3 | <p>Teachers meet on a regular basis to share the information gathering and recording tools they use.</p> <p>The teacher draws upon informal methods (i.e., observation, questions, etc.) to gather information.</p> |

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| | | 2.3.4 | The teacher draws upon formal methods (i.e., evaluation rubrics, checklists, analysis of student productions, etc.) to gather and record information. |
| | | 2.3.5 | If needed, the teacher notes any specific support given during the task. The teacher adapts the information gathering methods to consider the specific situation of individual students. |
| 2.4 | The interpretation of information is based on the criteria outlined in the Frameworks for the Evaluation of Learning and the Progressions of learning documents in the QEP. | 2.4.1 | The teacher uses evaluation tools (i.e., evaluation rubrics, self-evaluation forms, etc.) designed in accordance with the evaluation criteria, the Framework for the Evaluation of Learning and the Progression 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

| | Standards | | Procedures |
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| 3.1 | The teacher is responsible for making a judgment based on relevant, varied and sufficient information that reflects student learning. | 3.1.1 | The teacher makes a judgment on the basis of the information gathered and interpreted through the use of formal and informal tools. |
| | | 3.1.2 | The 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. |
| 3.2 | During Terms 1 and 2, judgments are made on the student's progress with respect to the development of subject-specific 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 <i>Progression of Learning</i> , the evaluation criteria in the <i>Frameworks for the Evaluation of Learning</i> when making a judgment on student progress. |
| 3.3 | In the final term (Term 3), a judgment is made on the student's attainment of knowledge and its application. | 3.3.1 | 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. |
| | | 3.3.2 | 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. |

4. Decision/Action

| | Standards | | Procedures |
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| 4.1 | During the school year, differentiated pedagogical practices are put 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. |
| 4.2 | 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. |
| 4.3 | At the end of <u>each</u> year, decisions are made and actions planned to ensure that the student makes a smooth transition to the next school year. | 4.3.1 | At the beginning of each year, the principal will provide each home room 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 and the team provide an end of year IEP summary which outlines the learning and the support measures needed for the following year. Teachers will give a copy of this IEP summary to the office. |
| | | 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. |

5. Communication

| | Standards | | Procedures |
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| 5.1 | A summary of the <i>Standards and Procedures</i> for the Evaluation of Student Learning is provided to parents at the beginning of the school year | 5.1.1 | 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. |
| 5.2 | A written progress report (without grades) is prepared and issued to inform parents early in the school year of their child's learning and behavior. | 5.2.1 | The school team prepares the written progress report and issues it to parents by October 15 th . This report will include core subjects. |
| | | 5.2.2 | Parents/guardians of students with an IEP are entitled to receive communications from the school at least ten times per year. This communication may include comments via the agenda, phone, email, student-led conference, IEP meeting, and written reports. Teachers should document these 10 communications. Teachers must use the Mountainview Communication tracker provided by the administration, or a communication device of their own choice. |
| 5.3 | Three Uniform Report Cards - with regulated term weightings and set timelines for distribution - are prepared and issued to students and parents during the school year. | 5.3.1 | The principal ensures that all report cards are issued to students and parents by the following dates (as prescribed in the Basic School Regulation): Term 1 – by November 20 th Term 2 – by March 15 th Term 3 – by July 10 th |
| | | 5.3.2 | The principal in collaboration with the SWLSB Information Systems Dept. ensures that regulated term weightings of 20% for Term 1, 20% for Term 2 and 60% for Term 3 are in place (as prescribed in the Basic School Regulation) |

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| 5.4 | The <i>report card</i> communicates, in the form of percentage grades, the student's development of subject-specific competencies at the end of each term throughout the year. | 5.4.1 5.4.2 5.4.3 5.4.4 | <p>The entire school team uses the Uniform report card developed and prescribed by MELS.</p> <p>As comments add to the depth of reporting, whenever possible teachers are encouraged to provide specific comments. Students receiving failing grades will have a comment indicating changes required to achieve future success.</p> <p>The standard report card is used for all students. If a student is on a modified program, a comment indicating that the student is following a modified program and is marked on that program will be included.</p> <p>Percentages reported are the result of a translation from the Reporting Alignment Table (see annex 1). The percentages reported are the combined result of mathematical calculation.</p> |
| 5.5 | For Terms 1 and 2, subject-specific competencies are evaluated and reported in accordance with the frequency of evaluation proposed by the grade-level/subject team. | 5.5.1 5.5.2 | <p>Teachers refer to the Educational Services Dept. document, <i>Subject Competencies: ESD Recommendations At-A-Glance</i>.</p> <p>Teachers evaluate the subject-specific competencies in terms 1 and 2 according to the plan established by the team. (See 1.2.1).</p> |
| 5.6 | For term 3, all subject-specific competencies in English, French, Math and Sciences are evaluated and reported on, in the form of percentage grades, to indicate the level of knowledge and competency attained at the end of the school year. | 5.6.1 5.6.2. | <p>Teachers use the Progression of Learning and the new Evaluation Frameworks 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 MELS.</p> <p>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.</p> |

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6. Language Quality

| | Standards | | Procedures |
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| 6.1 | Language quality is a responsibility shared by all school members and is considered in all the school's learning and evaluation activities for students. | 6.1.1 | The quality of spoken and written language is promoted, and clear and appropriate means of expression are encouraged. |

Reference documents from the MELs:

Education Act: [Education Act](#)

Basic School Regulation: [BSR](#)

Policy on the Evaluation of Learning: [Policy on the Evaluation of Learning](#)

Frameworks for the Evaluation of Learning: [Frameworks for the Evaluation of Learning](#)

Progression of Learning: [Progression of Learning](#)

ANNEX 1

Evaluation/Reporting Alignment Table

| SUBJECT-SPECIFIC COMPETENCIES | | | |
|---|---------------|---|---------------|
| RATING SCALE DURING THE CYCLE (Report card – Progress in the development of the competencies) | | SCALE OF COMPETENCY LEVELS end OF THE CYCLE (Elementary) (Competency report) | |
| <i>The student:</i> | <i>Values</i> | <i>The student demonstrates:</i> | <i>Values</i> |
| Exceeds expectations for the reporting period | 90-100 | Advanced competency development | 90-100 |
| Clearly satisfies expectations for the reporting period | 77-89 | Thorough competency development | 77-89 |
| Satisfies expectations with help /or a little difficulty | 60-76 | Acceptable competency development | 60-76 |
| Is below grade level expectations | 45-59 | Partial competency development | 45-59 |
| Does not meet expectations | 32-44 | Minimal competency development | 32-44 |