

November 2025

ASSESSMENT AT VANGUARD ELEMENTARY SCHOOL

Dear Parents / Legal Guardians,

Because of the specific nature of our clientele and our specialized interventions, Vanguard School has developed a particular evaluation philosophy over the years. We are pleased to present a brief overview of how our institution operates in this area.

ASSESSMENT: A LEARNING TOOL

The Elementary aim of assessment is to help students learn by reporting on the degree to which they have mastered their skills, and by informing them of their progress, achievements and difficulties, so that they can adjust their learning approach. **In this sense, we see assessment as a tool to support learning.**

In this context, evaluation at Vanguard school is similar to formative evaluation. It is, of course, favored throughout the process, and throughout the year. This form of assessment also enables teachers to pay particular attention to each competency, thereby targeting and/or adjusting the pedagogical actions that will help the student on his or her academic path.

To this end, a variety of learning situations will be proposed to students, enabling them to gradually develop their skills and knowledge. It is important to note that all the competencies set out in the various subjects of the Ministry's training program will be subject to continuous assessment.

In addition, diagnostic assessments are carried out in September to determine the specific profile or difficulties of each student. These help determine the objectives to be prioritized for each student, and guide the intervention strategies to be put in place to help achieve these objectives.

AN EVALUATION TO ASSESS THE STUDENT'S ACHIEVEMENTS

Other situations, whose purpose is to assess the progress of each of our students, will be more targeted and submitted to your child during the school year. These will take the form of formative and formal tests and evaluation situations.

This second evaluation function is just as fundamental as the first, since recognition of the acquisition of skills and knowledge is necessary to attest that our students are progressing throughout their elementary school path, and that they are at least meeting the requirements of cycle 3 at age 12, as determined by the Ministry of Education. However, we would like to remind you that we always give priority to qualitative assessment. That's why

you'll find ratings associated with the skills assessed in the various subjects.

In this context, the elementary aim of assessment is to help students learn by reporting on the degree to which they have mastered their knowledge and skills, and by informing them of their progress, achievements and difficulties, so that they can adjust their learning approach. In this sense, we see assessment as a tool to support learning.

With this in mind, we are now advocating **a special pedagogical project that allows us to avoid group averages**. In this way, students can only be compared to themselves, which is in line with elementary school practice, which is essentially based on individualized assessment. Our special project also enables us to have **2 terms on the report card**. The teacher will be able to observe, improve his or her interventions and readjust his or her teaching over a longer period. This gives your child time to consolidate his or her learning.

Finally, at the end of cycle 3, your child, like all other students in the province, will take compulsory Ministry of Education tests in ELA and math.

For students in other age groups, it is important to note that the prototype tests supplied by the Ministry or the Federation of Private Schools are generally used by our teaching teams.

COMMENTS ON LEARNING PROGRESS

A space is provided on the report card for each discipline, allowing the teachers to add a short personalized commentary on your child's strengths, challenges and progress.

It should be noted that the cross curricular competency is "*Organizing work methods*", which will be developed during the school year, will also be commented on in the report card.

Please note that other forms of communication, more descriptive than the report card, will be used by school staff to report on your child's learning profile and progress over the weeks, especially through the intervention plan and portfolio.

In addition, informal communications will also be made by teachers, at their convenience, to inform you or discuss your child's performance at school.

FURTHER DETAILS

We'll let you know if there are any major changes during the year to the learning assessment plan. For more information about evaluation, please consult your child's teacher.

Equivalence Grid for the Report Card

REPORT CARD EVALUATION	GRADE	MARK IN %	ASPECTS TO CONSIDER
Progressing very well	A+	100	<u>Independently</u> , the student effectively engages <u>all</u> of their resources. Tasks are performed in an exemplary manner.
	A	96	<u>With support, according to their needs</u> , the student effectively and <u>independently</u> engages <u>all</u> of their resources. Tasks are performed in an exemplary manner.
Progressing well or very well according to the given task	A -	90	The student performs <u>certain</u> tasks in an exemplary manner and others are successful with <u>occasional support</u> .
Progressing well	B+	84	<u>With occasional support</u> , the student effectively and <u>independently</u> engages <u>all</u> of their resources. Tasks are performed <u>well</u> .
	B	78	<u>With occasional support</u> , the student engages <u>key</u> resources. Tasks are performed <u>well</u> .
Progressing appropriately or easily according to the given task	B -	72	The student performs <u>certain</u> tasks well with <u>occasional</u> support and others with <u>frequent support</u> .
Progressing appropriately	C+	66	<u>With frequent support</u> , the student <u>adjusts</u> their approach when improvement strategies are suggested. The student engages <u>key</u> resources. <u>Most parts of</u> tasks are performed.
	C	60	<u>With frequent support</u> , the student <u>adjusts</u> their approach <u>with the assistance of an adult</u> . The student engages <u>some</u> of their resources. <u>Most parts of</u> tasks are performed.
Progressing appropriately or with difficulty according to the given task	C -	54	The student performs <u>certain</u> tasks with <u>frequent</u> support and others are <u>partially</u> performed with <u>constant</u> support.
Difficulty progressing despite the support.	D+	48	<u>With constant support</u> , the student engages <u>some</u> of their resources. Tasks are <u>partially</u> performed despite the <u>constant</u> support of an adult.
	D	42	<u>With constant support</u> , the student engages <u>few</u> of their resources. Tasks are performed in an incomplete manner despite the <u>constant</u> support of an adult.

Qualitative evaluation: to help you understand your child's grade, use this legend: *Resources: Refers to the student's strategies, knowledge, tools, references, and the techniques used.

Weighting Grid for Terms and Competencies

CYCLE 1 (7-8 years old) Terms		CYCLE 2 (9-10 years old) Terms		CYCLE 3 (11-12 years old) Terms		Final Results
1 40%	2 60%	1 40%	2 60%	1 40%	2 60%	
English Language Arts Reading (33%) Writing (34%) Communicating Orally (33%)		English Language Arts Reading (33%) Writing (34%) Communicating Orally (33%)		English Language Arts Reading (33%) Writing (34%) Communicating Orally (33%)		100% Or 80% (terms 1+2) + 20% MEQ exams
Second Language Communicating orally (40%) Understanding oral and written texts (40%) Producing oral and written texts (20%)		Second Language Communicating orally (40%) Understanding oral and written texts (40%) Producing oral and written texts (20%)		Second Language Communicating orally (40%) Understanding oral and written texts (40%) Producing oral and written texts (20%)		100%
Mathematics Solving (20%) Reasoning (80%)		Mathematics Solving (30%) Reasoning (70%)		Mathematics Solving (30%) Reasoning (70%)		100% or 80% (terms 1+2) + 20% MEQ exams

Table of compulsory tests

MANDATORY MINISTRY EXAMS (20% of the final result)		
Grade 6 12 years old (as of September 30, 2025)	ELA	<ul style="list-style-type: none"> • Writing • Reading
	Math	<ul style="list-style-type: none"> • Solving • Reasoning

OFFICIAL COMMUNICATIONS OF THE YEAR

FIRST COMMUNICATION

You receive an initial communication based on general observations of your child's attitudes and behavior at school after October 15, 2025.

INTERVENTION EDUCATIONAL PLAN (IEP)

A parents' meeting will be held at a time set by the teacher during the day or evening of November 20, or during the day on November 21. The targeted objectives and means to be implemented in the individualized intervention plan will be presented to and discussed with parents.

FIRST REPORT CARD

This report card will cover the period from August 29 to February 6 and will account for **40%** of the final result.

REVISION OF THE INTERVENTION PLAN

A personalized meeting with the teacher will take place on March 19 during the day or evening, or on March 20 during the day, in order to re-evaluate the objectives and means proposed to the student, according to his/her progress. This meeting is held with the child's teacher, and may also be attended by other professionals.

SECOND REPORT CARD

This bulletin covers the period from February 10 to June 22 and will count for **60%** of the final result for the year.

INTERVENTION PLAN ASSESSMENT

The summary of the intervention plan and recommendations for the following year will be available on the Vanguard portal in July, along with the final report card.

In conclusion, we would like to thank you for your attention to this document and encourage you to keep it for future reference during the school year. We would also like to mention how important school-family collaboration is to the Vanguard team, and we hope that this school year will be a constructive one for your child.

Andréanne Chagnon
Principal, Vanguard Elementary School