



LaSalle Community Comprehensive High School Assessment Policy

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LaSalle Community Comprehensive High School

Assessment Policy

(QEP /MYP Alignment)

“I ask that teachers and the different educational stakeholders become familiar with the orientations of the Policy on the Evaluation of Learning, so that it may truly serve its purpose of contributing to student success. In this way, the policy will provide an additional source of support to young people and adults in realizing their dreams” (Minister of Education Pierre Reid 2003–2005, Quebec’s- Policy on the Evaluation of Learning, 2003).

1. Purpose and Objectives

- *To create a cohesive assessment policy that aligns the MYP’s international standards with the QEP’s provincial requirements.*
- *Ensure assessments are fair and transparent, and reflect both MYP and QEP learning outcomes*

2. Assessment Principles

MYP Criterion-referenced and Quebec Education Program subject competencies

- Use MYP's criterion-related assessment model, where students are evaluated against predefined subject-specific criteria (A-D) ranging on a scale from 1-8. The QEP operates on specific competencies for each subject.

MYP Subjects	MYP Criteria	QEP Subjects	Competencies
<i>Language and Literature</i>	<p><i>A: Comprehending spoken and visual text,</i></p> <p><i>B: Comprehending written and visual text</i></p> <p><i>C: Communicating in response to spoken written, and visual text</i></p> <p><i>D: Using language in spoken and written form</i></p>	<i>English Language Arts</i>	<p><i>Competency 1: Uses language to communicate and learn,</i></p> <p><i>Competency 2: Reads and listens to spoken, written, and media texts,</i></p> <p><i>Competency 3: Produces written and media texts</i></p>
<i>Language Acquisition</i>	<p><i>A: Analyzing</i></p> <p><i>B: Organizing</i></p> <p><i>C: Producing text</i></p> <p><i>D: Using language</i></p>	<i>Français, Langue Seconde</i>	<p><i>Competency 1: Communicates orally in French,</i></p> <p><i>Competency 2: Reads and listens to written, spoken, and media texts,</i></p> <p><i>Competency 3: Produces written and media texts in French</i></p>

<p><i>Individuals and Societies</i></p>	<p><i>A: Knowing and understanding</i></p> <p><i>B: Investigating</i></p> <p><i>C: Communicating</i></p> <p><i>D: Thinking critically</i></p>	<p><i>History and Citizenship Education</i></p>	<p><i>Competency 1: Understand the organization of a society in its territory.</i></p> <p><i>Competency 2: Interprets change in a society and its territory.</i></p> <p><i>Competency 3: Becomes open to the diversity of societies and their territories</i></p>
<p><i>Sciences</i></p>	<p><i>A: Knowing and understanding</i></p> <p><i>B: Inquiring and designing</i></p> <p><i>C: Processing and evaluating</i></p> <p><i>D: Reflecting on the impacts of science</i></p>	<p><i>Science and Technology</i></p> <p><i>(7-11)</i></p>	<p><i>Competency 1: Practical</i></p> <p><i>Competency 2: Theory</i></p> <ul style="list-style-type: none"> ● <i>Students will be evaluated on their ability to:</i> ● <i>Use knowledge based on Science and Technology concepts</i> ● <i>Seek answers and solutions to scientific/technical problems</i> ● <i>Communicate using scientific language.</i> ● <i>Use practical application of knowledge</i>

<p><i>Mathematics</i></p>	<p><i>A: Knowing and understanding</i></p> <p><i>B: Investigating patterns</i></p> <p><i>C: Communicating</i></p> <p><i>D: Applying mathematics in real-life contexts</i></p>	<p><i>Mathematics</i></p>	<p><i>Competency 1: Solves a situational problem</i></p> <p><i>Competency 2: Uses mathematical reasoning</i></p>
<p><i>Arts</i></p>	<p><i>A: Knowing and understanding</i></p> <p><i>B: Developing skills</i></p> <p><i>C: Thinking creatively</i></p> <p><i>, D: Responding</i></p>	<p><i>Arts Education (Drama, Visual Arts, Dance, Music)</i></p>	<p><i>Competency 1: Creates personal and media productions</i></p> <p><i>Competency 2: Performs and interprets artistic works</i></p>
<p><i>Physical and Health Education</i></p>	<p><i>A: Knowing and understanding</i></p> <p><i>B: Planning for performance</i></p> <p><i>C: Applying and performing</i></p> <p><i>D: Reflecting and improving performance</i></p>	<p><i>Physical Education and Health</i></p>	<p><i>Competency 1: Performs movement skills in different physical activity settings,)</i></p> <p><i>Competency 2: Interacts with others in different physical activity settings</i></p> <p><i>Competency 3: Adopts a healthy, active lifestyle</i></p>

Design	<p>A: Inquiring and analyzing,</p> <p>B: Developing ideas,</p> <p>C: Creating the solution,</p> <p>D: Evaluating</p>	Integrated into Science and Technology levels 1-4	Not a QEP course.
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FORMATIVE ASSESSMENTS (ONGOING) INCLUDE BUT NOT LIMITED TO:	SUMMATIVE ASSESSMENTS (ONGOING) INCLUDE BUT NOT LIMITED TO:
<p>Quizzes: Short, frequent tests to check understanding of recent material.</p> <p>Class Discussions: Interactive conversations to gauge comprehension and encourage participation.</p> <p>Homework Assignments: Regular tasks to reinforce learning and provide practice.</p> <p>Peer Reviews: Students assess each other's work to develop critical thinking and feedback skills.</p> <p>End-of-class recap: Quick, end-of-class activities to assess what students have learned.</p> <p>Observations: Teacher notes on student behavior and participation during activities.</p> <p>Concept Maps: Visual representations of knowledge to identify connections and gaps.</p>	<p>Exams: <i>Provincial and local</i> comprehensive tests covering all material from the course. (twice per year- January Midterms and June Government and Board exams)</p> <p>End-of-Term Projects: In-depth assignments that synthesize learning from the term.</p> <p>Standardized Tests: To measure student performance against benchmarks.</p> <p>Interdisciplinary projects: Encourage projects requiring students to apply knowledge and skills from multiple subject areas, aligning with MYP and QEP goals.</p> <p>Final Presentations: Oral presentations summarizing key learnings and projects.</p> <p>Research Papers: Detailed written reports on specific topics.</p> <p>Portfolios: Collections of student work demonstrating progress and</p>

<p>Reflections: Ongoing throughout the year.</p> <p>Draft Submissions: Early versions of assignments for feedback before final submission. (Personal Project)</p> <p>Differentiation of assessments is also considered</p>	<p>achievement.</p> <p>Performances/Investigations: Demonstrations of skills in areas like science labs music, drama, or physical education.</p> <p>Differentiation of assessments is also considered.</p>
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Quebec Broad Areas of Learning:	MYP Global Contexts:
<ul style="list-style-type: none"> ● Health and Well-Being ● Personal and Career Planning Environmental Awareness ● Consumer Rights and Responsibilities, Media Literacy ● Citizenship and Community Life 	<ul style="list-style-type: none"> ● Identities and relationships ● Orientation in space and time ● Personal and cultural expression ● Scientific and Technical innovation ● Globalization and sustainability

<u>Quebec Program AIMS, General Competencies, and Cross-Curricular Competencies</u>	<u>MYP CONNECTION</u>
<p><u>3 aims of the QEP:</u></p> <ul style="list-style-type: none"> ● Construction of identity ● Construction of world-view ● Empowerment 	<p>Connected to the IB philosophy, Learner Profile, and ATL Skills.</p> <p><u>IB Learner:</u></p> <ul style="list-style-type: none"> ● Thinker

General Competencies:

- Exercises critical judgment
- Organizes work
- Communicates effectively
- Works in a team

9 cross-curricular competencies:

1. Uses information
2. Solves problems
3. Exercises critical judgment
4. Uses creativity
5. Adopts effective work methods
6. Uses information and communicates technologies
7. Achieves his/her potential
8. Cooperates with others
9. Communicates appropriately

- Inquirer
- Communicator
- Open-minded
- Risk-Taker
- Caring
- Balanced
- Principled
- Knowledgeable
- Reflective

Approaches to Learning (ATLs)

- Social Skills
- Self-Management Skills
- Thinking Skills
- Communication Skills
- Research Skills

Grading and Reporting

MYP Criteria: Use MYP's 1-8 grading scale for the end-of-year Report Card for each subject criteria. The IB organization's assessment policy taken directly from MYP: Principles into Practice includes the following features on assessment:

- *“attention is paid to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods”.*
- *“assessment of student understanding at the end of a course, is based on the whole course and not individual components of it.”*

Incorporate and highlight students' ability to connect content to global contexts.

- *Identities and relationships*
- *Orientation in space and time*
- *Personal and cultural expression*
- *Scientific and Technical innovation*
- *Globalization and sustainability*

Adopting different forms of assessment that cater to and monitor student growth in the ATLs, in preparation for student-driven research in the contemporary world, media and financial literacy.

Evaluation practices

- *Must respect and comply with the articles of Quebec's Education Act, the orientations of the Quebec Education Program, the Ministry of Education Basic School Regulation, the Policy on the Evaluation of Learning, and other Lester B. Pearson School Board policies and guidelines. (LBPSB, 2005)*
- *The values of justice, equality, equity, coherence, openness, and rigor must guide teachers in their evaluation practices. (LBPSB, 2005)*

Progress Reports

- *Regular progress reports reflect student achievement in both MYP and QEP frameworks. The ministerial guidelines for weighting over the 3 terms are as follows: 20%, 20%, and 60% with a mid-term examination period in January and a final examination period in June.*
- *An early student Interim report of their progress occurs during the first week of October.*
- *Every student is expected to upload a copy of their IB evaluations into their shared Google folder which the IB Coordinators share access.*

- Teachers are expected to assess pieces of work using the recommended prescribed tasks related to their subject.
- All teachers are expected to evaluate all prescribed tasks at least twice per year. Students also have their service as action hours verified on Managebac at the end of the year to ensure they completed the minimum hours for their grade level.

For Years 1 to 5 MYP Requirements:

- Achieve the mandatory required service as action hours per level each year:

LEVEL	SERVICE AND ACTION REQUIRED HOURS
GRADE 7	5 HOURS
GRADE 8	5 HOURS
GRADE 9	10 HOURS
GRADE 10	15 HOURS
GRADE 11	15 HOURS

- Successfully complete Secondary 3 Spanish and Secondary 4 Design to remain in the program.
- Achieve a minimum of 3 for each criterion on the IB report card.
- Students must maintain a student portfolio of all their IB work throughout the year.

MYP Final Year Requirements

- Ensure a minimum score of 3/8 on the personal project.
- Completion of the 50 cumulative service hours as action over the last five years by April 1st.
- Students must receive a minimum of 70% overall average at the end of the school year. The coordinator and administrators review all grades after each term. Students not meeting requirements receive a letter sent home with strategies for improvement.
- Pass all IB subject courses with a minimum score of 3 out of 8 on the IB report card.
- Students must maintain a portfolio of all their IB work throughout the year.

Understanding the Grading Process

IB Criterion Score (out of 8)	2 IB Criteria (out of 16)	3 IB Criteria (out of 24)	4 IB Criteria (out of 32)	School Percentage
8	15-16	22-24	30-32	98-100%
7	13-14	19-21	28-29	89-97%
6	11-12	16-18	24-27	82-88-%
5	9-10	13-15	19-23	74-80%
4	7-8	10-12	15-18	67-73%
3	5-6	7-9	10-14	60-66%
2	3-4	5-6	6-9	46-59%
1	1-2	1-3	1-5	30-45%

Grade descriptor for MYP Final Assessment (IB Report Card)

Grade	Descriptor
7-8	Produces high-quality, frequently innovative work . Communicates a comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations
6	Produces high-quality, occasionally innovative work . Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication . Uses knowledge and skills in familiar and unfamiliar classrooms and real-world situations, often independently .
5	Produces generally high-quality work . Communicates a secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication . Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations .
4	Produces good-quality work . Communicates a basic understanding of most concepts and contexts with few misunderstandings and minor gaps . Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations .
3	Produces work of an acceptable quality . Communicates a basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps . The student begins to demonstrate some basic critical and creative thinking. Is often inflexible in using knowledge and skills, requiring support even in familiar classroom situations .
2	Produces work of limited quality . Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills .
1	Produces work of very limited quality . Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills .

Professional Development

Teacher Training

- *Provide ongoing professional development for teachers on MYP assessment criteria and QEP standards. Done throughout the year (Online, in-person, in-house workshops)*

Collaboration

- *Encourage collaboration between MYP and QEP educators to share best practices and ensure alignment during our Mini-days and certain Ped days throughout the year. This may also be with other MYP teachers in different schools within our board.*
- *Quebec teachers are QEP teachers; the MYP philosophy is integrated while teaching the QEP curriculum which is the provincial expectation and which covers the provincial mandatory content of the class.*
- *To dispel the misconception for new or unfamiliar teachers that these programs run separately, they do not.*

Parental, administrative, and Student Involvement

Communication

- *Communicate assessment policies and criteria to parents and students, ensuring they understand the alignment between MYP and QEP. Ex: Curriculum night at the start of the year and online access.*

Feedback Mechanisms

- *Establish channels for parents and students to provide feedback on the assessment process. (Emails, surveys, Google Classroom, or phone calls). The administrators also take part in the assessment process by assisting, reviewing, and approving decisions made by the teachers and IB coordinators.*

Review method

- *The Assessment policy is a working document and is reviewed as needed. When changes in provincial requirements occur, our administrators request all teachers to review their assessments of student learning and make any necessary adjustments for the year. That document is made available to parents during the first months of school.*
- *We are currently reviewing our LCCHS evaluation framework for each subject across all levels as a result of certain government changes being implemented. The document should be updated by September 2025*

Sources

Ministry of Education Policy on the Evaluation of Learning 2003

International Baccalaureate Organization. 2014. From Principles into Practice

Lester B. Pearson School Board. Evaluation of Student Learning Policy 2005.