



Evaluation and Reporting of Student Learning 2025-2026

| Subject, Competencies & Weightings | | | | Types of Evaluations |
|--|---------|---------|---------|--|
| | | | | Projects, Reports, Presentations, Tests, In-class and home assignments, Learning and Evaluation Situations |
| English Language Arts | | | | |
| Uses language to communicate and to learn 33% | | | | |
| Reads & listens to spoken, written and media texts 33% | | | | |
| Produces written and media texts 34% | | | | |
| <ul style="list-style-type: none">All 3 competencies will be evaluated and reported on at the end of each termGrade 6 write a MEQ-compulsory exam worth 20% of the final markGrade 4 write a LBPSB-compulsory formative exam | | | | |
| 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% | | | | |
| <ul style="list-style-type: none">All 3 competencies will be evaluated and reported on at the end of each term – except Grade 1 will not evaluate produces oral and written texts Term 1Grade 6 write a LBPSB-compulsory examGrade 4 write a LBPSB-compulsory formative exam | | | | |
| 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% | |
| <ul style="list-style-type: none">Both competencies will be evaluated and reported on at the end of each term – except all levels will not evaluate solves a situational problem Term 1Grade 6 write a MEQ-compulsory exam worth 20% of the final mark | | | | |
| Physical Education & Health | | | | Types of Evaluations |
| To perform movement skills in different physical activity settings. | | | | Participation, Performances, Movements, Tests |
| To interact with others in different physical activity settings. | | | | |
| To adopt a healthy, active lifestyle. | | | | |
| <ul style="list-style-type: none">Knowledge of different physical activities and strategies evaluated throughout the yearOnly an overall subject mark will appear on each report card | | | | |
| Culture & Citizenship of Quebec | | | | Types of Evaluations |
| Cycle 1 : Explores cultural realities | | | | Participation, Tests, Projects, Oral Presentations |
| Cycle 2 : Examines cultural realities | | | | |
| Cycle 3 : Reflects critically on cultural realities | | | | |
| <ul style="list-style-type: none">Only an overall Subject Mark will appear on each report cardAll levels will not evaluate Term 1 | | | | |

| Visual Arts | | Types of Evaluations | | |
|--|---------|--|---------|--|
| To produce individual and media works 70% | | Participation, Projects, Presentations | | |
| To appreciate works of art 30% | | | | |
| <ul style="list-style-type: none">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% | | | | |
| <ul style="list-style-type: none">Only an overall Subject Mark will appear on each report card | | | | |
| Geography & History | 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 |
| <ul style="list-style-type: none">The students' knowledge about each society will also be evaluated throughout the yearOnly 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 |
| <ul style="list-style-type: none">Knowledge of the Material World, Earth, Space and Living Things evaluated throughout yearOnly an overall Subject Mark will appear on each report card | | | | |

Students with Exceptionalities

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 Reports | On October 10th, 2024 you will receive the interim report card including comments on your child's learning and behavior. |
| First Report Card | The first report card will be issued on November 20 th , 2026 and will count for 20% of the final mark for the year. |
| Second Report Card | The second report card will be issued on March 13 th , 2026 and will count for 20% of the final mark for the year. |
| Third Report Card | The third report card will be issued on June 23 rd , 2026 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 |
|---|----------------------------------|---|--|
| <p>For Terms 1 and 2, the teacher enters a percentage mark that reflects the knowledge and competencies that a student has acquired during the term (tests, assignments, projects, 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 MEQ (<i>see subject table on the first page</i>).</p> <p>MEQ = Ministère de l'Éducation du Québec</p> | | <p>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 MEQ exams.</p> | <p>The Final Mark is calculated using the results of the three weighted terms (20%, 20%, 60%). <i>In Grade 6 English Language Arts & Math, the MEQ exam counts for 20% of the final mark.</i></p> |

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 | General Competencies | GRADE | General Competencies |
|----------|----------------------|----------|------------------------|
| Grade 1: | Works in a team | Grade 4: | Works in a team |
| Grade 2: | Works in a team | Grade 5: | Organizes his/her work |
| Grade 3: | Works in a team | Grade 6: | Organizes his/her work |

Natalie Maurice

Principal – Beacon Hill Elementary

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.