

# Standards and Procedures Evaluation of Learning

2025-2026

Arundel Elementary School

TC Consultation: 2025-03-18

GB Resolution: 20250326343

## Standards & Procedures for the Evaluation of Learning

### 1. Planning

Evaluation Standard	Procedures	
The planning of evaluation is a responsibility shared by the school team, the cycle team and the teacher	1.1.1	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 Dept. may lend support or guidance during the planning process.
The planning of evaluation takes into account support for learning during the cycle and the recognition of competencies at the end of the cycle.	1.2.1	The members of the team meet regularly to follow up on the evaluation planning.
	1.2.2	The team adopts a planning model for learning and evaluation situations.
	1.2.3	Using the subject team's overall plan, the individual teacher prepares his/her own evaluation plan
The planning of evaluation is done in compliance with the Quebec Education Program.	1.3.1	The evaluation planning of the team takes into account the evaluation of knowledge and subject-specific and general competencies, the Progression of Learning and the Frameworks for the Evaluation of Learning.
The Planning of evaluation is integrated into the planning of learning and teaching.	1.4.1	The teacher plans for evaluation with reference to the program of Studies and Progression of Learning.
Differentiation during evaluation is an integral part of the planning process.	1.5.1	In order 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

## 2. Information Gathering and Interpretation

Evaluation Standard	Defining procedures	
<p>The responsibility for gathering and interpreting information is shared by the teacher, the student and, on occasion, other professional staff.</p>	<p>2.1.1</p> <p>2.1.2</p> <p>2.1.3</p> <p>2.1.4</p>	<p>The teacher gathers and records information on the student's learning that is varied, relevant, and sufficient and spread over a period of time.</p> <p>In the course of learning, the student is involved with information gathering either through self-evaluation, co-evaluation or peer evaluation.</p> <p>The teacher chooses or produces appropriate tools for gathering information (logbook, learning and evaluation file, etc.) or for interpreting it (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>
<p>Information is gathered during the learning process and at the end of the cycle.</p>	<p>2.2.1</p> <p>2.2.2</p>	<p>The teacher regularly gathers and records information on the students' learning during classroom activities.</p> <p>The team may use the end-of-cycle evaluation situation provided by the school board in order to obtain additional information for the end-of-cycle report (competency report).</p>
<p>Information is gathered by various methods that take into account the needs of all students.</p>	<p>2.3.1</p> <p>2.3.2</p> <p>2.3.3</p> <p>2.3.4</p>	<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 (Observation, questions, etc.) to gather information.</p> <p>The teacher draws upon formal methods (evaluation rubrics, checklists, analysis of student productions, etc.) to gather and record information.</p> <p>If needed, the teacher notes any specific support given during the task.</p>

	2.3.5	The teacher adapts the information gathering methods in order to take into account the specific situation of certain students based on their IEP's.
The interpretation of information is criterion-referenced.	2.4.1	The teacher uses evaluation tools (evaluation rubrics, self-evaluation forms, etc.) designed in accordance with the evaluation criteria, the Framework for the Evaluation of Learning and the Progressions 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

Evaluation Standard	Defining procedures	
Judgment-making is the responsibility of the teacher and is shared, when needed, with other members of the cycle and school team.	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.
Judgments are made regarding subject-specific and cross-curricular 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 Progression of Learning, the evaluation criteria in the Frameworks for the Evaluation of Learning when making a judgment on student progress.
During the cycle, a judgment is made on the student's learning progress and, at the end of the cycle, on the level of competency development.	3.3.1	Same info as 3.2.2
A judgment is based on relevant, varied and sufficient information that reflects student learning.	3.4.1	The cycle team determines common tools to be used for evaluation that are relevant to the progression of learning and the frameworks for the evaluation of learning. (i.e. Math diagnostic test, response to literature-rubrics, DIBELS)
The end-of-cycle judgment is made using the same references for all students.	3.5.1	The students on a modified program will be evaluated based on the level of instruction on which they are working at.

## 4. Decision/Action

Examples of evaluation standards	Defining procedures	
During the cycle, 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.
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.
Pedagogical practices are planned to ensure students continue their learning.	4.3.1	At the beginning of each year the principal will provide each homeroom 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/team provides recommendations about the support measures needed for the following year, for specific students.
	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

Evaluation Standard	Defining procedures	
The means of communication, other than the report card, the end-of-year report and the end-of-cycle report, are varied and used regularly by teachers throughout the year.	5.1.1	The school team uses on-line communication tools as a means of daily communication with parents.
	5.1.2	Two parent-teacher meetings are scheduled every school year (online if necessary).
	5.1.3	Students will be given the opportunity to present their work to their parents during the school year.
	5.1.4	Samples of student work and assessments are sent home regularly.
An Evaluation Plan is provided to the parents at the beginning of the school year.	5.2.1	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 15 <sup>th</sup> ; information is also made available on our school's website.
An informal written communication is prepared and issued to inform parents	5.3.1	The school team uses Mozaik for the First Communication Report; prepares and issues it to parents by October 15 <sup>th</sup> . An academic and behavior observation will be reported in the three core subjects.

early in the year of their child's learning and behavior.		
3 uniform report cards are prepared and issued to parents by the following dates:	5.4.1	<p>The principal ensures that all report cards are issued to students and parents by the following dates (as prescribed in the Basic School Regulation):</p> <p>Term 1 - by November 20<sup>th</sup></p> <p>Term 2 - by March 15<sup>th</sup></p> <p>Term 3 - by July 10<sup>th</sup></p> <p>Parents will receive a digital copy of the report cards for Terms 1, 2 and 3. The school may, at the request of a parent, provide a paper copy of the Term 3 (final) report card.</p>
Each subject-specific competency is evaluated in the report card at least three times during the cycle.	5.5.1	The entire school team uses the Uniform report card developed and prescribed by MEES and approved by SWLSB.
	5.5.2	At its discretion, the school team will use the bank of comments regarding the student's strengths and challenges with respect to subject specific competencies.
	5.5.3	The cycle team targets the subject-specific competency or competencies to be evaluated in the report card for a given period
	5.5.4	Percentages reported are the result of a <b>translation</b> from the Reporting Alignment Table (as seen in evaluation of learning). These percentages reported are <b>not</b> the result of any mathematical calculation.
The cross-curricular competencies targeted by the cycle team are evaluated in the report card at least twice during the cycle.	5.6.1	The cycle team chooses the competencies to be reported on as outlined in the Evaluation of Learning document.
	5.6.2	The cycle team uses the bank of formative comments in Mozaik in order to evaluate the students' development on the targeted cross-curricular competencies in term 1 and term 3.
The end-of-year report and the end-of-cycle report render account of the	5.7.1	The school team uses the comments in Mozaik in order to evaluate the students' development of the cross-curricular competencies

development of the targeted cross-curricular competencies.		
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## 6. Quality of Language

Evaluation Standard	Defining procedures	
Language quality is a responsibility that is shared by all school personnel and students.	6.1.1	The quality of spoken and written language is promoted and clear and appropriate means of expression are encouraged.

# Arundel Elementary School

Evaluation of Learning  
Preschool Cycle  
K4 and K5



2025-2026

Competency	Term 1	Term 2	Term 3
Physical and motor development	✓		✓
Emotional development		✓	✓
Social development	✓		✓
Language development		✓	✓
Cognitive development			✓

### Examples of Evaluation

- Daily participation
- Group discussion
- Observations
- Checklists

### Official Communication

#### **First Communication**

By October 15 at the latest, the first written communication will be available on Mozaik, which will include comments and observations about your child's learning and behavior.

#### **First Report Card**

The first report card will be available on Mozaik by November 20 at the latest and will count for 20% of the student's final mark.

#### **Second Report Card**

The second report card will be available on Mozaik by March 15 at the latest and will count for 20% of the student's final mark.

#### **Third Report Card**

The final report card will be available on Mozaik by July 10 at the latest and will count for 60% of the student's final mark. The final marks for all subjects will be indicated on this report card.

# Arundel Elementary School

## Evaluation of Learning

### Cycle 1

### Grade 1 and Grade 2



2025-2026

Students in Cycle 1 will be evaluated in the following subjects. All evaluation takes place over three terms. Each subject includes from one to three competencies.

#### English Language Arts

Competency	Term 1	Term 2	Term 3
Uses language to communicate and learn (33%)	✓	✓	✓
Reads and listens to spoken, written and media texts (33%)	✓	✓	✓
Produces written and media texts (34%)		✓	✓

#### Examples of Evaluation

- Classroom Participation
- Literary Assignments
- Learning and Evaluation Situations (LES)
- Oral Presentations (informal)
- Reading Response and activities
- Checklists
- Rubrics
- Test/Quizzes
- Writing Samples

#### Mathematics

Competency	Term 1	Term 2	Term 3
Solves a situational problem (20%)		✓	✓
Uses mathematical reasoning (80%)	✓	✓	✓

#### Examples of Evaluation

- Assignments
- Classwork
- Quizzes
- Rubrics
- Situational Problems
- Tests
- Application Problems

#### Français, Immersion

Compétence	Étape 1		Étape 2	Étape 3
Communique en français (33%)	✓		✓	✓
Comprends des textes oraux et écrits en français (34%)		✓	✓	✓
Produits des textes à l'oral et écrit en français (33%)	1	2	✓	✓

#### Examples of Evaluation

- Contrôles
- Grilles d'observation
- Tests de compréhension
- Tests de lecture
- Situations d'apprentissage et d'évaluation

#### Éducation physique et santé

Compétence	Étape 1	Étape 2	Étape 3
Agit et interagit dans divers contextes de pratiques d'activités physiques et adopte un mode de vie sain et actif (100%)	✓	✓	✓

#### Exemples d'évaluation

- Observation et jugement de l'enseignant
- Test de condition physique et de compétence
- Auto-Évaluation

#### Culture and Citizenship in Quebec

Competency	Term 1	Term 2	Term 3
Explores cultural realities (100%)	✓	✓	✓

#### Examples of Evaluation

- Assignments
- Class discussions/observations
- Presentations
- Projects

## Art

Compétence	Étape 1	Étape 2	Étape 3
Réalise des créations plastiques personnelles et médiatiques (70%)	✓	✓	✓
Apprécie des oeuvres d'art (30%)		✓	✓

### Exemples d'évaluation

- Observations
- Projets
- Discussions de classe

## Danse

Compétence	Étape 1	Étape 2	Étape 3
Inventer et interpréter des danses (70%)	✓	✓	✓
Apprécier différentes oeuvres chorégraphiques (30%)		✓	✓

### Exemples d'évaluation

- Observations (grilles)
- Appréciation verbale et/ou écrite
- Présentation de projets

### Cross-Curricular Competencies

Cross-curricular competencies are learned across all subjects and demonstrated through problem solving. They will be evaluated every year in Term 1 and Term 3 according to the following chart:

Cross-Curricular Competencies	Y.1	Y.2
Exercise critical judgment		
Organizes his/her work		✓
Communicates effectively	✓	✓
Work as a Team	✓	

### Official Communication

#### First Communication

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#### First Report Card

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#### Second Report Card

The second report card will be available on Mozaik by March 15 at the latest and will count for 20% of the student's final mark.

#### Third Report Card

The final report card will be available on Mozaik by July 10 at the latest and will count for 60% of the student's final mark. The final marks for all subjects will be indicated on this report card.

### Rating Scale *during* the Cycle:

The student:		
<b>Exceeds</b> expectations for the reporting period	5+	100
	5	95
	5-	90
<b>Clearly satisfies</b> expectations for the reporting period	4+	85
	4	80
<b>Satisfies</b> expectations for the reporting period	4-	75
	3+	70
<b>Minimally satisfies</b> expectations	3	65
	3-	60
<b>Is below</b> the expectations for the reporting period	2+	55
	2	50
<b>Is well below</b> the expectations for the reporting period	1+	40
	1	30

### Scales of Competency levels at the **end** of the Cycle

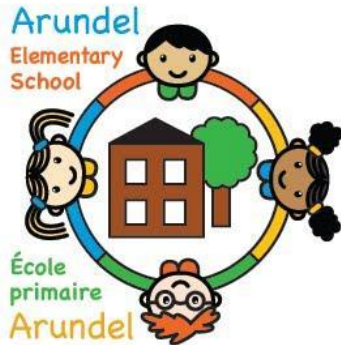
The student:		
<b>Advanced</b> competency development	5+	100
	5	95
	5-	90
<b>Thorough</b> competency development	4+	85
	4	80
	4-	75
<b>Acceptable</b> competency development	3+	70
	3	65
	3-	60
<b>Partial</b> competency development	2+	55
	2	50
<b>Competency not developed</b>	1+	40
	1	30

# Arundel Elementary School

## Evaluation of Learning

### Cycle 2

### Grade 3 and Grade 4



2025/2026

Students in Cycle 2 will be evaluated in the following subjects. All evaluation takes place over two terms. Each subject includes from one to three competencies

#### English Language Arts

Competency	Term 1	Term 2	Term 3
Uses language to communicate and learn (33%)	✓	✓	✓
Reads and listens to spoken, written and media texts (33%)	✓	✓	✓
Produces written and media texts (34%)		✓	✓

#### Examples of Evaluation

- Reading comprehension assignments
- Oral Presentations (informal)
- Journaling
- Rubrics
- Writing assignments/projects

#### Mathematics

Competency	Term 1	Term 2	Term 3
Solves a situational problem (30%)	3   4 ✓	✓	✓
Uses mathematical reasoning (70%)	✓	✓	✓

#### Examples of Evaluation

- Classwork
- Rubrics
- Test/Quizzes
- Situational Problems
- Final Exam

#### Français, Immersion

Compétence	Étape1	Étape2	Étape3
Communique en français (33%)	✓	✓	✓
Comprends des textes oraux et écrits en français (34%)	✓	✓	✓
Produits des textes à l'oral et écrit en français (33%)	✓	✓	✓

#### Examples of Evaluation

- Présentations orales
- Comptes rendus
- Grilles d'observation
- Tests de compréhension
- Productions écrites
- Situations d'apprentissage et d'évaluation

#### Geography, History and Citizenship

Competency	Term 1	Term 2	Term 3
Understand the organization and interpret change in a society and territory Be open to diversity of societies and territories (100%)	✓	✓	✓

#### Examples of Evaluation

- Assignments / Projects
- Classwork
- Class discussion / observation
- Quizzes / Tests

#### Science & Technology

Competency	Term 1	Term 2	Term 3
Propose Solutions to Scientific problems. Use science and technological language. Use scientific tools and procedures. (100%)	✓	✓	✓

#### Examples of Evaluation

- Class Discussions and Observations
- Projects
- Classwork
- Quizzes / Tests

## Éducation physique et santé

Compétence	Étape1	Étape2	Étape3
Agit et interagit dans divers contextes de pratiques d'activités physiques et adopte un mode de vie sain et actif (100%)	✓	✓	✓

### Exemples d'évaluation

- Observation et jugement de l'enseignant
- Test de condition physique et de compétence
- Auto-Évaluation

## Culture et citoyenneté québécoise

Compétence	Term 1	Term 2	Term 3
Examine des réalités culturelles (100%)	✓	✓	✓

### Exemples d'évaluation

- Projets et présentations
- Discussions de classe/Observations
- Projets de recherche
- Tests/Quiz

## Art

Compétence	Étape1	Étape2	Étape3
Réalise des créations plastiques personnelles et médiatiques (70%)	✓	✓	✓
Apprécie des oeuvres d'art (30%)		✓	✓

### Exemples d'évaluation

- Observations
- Projets
- Discussions de classe

## Art dramatique

Compétence	Étape1	Term 2	Term 3
Inventer et interpréter des pièces théâtrales (70%)	✓	✓	✓
Apprécier différentes oeuvres théâtrales (30%)		✓	✓

### Exemples d'évaluation

- Observations (grilles)
- Appréciation théâtrale verbale et/ou écrite
- Présentation de projets

## Cross-Curricular Competencies

Cross-curricular competencies are learned across all subjects and demonstrated through problem solving. They will be evaluated every year in Term 1 and Term 3 according to the following chart:

Cross-Curricular Competencies	Year 1	Year 2
Exercise critical judgment		
Organizes his/her work	✓	✓
Communicates effectively		
Work as a Team	✓	✓

## Official Communication

### First Communication

By October 15 at the latest, the first written communication will be available on Mozaik, which will include comments and observations about your child's learning and behavior.

### First Report Card

The first report card will be available on Mozaik by November 20 at the latest and will count for 20% of the student's final mark.

### Second Report Card

The second report card will be available on Mozaik

by March 15 at the latest and will count for 20% of the student's final mark.

## Third Report Card

The final report card will be available on Mozaik by July 10 at the latest and will count for 60% of the student's final mark. The final marks for all subjects will be indicated on this report card.

### Rating Scale *during* the Cycle:

The student:		
<b>Exceeds</b> expectations for the reporting period	5+	100
	5	95
	5-	90
<b>Clearly satisfies</b> expectations for the reporting period	4+	85
	4	80
<b>Satisfies</b> expectations for the reporting period	4-	75
	3+	70
<b>Minimally satisfies</b> expectations	3	65
	3-	60
<b>Is below</b> the expectations for the reporting period	2+	55
	2	50
<b>Is well below</b> the expectations for the reporting period	1+	40
	1	30

### Scales of Competency levels at the **end** of the Cycle

The student:		
<b>Advanced</b> competency development	5+	100
	5	95
	5-	90
<b>Thorough</b> competency development	4+	85
	4	80
	4-	75
<b>Acceptable</b> competency development	3+	70
	3	65
	3-	60
<b>Partial</b> competency development	2+	55
	2	50
<b>Competency not developed</b>	1+	40
	1	30

# Arundel Elementary School

## Evaluation of Learning Cycle 3 Grade 5 and Grade 6



2025-2026

Students in Cycle 3 will be evaluated in the following subjects. All evaluation takes place over two terms. Each subject includes from one to three competencies.

### English Language Arts

Competency	Term 1	Term 2	Term 3
Uses language to communicate and learn (33%)	✓	✓	✓
Reads and listens to spoken, written and media texts (33%)	✓	✓	✓
Produces written and media texts (34%)	✓	✓	✓

#### Examples of Evaluation

- Classroom Participation
- Checklist
- Oral Presentations
- Reading Response and activities (novel study)
- Projects
- Rubrics
- Final Exam
- Tests/Quizzes

Grade 6 students must write a MEES created ELA exam at the end of TERM 3. This exam accounts for 10% of the student's final grade.

### Mathematics

Competency	Term 1		Term 2	Term 3
	Gr.5	Gr.6		
Solves a situational problem (30%)		✓	✓	✓
Uses mathematical reasoning (70%)	✓		✓	✓

#### Examples of Evaluation

- Rubrics
- Classwork/assignments
- Tests/Quizzes
- Final Exam
- Situational Problems

Grade 6 students must write a MEES created Math exam at the end of TERM 3. This exam accounts for 10% of the student's final grade.

### Français, Immersion

Compétence	Étape1	Étape2	Étape3
Communique en français (33%)	✓	✓	✓
Comprends des textes oraux et écrits en français (34%)	✓	✓	✓
Produits des textes à l'oral et écrit en français (33%)	✓	✓	✓

#### Exemples d'évaluation

- Présentations orales
- Comptes rendus
- Grilles d'observation
- Tests de compréhension
- Productions écrites
- Situations d'apprentissage et d'évaluation

Les élèves de 6e année doivent faire un examen de la commission scolaire à la fin de l'étape 3 en français langue seconde.

### Geography, History and Citizenship

Competency	Term 1	Term 2	Term 3
Understand the organization and interpret change in a society and territory Be open to diversity of societies and territories (100%)	✓	✓	✓

#### Examples of Evaluation

- Classwork/assignments
- Tests/Quizzes
- Checklist
- Rubrics
- Class discussion / observation
- Projects/presentations

### Science & Technology

Competency	Term 1	Term 2	Term 3
Propose explanations for or solutions to Scientific/technological problems.	✓	✓	✓

Use science and technological language. Use scientific tools and procedures. (100%)			
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#### Examples of Evaluation

- Projects/presentations
- Checklist
- Lab reports
- Rubrics
- Tests/Quizzes
- Classwork/assignments

#### Éducation physique et santé

Compétence	Étape1	Étape2	Étape3
Agit et interagit dans divers contextes de pratiques d'activités physiques et adopte un mode de vie sain et actif (100%)	✓	✓	✓

#### Exemples d'évaluation

- Observation et jugement de l'enseignant
- Test de condition physique et de compétence
- Auto-Évaluation

#### Culture et citoyenneté québécoise

Compétence	Étape1	Étape2	Étape3
Réfléchi de façon critique sur des réalités culturelles (100%)	✓	✓	✓

#### Exemples d'évaluation

- Projets et présentations
- Discussions de classe/Observations
- Projets de recherche
- Tests/Quiz

#### Arts

Compétence	Étape 1	Étape 2	Étape 3
Réalise des créations plastiques personnelles et médiatiques (70%)	✓	✓	✓
Apprécie des oeuvres d'art (30%)		✓	✓

#### Exemples d'évaluation

- Observations
- Projets
- Discussions de classe

#### Art dramatique

Compétence	Étape1	Étape2	Étape3
Inventer et interpréter des pièces théâtrales (70%)	✓	✓	✓
Apprécier différentes oeuvres théâtrales (30%)		✓	✓

#### Exemples d'évaluation

- Observations (grilles)
- Appréciation théâtrale verbale et/ou écrite
- Présentation de projets

#### Cross-Curricular Competencies

Cross-curricular competencies are learned across all subjects and demonstrated through problem solving. They will be evaluated every year in Term 1 and Term 3 according to the following chart:

Cross-Curricular Competencies	Year 1	Year 2
Exercise critical judgment		✓
Organizes his/her work	✓	
Communicates effectively	✓	
Work as a Team		✓

#### Official Communication

##### First Communication

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#### Rating Scale *during* the Cycle:

The student:		
Exceeds expectations for the reporting period	5+	100
	5	95
	5-	90
Clearly satisfies expectations for the reporting period	4+	85
	4	80
Satisfies expectations for the reporting period	4-	75
	3+	70
Minimally satisfies expectations	3	65
	3-	60
Is below the expectations for the reporting period	2+	55
	2	50
Is well below the expectations for the reporting period	1+	40
	1	30

#### Scales of Competency levels at the *end* of the Cycle

The student:		
Advanced competency development	5+	100
	5	95
	5-	90
Thorough competency development	4+	85
	4	80
	4-	75
Acceptable competency development	3+	70
	3	65
	3-	60
Partial competency development	2+	55
	2	50
Competency not developed	1+	40
	1	30