



École Secondaire LAURIER MACDONALD High School
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Laurier Macdonald High School Assessment Policy

Philosophy of Assessment

At Laurier Macdonald High School, assessment is an integral part of the learning process. Students are not learning in order to be evaluated; rather, they are evaluated so that they can learn more effectively.

Effective feedback allows students to make adjustments, take ownership of their learning, and measure their growth. Assessment encourages the development of critical thinking, self-management, and life-long learning skills, reflecting our mission to develop principled and reflective learners.

Respecting Differences

Every student learns differently. Teachers at Laurier Macdonald High School recognize that students have diverse learning styles, strengths, and needs.

- Pedagogical differentiation ensures that each learner can meet objectives in their own way.
- Teachers adapt assessment tools and methods to support students progressing at different paces or requiring accommodations.
- Adaptations never compromise standards or objectives; rather, they support equitable access to success.
- A variety of assessment strategies are used, including oral, visual, digital, collaborative, and written tasks.

Characteristics of Assessment

Assessment in the MYP includes both formative and summative components.

Formative Assessment:

“Teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.” (MYP: From Principles into Practice, 2014, updated October 2023)

Formative assessment helps teachers monitor student understanding and reteach concepts as needed. Examples include: concept maps, exit tickets, oral feedback, journals, Kahoot quizzes, reflections, and discussions.

Summative Assessment:

“Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria.” (MYP: From Principles into Practice, 2014, updated October 2023)

Summative assessments occur at the end of a unit and demonstrate students’ mastery of concepts and skills.

Examples include: final projects, laboratory investigations, oral presentations, written tasks, and research reports.

Assessment tasks are designed to:

- Provide meaningful feedback to students, teachers, and parents.
- Focus on Approaches to Learning (ATL) skill progression.
- Develop critical, creative, and reflective thinking.
- Allow students to reach their full potential using both IB and provincial criteria.

Teachers’ Professional Judgment

Teachers’ professional judgment is central to student assessment. It reflects the trust and responsibility placed in educators by the Education Act, the Ministère de l’Éducation, and the International Baccalaureate.

Teachers base their assessment decisions on:

- The IB assessment criteria and subject guides,
- The Québec curriculum and ministry frameworks,
- The English Montreal School Board (EMSB) policies, and
- Professional collaboration and shared standards across subject departments.

This professional judgment ensures fairness, validity, and reliability in all evaluations.

Assessment Practices

All Laurier Macdonald High School students are assessed as the following:

- The requirements of the Ministère de l’Éducation (MEQ)
- The English Montreal School Board (EMSB) Educational Measurement and Evaluation Policy.

Students in the MYP are additionally assessed according to the International Baccalaureate (IB) framework.

The school ensures that:

- Assessment practices follow MYP: From Principles into Practice and IB subject guides.

- Assessments align with both IB subject-group objectives and provincial learning outcomes.
- Evaluation promotes reflection, equity, and authentic learning experiences.

Framework for the Evaluation of Learning

Evaluation follows the provincial curriculum and principles outlined by the Ministère de l'Éducation:

“Evaluation is the process whereby a judgment is made on a student's learning, that is, knowledge and competencies in each subject area, on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and, where appropriate, administrative decisions.” (Basic School Regulation for Preschool, Elementary, and Secondary Education, Division VII, Article 28)

Provincial frameworks guide the determination of students' official report card results and ensure consistency across Québec schools.

General Principles of Evaluation

Formal examinations are scheduled at the End-of-year in June.

These may include:

- Uniform exams from the Ministère,
- Complementary exams from the EMSB
- Local school-based exams.

In addition, Learning and Evaluation Situations (LES) and extended projects occur throughout the school year to assess ongoing learning in authentic contexts.

Learning evaluations address cognitive, social, and emotional domains, fostering the development of attitudes and values essential for independent, lifelong learners. All assessment practices respect the Québec Education Act, Ministry regulations, EMSB policies, and IB principles.

Sharing Information and Reporting

Reporting follows Ministère de l'Éducation guidelines:

- By October 15, parents receive a progress report.
- Three official report cards are issued annually:
 - Term 1: by November 20
 - Term 2: by March 15
 - Term 3: by July 10
- Each report card includes:
 - Subjects divided into competencies
 - A numerical grade out of 100,
 - A class average, and
 - Comments where applicable.

MYP Students:

- In addition to provincial report cards, MYP students receive IB MYP report cards twice a year (distributed with school reports).
- Students in Years 1–5 receive formative marks based on MYP assessment criteria for each subject. These are converted to the 1–7 IB scale.

At the end of Year 5, students receive an official MYP Record of Achievement from the International Baccalaureate Organization, including grades for the Personal Project and Service as Action.

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