

# ASSESSMENT

## English Reading Levels

### PM Benchmarks

Grade	LEVELS <b>DELAYED</b> two years + CODE RED	LEVELS <b>AT-RISK</b> one year delay CODE YELLOW	LEVELS <b>AT LEVEL (or beyond)</b> CODE GREEN
1	0-7	8-12	13-30
2	0-12	13-19	20-30
3	0-18	19-22	23-30
4	0-22	23-26	27-30
5	0-25	26-28	29-30
6	0-28	29-30	

The codes are applied to end-of-year results only and must be adapted if being applied to mid-year scores.

## French Reading Levels

### Attentes GB

Année	NIVEAU <b>EN RETARD</b> CODE ROUGE	NIVEAU <b>À RISQUE</b> CODE JAUNE	NIVEAU <b>À NIVEAU</b> CODE VERT
1	1	2-3	4
2	1 - 5	6-8	9
3	1 - 10	11-13	14
4	1 - 13	14-16	17
5	1 - 18	19-21	22
6	1 - 19	20-24	25

The codes are applied to end-of-year results only and must be adapted if being applied to mid-year scores.



# Individualized Education Plan

## A Parent Guide to IEPs

### G.R.A.D.E.™ Group Reading Assessment and Diagnostic Evaluation

The G.R.A.D.E. Assessment is a diagnostic reading test that determines what developmental skills students have mastered and where students need instruction or intervention. Scored by a grade equivalents:

C=Comprehension V=Vocabulary T=Total

**An IEP is created to help a student meet learning objectives and goals. It's a map that lays out strategies, goals, supports and services a student needs to progress and succeed in school.**

**You know your child best! Your input during the development of an IEP is important.**

**Development of an IEP may include input from many people:**

- Parents/Guardians
- Teachers
- School administration
- Classroom support staff
- Children over 14 years old
- NFSB professionals (psychologists, education consultants, speech pathologists, etc.)
- Outside resources (CLSC, SRSOR and others)

**How can you help?**

By providing as much information you can about your child's difficulties, including your observations and strategies, and any documents or information from medical assessments, your child's previous school, or anything else you think might help! A draft of your child's IEP may be sent home, or presented during an interview. Your input and suggestions are important in this process.

**We're here to support your child**

Once the IEP document for your child is created, the school will make sure everyone involved is informed. Your child's progress will be monitored and evaluated by the school team.

**Communication is key**

Your child's IEP is a document that can change as your child changes. Both you or the school team can suggest changes during the year to help your child achieve success. Don't hesitate to contact your child's teacher or principal.

**An IEP. . .**

- is a confidential document available to parents, the school team, and students over the age of 14.
- can be continued in CEGEP, Vocational or Continuing Education
- does not mean a student will not graduate
- does not mean placement in a specialized class or program
- may not apply to all of a student's subjects
- may be a short or long-term strategy

**Some terms**

**Adapted Curriculum** alters how a student learns. This could include the use of a laptop, a reduced number of examples, oral responses, extra time during a test, etc. It does not change what your child is expected to learn and is based on your child's current grade level.

**Modified Curriculum** means a student is not working within their cycle for a particular subject. Expectations, evaluations and results are based on your child's *modified* level. Example: A student on a modified math program in grade 6 working at a grade 4 level.

**Long-Term Objective** corresponds to the subject competencies found on your child's report card.

**Learning Objective** breaks down the competency into specific, measurable and observable skills or knowledge components (SMART Goals\*)

**SMART Goals are:**

**SPECIFIC** Is the goal strategic, realistic and fundamental?

**MEASURABLE** Can the goal be measured and how?

**ATTAINABLE** Is the goal realistic for the student?

**RESULTS-ORIENTED** Does the goal have an anticipated outcome?

**TIME-BASED** Does the goal have a set time-frame for achievement?