



Chelsea Elementary School

What You Need to Know about Your Child's Exams and Assessments 2022-2023

This reference document outlines the upcoming assessments and evaluations for your child for the 2022-2023 school year. Every school in the province must have an Educational Project, with the priority of individual student achievement. The exam results provide schools with data regarding student achievement in the three core subjects of English Language Arts (ELA), Math and French Second Language (FSL). The Western Quebec School Board administers assessments and exams throughout the year to act as benchmarks for data collection, to track student achievement and to help teachers support students in their learning.

Grade level	Test/Exam	Date of testing	Weighting
Kindergarten	English reading assessment	May	Evidence towards term results
Grade 1	BAS (Benchmark Assessment System)- English reading assessment	October/ November and as needed in May/June	evidence towards term results
Grade 2	BAS	October/ November and as needed in May/June	evidence towards term results
Grade 3	BAS	October/November and as needed in May/June	evidence towards term results
	CCAT	April	formative
Grade 4	BAS	October/November and as needed in May/June	evidence towards term results
	WQSB English Assessment	January-February *	evidence towards term results
Grade 5	BAS	October/ November (for students below a level V) and as needed in May/June	evidence towards term results
	CCAT	April	formative
Grade 6	Math exam (MEES Épreuve)	May- June *	10% of the year
	English exam (MEES Épreuve)	May- June *	10% of the year
	End of Year French Assessment (Chelsea exam)	May – June *	10% of the year
	BAS	October/ November (for students below a level V) and as need in May/June	evidence towards term results

*exact dates will be communicated in advance

GRADE 6 Ministry Exams

The English Language Arts exam is a process exam; that is, there is an overall theme for the exam and the students work on it over a period of several days. These are higher-level thinking exams, requiring students to pull together much of the strategies and knowledge they have accumulated over the school year as opposed to an exam that has them recalling information. The math exam reflects two competencies: uses mathematical reasoning and solves a situational problem. For math reasoning students will solve mastery questions (mental math, multiple choice, short answer) and application situations. The situational problem is a compilation of the different math concepts they have learned over the year in one longer problem.

The data collected through assessments is used to make many school- based decisions: programming, providing resource support for struggling students, identifying student profiles, determining groupings of students. Also, it supports decisions for individual students: different programming options, placement at the end of the school year, further testing for special education supports, etc.

Should you have any questions or concerns, please contact me or your child's teacher.

Andrea Gage
Principal