

Standards and Procedures

Elementary Cycle 3

2019 - 2020

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You will find information below concerning the evaluation and reporting of your child's progress.

Subject	Description	Types of Evaluations (Such as...)
<p><u>English Language Arts</u></p> <p><i>Uses language to communicate and to learn (33%)</i></p> <p><i>Reads and listens to spoken, written and media texts (33%)</i></p> <p><i>Produces written and media texts (34%)</i></p>	<ul style="list-style-type: none"> - In order to prepare the students for the expectations of secondary school they will be working toward developing the three competencies outlined in the Quebec Education Program. - Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills. - The use of "talk" to learn is an essential component where students learn to share their ideas and recognize various opinions and points of view. - The students' knowledge of language and texts will also be evaluated throughout the year - Students will be given the opportunity to improve and broaden their skills in the field of English Language Arts through activities such as, but not limited to: book reports; novel studies; guided reading; poetry; literature circles; responses to literature; and comparing and contrasting/synthesis activities; writing narratives, reports; poems; speeches; classroom presentations and the creation of skits; commercials; etc. 	<p>Assignments</p> <p>Projects</p> <p>Reports</p> <p>Oral Presentations</p> <p>Tests</p> <p>Observation and informal assessments</p> <p>Learning & Evaluation Situations</p>

	<p>*** Cycle 3.2 students will write a MEESR- compulsory exam that will count for 20% of the third term mark. This exam will be administered approximately May to June 2020</p> <p>*All 3 competencies will be evaluated and reported on at the end of every term.</p>	
<p style="text-align: center;"><u>Mathematics</u></p> <p style="text-align: center;"><i>Solves a situational problem (30%)</i></p> <p style="text-align: center;"><i>Uses math reasoning (70%)</i></p>	<ul style="list-style-type: none"> - Students will be evaluated on their ability to solve situational problems and use mathematical reasoning - The students will be evaluated on a variety of Situational Problems in terms 2 and 3. - Application questions will be evaluated throughout every term. - The essential knowledges that will be covered over the course of the year involve: numeration, various mathematical operations, order of operations, decimals, geometry, measurement, percent, fractions, time, statistics and probability. - The students will be assessed each term according to their competency development in the broad areas of problem solving, communicating using mathematical language and reasoning using mathematical concepts and procedures. <p>*** Cycle 3.1 students will write Final Evaluation Situations that will count for 20% of the final mark. These will be administered approximately May to June 2020</p> <p>*** Cycle 3.2 students will write a MEESR-compulsory exam that will count for 20% of the final mark. This exam will be administered approximately May to June 2020</p> <p>*The competency, <i>Solves a Situational Problem</i>, will <u>not</u> be evaluated at the end of Term 1, as per WQSB guidelines. Both competencies will, however, be evaluated and reported on at the end of terms 2 and 3.</p>	<p style="text-align: center;">Tests</p> <p style="text-align: center;">Quizzes</p> <p style="text-align: center;">In-class work</p> <p style="text-align: center;">Application Questions</p> <p style="text-align: center;">Situational Problems</p> <p style="text-align: center;">Observation and informal assessments</p>

<p><u>French, Second Language</u></p> <p><i>Communicates in French (40%)</i></p> <p><i>Understands oral and written texts in French (40%)</i></p> <p><i>Produces oral and written texts in French (20%)</i></p>	<ul style="list-style-type: none"> - Students will be evaluated on their ability to communicate, understand and produce oral and written texts. - Student knowledge in oral language, reading comprehension and writing skills will be evaluated throughout the year. <p>Cycle 3.1 Students will write a WQSB end of year exam that will count for 20% of their final mark. This exam will be administered in May/June, 2020.</p> <p>Cycle 3.2 students will write a WQSB-compulsory exam that will count for 20% of the final mark. This exam will be administered approximately May to June 2020</p> <p>*All 3 competencies will be evaluated and reported on at the end of every term.</p>	<p>Projects</p> <p>Reading logs</p> <p>Reports</p> <p>Quizzes</p> <p>Oral presentations</p> <p>Self -Assessments</p> <p>Tests</p> <p>In class work</p> <p>Class participation</p> <p>Reading comprehension assessments</p> <p>Final Evaluation Situations</p>
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<p><u>Science & Technology</u> (100%)</p>	<ul style="list-style-type: none"> - Students will be evaluated on their ability to: <ul style="list-style-type: none"> - Explain or solve scientific or technical problems. - Use scientific and technical tools, objects and procedures. - Communicate in the language used in science and technology. - Students' knowledge of the <i>Material World, Earth and Space and Living Things</i> will also be evaluated throughout the year. - Students will participate in environmental activities. <p>*An <u>overall subject mark</u> will appear on each report card.</p> <p>*Will be taught in French</p>	<p>Tests</p> <p>Projects</p> <p>Reports</p> <p>Experiments</p> <p>Oral presentations</p> <p>Class participation</p>
<p><u>Geography, History & Citizenship Education</u> (100%)</p>	<ul style="list-style-type: none"> - Students will be evaluated on their ability to: <ul style="list-style-type: none"> - 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 - The students' knowledge about various societies and their place in the world throughout the year. - Geography, History and Citizenship studies will develop students understanding of their community, how our society developed, how they can become active citizens and have input in the world around them. - Topics will incorporate a study of Canadian and Quebec society from middle 1800s to present day, mapping skills, researching and working 	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>In-class assignments</p> <p>Observation and informal assessments</p>

	<p>with information, and reporting on current Canadian and world events.</p> <ul style="list-style-type: none"> - Included will be a comparison of indigenous societies and their development in Quebec. <p>*An <u>overall subject mark</u> will appear on each report card.</p>	
<p><u>Ethics and Religious Culture</u> (100%)</p>	<ul style="list-style-type: none"> - Students will be evaluated on their ability to reflect on ethical questions, understand the phenomenon of religion and the practice of dialogue. - The students' knowledge of the needs of human beings as individuals and in groups as well as the knowledge of different religions will also be evaluated throughout the year. - Much of the Ethics and Religious Culture program will be integrated into other subjects, such as English Language Arts and History. <p>*An <u>overall subject mark</u> will appear on each report card.</p>	<p>In-class assignments</p> <p>Tests</p> <p>Projects</p> <p>Oral Presentation</p> <p>Observation and informal assessments</p>

<p><u>Physical Education & Health</u></p> <p>(100%)</p>	<p>Cycle 3.1 students will be evaluated on their ability to:</p> <ol style="list-style-type: none"> 1. Perform movement skills in different physical activity settings <u>Types of skills:</u> <ul style="list-style-type: none"> - loco-motor skills - non loco-motor skills - manipulation skills 2. Interact with others in different physical settings <ul style="list-style-type: none"> - cooperation actions - opposition actions - cooperation-opposition actions 3. Adopt a healthy and active lifestyle <ul style="list-style-type: none"> - lifestyle habits - participation in physical activity - personal hygiene related to physical activity (the importance of changing one's clothes after engaging in physical activity) <p>- The students' knowledge of different physical activities and strategies will be observed throughout the year.</p> <p>*An <u>overall subject mark</u> will appear on each report card.</p> <p><i>*Will be taught in French</i></p>	<p>Participation</p> <p>Tests (e.g. fitness tests)</p> <p>Performances in Fundamental Movements skills</p> <p>Performances in sports</p> <p>Performances in specialized movement skills</p> <p>In class attitude/ behavior (enthusiasm, cooperation And sportsmanship)</p> <p>Self-evaluations</p>
<p><u>Visual Arts</u></p> <p><i>Creates personal and media images (50%)</i></p> <p><i>Appreciates works of art (50%)</i></p>	<ul style="list-style-type: none"> - Students will be evaluated on their ability to produce and appreciate individual and media works of art. - The students' knowledge of producing their own images and messages will also be evaluated throughout the year. <p>*An <u>overall subject mark</u> will appear on each report card.</p>	<p>Participation</p> <p>Projects</p> <p>Completion of assignments</p> <p>Presentations</p>

<p><u>Drama</u></p> <p>(100%)</p>	<ul style="list-style-type: none"> - Students will be evaluated on their ability to invent and interpret short skits and to appreciate dramatic works. - Students' knowledge of the language of drama, performance techniques and styles of theater will also be observed throughout the year. - Two subject marks will appear on each report card. <p><i>*Will be taught in French.</i></p>	<p>Performances (Acting in skits and plays)</p> <p>Ongoing observation of participation and appreciation of drama</p> <p>Self-Assessments</p>
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Students with Special Needs

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 (IEP's) that outline the individualized programs, strategies implemented as well as resource support measures.