

## Evaluation and Reporting of Student Learning 2015-2016 **CYCLE TWO**



Subject, Competencies & Weightings		Types of Evaluations
<b>English Language Arts</b>		Projects, Reports, Presentations, Tests, In-class and home assignments, Learning and Evaluation Situations
Uses language to communicate and to learn 33%		
Reads & listens to spoken, written and media texts 33%		
Produces written and media texts 34%		
<ul style="list-style-type: none"> <li>All 3 competencies will be evaluated and reported on at the end of every term</li> <li>Grade 4 write a LBPSB-compulsory exam in January-February</li> </ul>		
<b>French</b>		<b>Types of Evaluations</b>
Communicates in French 33%		Projects, Reports, Presentations, Tests, In-class and home assignments, Learning and Evaluation Situations
Understands oral and written texts in French 34%		
Produces oral and written texts in French 33%		
<ul style="list-style-type: none"> <li>All 3 competencies will be evaluated and reported on at the end of every term</li> <li>Grade 4 write a LBPSB-compulsory exam in May</li> </ul>		
<b>Math</b>	<b>Cycle 2</b>	<b>Types of Evaluations</b>
Solves a situational problem	30%	Tests, Quizzes, In-class and home assignments, Learning and Evaluation Situations
Uses mathematical reasoning	70%	
<ul style="list-style-type: none"> <li>Both competencies will be evaluated and reported on at the end of every term</li> <li>Grades 3 write a LBPSB-compulsory exam in March-April</li> </ul>		
<b>Physical Education &amp; Health</b>		<b>Types of Evaluations</b>
To perform movement skills in different physical activity settings. 30%		Participation, Performances, Movements, Tests
To interact with others in different physical activity settings. 40%		
To adopt a healthy, active lifestyle. 30%		
<ul style="list-style-type: none"> <li>Knowledge of different physical activities and strategies evaluated throughout the year</li> <li>Only an overall Subject Mark will appear on each report card</li> </ul>		
<b>Ethics and Religious Culture</b>		<b>Types of Evaluations</b>
Reflects on ethical questions/Dialogue 50%		Participation, Tests, Projects, Oral Presentations
Demonstrates understanding of religion/Dialogue 50%		
<ul style="list-style-type: none"> <li>Only an overall Subject Mark will appear on each report card</li> </ul>		

<b>Dance</b>		<b>Types of Evaluations</b>
Students will be evaluated on their ability to invent, interpret and appreciate dance		Participation, Projects , Presentation, Movements
The students' knowledge of the language of dance, movement techniques and procedures will also be evaluated throughout the year		
<ul style="list-style-type: none"> <li>• <i>Only an overall Subject Mark will appear on each report card</i></li> </ul>		
<b>Drama</b>		<b>Types of Evaluations</b>
Students will be evaluated on their ability to invent and interpret short scenes and to appreciate dramatic works		Participation, Projects , Presentation, Movements
The students' knowledge of the language of drama, performance techniques and styles of theatre will also be evaluated throughout the year		
<ul style="list-style-type: none"> <li>• <i>Only an overall Subject Mark will appear on each report card</i></li> </ul>		
<b>Music</b>		<b>Types of Evaluations</b>
To invent and interpret musical pieces 70%		Participation, Performances, Presentations
To appreciate musical works 30%		
<ul style="list-style-type: none"> <li>• <i>Only an overall Subject Mark will appear on each report card</i></li> </ul>		
<b>Geo., Hist. &amp; Citizenship</b>	<b>Cycle 2</b>	<b>Types of Evaluations</b>
Ability to 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.	100%	Tests, Quizzes, In-class and home assignments, Projects
<ul style="list-style-type: none"> <li>• <i>The students' knowledge about each society will also be evaluated throughout the year</i></li> <li>• <i>Only an overall Subject Mark will appear on each report card</i></li> </ul>		
<b>Science &amp; Technology</b>	<b>Cycle 2</b>	<b>Types of Evaluations</b>
Ability to explain or solve scientific or technical problems, use scientific and technical tools, objects and procedures, communicate in the language used in science and technology.	100%	Tests, Quizzes, In-class and home assignments, Projects, Experimental Activities
<ul style="list-style-type: none"> <li>• <i>Knowledge of the Material World, Earth, Space and Living Things evaluated throughout year</i></li> <li>• <i>Only an overall Subject Mark will appear on each report card</i></li> </ul>		

## **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 (IEPs) that outline the individualized programs, strategies implemented as well as resource support measures.

## You will receive the following official communications

<b>Interim Report</b>	On October 15th, you will receive the interim report card including comments on your child's learning and behavior.
<b>Term 1 Report Card</b>	The Term 1 Report Card will be issued on November 17th and will count for 20% of the final mark for the year.
<b>Term 2 Report Card</b>	The Term 2 Report Card will be issued on March 11th and will count for 20% of the final mark for the year.
<b>Term 3 Report Card</b>	The Term 3 Report Card will be issued on June 23rd and will count for 60% of the final mark for the year.

## Report Card: How Results Are Determined

Term 1 20% of the Final Mark	Term 2 20% of the Final Mark	Term 3 60% of the Final Mark	Final Mark
<p><b>For Terms 1 and 2</b>, the teacher enters a percentage mark that reflects the knowledge and competencies that a student has acquired - based on the evaluations carried out during the term (tests, assignments, etc.).</p> <p>In the case of English Language Arts, Mathematics and French, Second Language, a <b>Subject Mark</b> is calculated on the basis of the weightings assigned to the subject-specific competencies established by MELS (<i>see subject table on the first page</i>).</p> <p>MELS = Ministère de l'Éducation, du Loisir et du Sport</p>		<p><b>For the 3<sup>rd</sup> Term</b>, the teacher enters a percentage mark that covers the student's learning for the term and where applicable, for the year as a whole, including any compulsory Board or MELS exams.</p>	<p><i>It is calculated using the results of the three weighted terms (20%, 20%, 60%) and the MELS exam results (if applicable).</i></p>

## Other Report Card Information:

### Comments on Learning (by Subject)

The report card will include a section for general teacher comments for each subject area. The comments will deal with the student's strengths, challenges and progress.

### General Competencies

The report cards will also include comments on the following general competencies at the end of the first and third term:

**Cycle 2**

**Terms 1 and 3: Organizes his/her work & Works in a team**

If there are any changes made to the above evaluation and reporting information, an updated version of this document will be made available. For any more information concerning the evaluation of your child's learning, please contact the school.