



Chelsea Elementary School



Evaluation of Student Learning Elementary Cycle 1.1 (Lauren Armstrong and Michelle Sousa) 2016-2017

Subject	Description	Types of Evaluations (Such as...)
<p>English Language Arts</p> <p>Uses language to communicate and to learn (33%)</p> <p>Reads and listens to spoken, written and media texts (33%)</p> <p>Produces written and media texts (34%)</p>	<p>Components of the ELA Program include:</p> <p>Reading</p> <ul style="list-style-type: none"> - Daily 5 (Read to Self, Independent Writing, Working With Words, Partner Reading, Listening to Reading) - Guided reading - Listening and responding to read alouds - Sound Prints (phonemic development, fluency, vocabulary development, scientific knowledge) - Fluent reading of all Power Words - Reading comprehension strategies - Accuracy strategies - Fiction and non-Fiction text features <p>BAS Expected Reading Levels November – Level D-E January – G May – I-J</p> <p>The BAS is assessed twice a year (September/October and May/June).</p> <p>Writing</p> <ul style="list-style-type: none"> - Concepts of Print - Developmental Spelling - Journals, Letter Writing, Persuasive Writing, Poetry, Reading Responses - Author Studies - Introduction to the Writing Process - 6 Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions) - Creating Media Texts (posters, advertisements, etc.) <p>Language</p> <ul style="list-style-type: none"> - Use language for learning/thinking - Interact in collaborative activities in a variety of roles - Use language to communicate information, experiences, and point of view. <p>Apply knowledge of sound-print links in a variety of situations.</p> <p style="text-align: center;">*Taught by Mrs. Armstrong</p>	<p>Benchmark Assessment System (BAS)</p> <p>Individual Reading Records</p> <p>Power Word Checklists</p> <p>Student/Self Evaluations</p> <p>Anecdotal Records</p> <p>Rubrics (completed by teacher and students)</p> <p>Oral Evaluation</p> <p>Student/Teacher Conference</p> <p>Writing Samples (ex. Journal, stories, written responses etc.)</p> <p>Participation</p>



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<p>Mathematics</p> <p>Solves a situational problem (20%)</p> <p>Uses math reasoning (80%)</p>	<p>The Units of Study covered in Cycle 1.1 include:</p> <ul style="list-style-type: none"> - Manipulative Exploration - Sorting and Patterning - Exploring Numbers - Exploring Greater Numbers - Number Patterns - Linear Measurement - Introduction to Addition and Subtraction - Strategies for Addition and Subtraction - Data Management - Probability - Exploring 2-D and 3-D Shapes - 2-D Measurement and Geometry - Exploring Time and Money - Measuring Capacity and Mass <p style="text-align: center;">*Taught by Mrs. Armstrong in English</p>	<p>Individual and Group Participation</p> <p>In-Class Work</p> <p>Application Problems</p> <p>Situational Problems</p> <p>Anecdotal Notes</p> <p>Oral Evaluation</p> <p>Rubrics</p> <p>Checklists</p> <p>Student/Self Evaluations</p> <p>Student/Teacher Conferences</p>
<p>Ethics and Religious Culture</p>	<p>Ethics topics covered in Cycle 1.1 include:</p> <ul style="list-style-type: none"> - Tribes Agreements (Attentive Listening, Mutual Respect, Participation, and Appreciations) - Olweus Anti-Bullying Program - Various social conventions - Conflict resolution - Diversity <p>Religious Culture topics covered in Cycle 1.1. include:</p> <ul style="list-style-type: none"> - Celebrations - Holidays - Traditions <p style="text-align: center;">*Taught by Ms. Gable in English</p>	<p>Participation</p> <p>Checklists</p> <p>Anecdotal Records</p> <p>Oral Presentations</p> <p>Scale of Competency</p>



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Subject	Description	Types of Evaluations (Such as...)
<p align="center">Visual Arts</p>	<p>Visual Arts topics in Cycle 1.1 include:</p> <ul style="list-style-type: none"> - Proper use of a variety of materials - Relationship between the student’s production and the stimulus for creation - Use of transforming gestures - Use of visual arts language - Organization of elements - Discussion of the student’s creative experience <p align="center">*Taught by Ms. Gable in English</p>	<p align="center">Participation Completion of Assignments Checklists Anecdotal Records Rubrics Presentations</p>
<p align="center">Physical Education</p>	<p>Students will be evaluated based on their ability to:</p> <ul style="list-style-type: none"> - Perform movement skills in different physical activity settings (time and space, coordination, motor skills) - Interact with others in different physical activity settings (cooperation, sportsmanship) - Adopt a healthy and active lifestyle (Safe participation, fitness, basic anatomy) - Regularly participation - Follow directions and rules <p align="center">*Taught by Madame Marie in French **Two Hours in a Five Day Schedule</p>	<p align="center">Anecdotal Records Checklists</p>
<p align="center">French, Second Language</p> <p>Communicates in French 40%</p> <p>Understands oral and written texts in French 40%</p> <p>Produces oral and written texts in French 20%</p>	<ul style="list-style-type: none"> • Students will be evaluated on their ability to interact and communicate in French. • All 3 competencies will be evaluated and reported on every term. Since reading and writing in French are only introduced in <i>Cycle 1.2</i>, students will only be evaluated on their ability to understand and produce ORAL texts. • To prepare for next year, students will be introduced to some pre-reading skills such as the French alphabet and sight words. • Students learn to communicate using the AIMS gestures. • Students practice their comprehension skills using AIMS and listening to oral stories/texts • Students practice oral texts through songs, poems, short oral presentations • Drama is integrated into the French program. Students act out skits using AIMS gestures. <p align="center">*Taught by Madame Marie</p>	<p>Anecdotal notes (on use of AIMS)</p> <p>Observations of verbal/non-verbal behaviour(during Circle Time)</p> <p align="center">Checklists</p> <p align="center">Listening Comprehension Activities</p> <p align="center">Quizzes</p> <p align="center">Interview with teacher</p> <p align="center">Oral Presentations</p>



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Subject	Description	Types of Evaluations (Such as...)
Dramatic Arts	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none">- Invent and interpret short scenes.- Appreciate dramatic works throughout the year.- Drama is integrated into the French Second Language program. <p>**Taught by Madame Marie in French</p>	<p>Performances</p> <p>Participation</p> <p>Anecdotal comments</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 (IEPs) that outline the individualized programs, strategies implemented as well as resource support measures.

Please note that you will receive the following official communications during the school year:

Official Communications	
Interim Report	By October 15th, you will receive the interim report, which will include comments on your child's learning and behavior.
Term 1 Report Card	The Term 1 Report Card will be issued on November 14 th . This report card will cover the period from August 29 th to November 8 th and will count for 20% of the final mark for the year.
Term 2 Report Card	The Term 2 Report Card will be issued on March 14 th . This report card will cover the period from November 9 th to February 28 th and will count for 20% of the final mark for the year.
Term 3 Report Card	The Term 3 Report Card will be issued on July 4 th . It will cover the period from March 1 st to June 16 th 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>For Terms 1 and 2, 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 Subject Mark 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>For the 3rd Term, the teacher enters a percentage mark that covers the student's learning as a whole for the year (knowledge and competencies).</p>	<p>The 3rd term includes a Final Mark.</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> <p><i>*The MELS exam counts for 20% of the Final Mark.</i></p> <p><i>*Only applies in Cycle 3 English Language Arts and Mathematics.</i></p>



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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:

- Term 1: *Exercises critical judgment* and *Communicates effectively*
- Term 3: *Organizes his/her work* and *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 us at your convenience.