



Chelsea Elementary School



Evaluation of Student Learning Elementary Cycle 1.2 (Cindy Resendes & Marie Seif) 2016-2017

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

Subject	Description	Types of Evaluations (Such as...)
<p>English Language Arts</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>	<p>Reading</p> <p>WQSB Expected Reading Levels <i>September – Level H- I, January – Level J-K, May/June – Level M</i> The BAS is formally assessed twice a year (September/October and May/June).</p> <ul style="list-style-type: none"> - Daily 5 (Read to Self, Independent Writing, Working With Words, Partner Reading, Listening to Reading) - Guided Reading - Sound Prints (Phonemic development) - Fluent reading of all list 1 and list 2 Power Words - Reading comprehension strategies - Read Alouds <p>Writing</p> <ul style="list-style-type: none"> - Story Features - Development of characters, setting, plot and sequence - Letter Writing - Research and reports - Novel Studies - Persuasive Writing - Author Studies - Basic Editing and Proofreading - To be introduced and have knowledge of Fiction and Non-Fiction text features - Reading responses 	<p>Benchmark Assessment System (BAS)</p> <p>Individual Reading Records</p> <p>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>Projects</p> <p>Participation</p>

	<ul style="list-style-type: none"> - Text Connections (text-to-self, text-to-text, text-to-world) - 6 Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions) <p>All 3 competencies will be evaluated and reported on at the end of every term.</p> <p>(There is some overlap of the above between reading and writing.)</p>	
<p>Mathematics</p> <p><i>Solves a situational problem (30%)</i></p> <p><i>Uses math reasoning (70%)</i></p>	<p>Both competencies will be evaluated and reported on at the end of terms 2 and 3.</p> <p>Note: The competency, <i>Solves a Situational Problem</i>, will not be evaluated at the end of Term 1, as per WQSB guidelines.</p> <p>Texts Used: <i>Digit, Nelson, Day By Day, Math Makes Sense</i></p> <p>Areas of Study:</p> <p>Term 1:</p> <ul style="list-style-type: none"> - Sorting and Patterning - Numbers to 50 - Patterning (Number Patterns) - Linear Measurement <p>Term 2:</p> <ul style="list-style-type: none"> - Addition and Subtraction Strategies - Data Management & Probability - 2D Geometry - 3D Geometry - Place Value - 2 Digit Addition and Subtraction (with carryover and regrouping) <p>Term 3:</p> <ul style="list-style-type: none"> - Measuring Time and Money - Multiplication and Division - Fractions 	<p>Tests & Quizzes</p> <p>Individual and Group Participation</p> <p>Chapter Task (Nelson Math Program)</p> <p>In-Class Work</p> <p>Application and Situational Problems</p> <p>End of Cycle Mandatory Math Exam</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>

	<ul style="list-style-type: none"> - Situational Problems, Application Situations and Exam Review - Board-wide Exam (This exam will be administered from the end of May to the beginning of June and will count for 10% of the final mark). 	
<p>Ethics and Religious Culture <i>(100%)</i></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. - Much of the Ethics and Religious Culture program will be integrated into other subjects such as English Language Arts. - An important focus is on the Olweus anti-bullying rules which are: <ol style="list-style-type: none"> 1. We will not bully others. 2. We will try to help students who are bullied. 3. We will try to include students who are left out. 4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home. <p>An overall subject mark will appear on each report card.</p>	<p>Rubrics/Checklists</p> <p>Individual Work</p> <p>Student/Teacher Conferences</p> <p>Group/Team Work</p> <p>Student/Self Evaluation</p> <p>Peer Evaluation</p>
<p>Visual Arts <i>Creates personal and media images (50%)</i> <i>Appreciates works of art (50%)</i></p>	<p>Students will be evaluated on:</p> <ul style="list-style-type: none"> - Understanding the colour wheel (Primary colours) - Applying coloured pigments using various tools and techniques (painting, pastel, colouring pencils, various brushstrokes) - Freehand drawing - Building, shaping and constructing using various materials and techniques - Create art using texture (ex. Papier mache) - Perspective - Artist Study (Art Appreciation) <p>An overall subject mark will appear on each report card.</p>	<p>Rubrics</p> <p>Checklist</p> <p>Student/Teacher Conference</p> <p>Group/Team Work</p> <p>Student/Self Evaluation</p> <p>Peer Evaluation</p> <p>Observations</p>

<p>Physical Education</p> <p>(100%)</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> - Adopt a healthy, active lifestyle - Interact with others in different physical settings - Perform movement skills - Adopt safe practices while using equipment - Identify various parts of the body - Understand concepts of time and space (duration, direction, levels) - Perform locomotor skills (run, skip, hop, jump, roll, etc.) - Perform non-locomotor skills (balance, turns, pivots, twists etc.) - Perform manipulation skills (dribble, juggle, throw, kick, etc.) - Cooperate with partners (ex. Passing to a partner) - Show appreciation for other players (sportsmanship) - Demonstrate fairness (gives others a chance to play) - Follow the rules - Respect fellow players (cheers, respectful language) - Demonstrate dignity, self-control, and honesty <p>An overall subject mark will appear on each report card.</p> <p><i>Gym will be taught by Mme. Marie (2 x 60mins per 5 day cycle)</i></p>	<p>Observations</p> <p>Anecdotal Notes</p> <p>Checklists</p> <p>Group/Team Work</p> <p>Student/Teacher Conferences</p> <p>Student Evaluation (orally)</p>
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<p>French, Second Language</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 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 the second term, first term will only evaluate their ability to understand and produce ORAL texts. - Students practice their oral skills through oral interaction with teacher and peers (group work). - French Plays, - Students will be introduced to French phonetics and sight words. - French Home Reading Program. - Students will be shown how to follow a model sentence and use classroom resources when writing. <p><i>French will be taught by Mme. Marie</i></p>	<p>Observations and anecdotal notes (during calendar and weather routines and Circle Time)</p> <p>Checklists</p> <p>Listening and Reading Comprehension Activities</p> <p>Quizzes</p> <p>Assignments</p> <p>Oral presentations</p>

<p>Drama</p> <p>(100%)</p>	<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 school year <p>Drama is integrated into the French program. Students will learn short plays using <i>Aims</i> gestures and perform in groups.</p> <p>Drama will be taught by Mme. Marie</p>	<p>Performances (acting in skits/plays)</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.