



# Chelsea Elementary School



## Standards and Procedures

Elementary Cycle 2 (Devon Gable, Ian Saunderson, Bonnie Gillich, Matt McIntyre, Marie-Josée Gagnon, Lise Favreau,) 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><b>English Language Arts</b></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><b>Reading</b>  <u>WQSB Expected Reading Levels</u>            September – Level N, January – Level O, May/June – Level O-P (Cycle 2.1)            September – Level P-Q, January – Level R, May/June – Level S-T (Cycle 2.2)            The BAS is formally assessed twice a year (September/October and May/June).</p> <ul style="list-style-type: none"> <li>- Daily 5 (Read to Self, Work on Writing, Working With Words, Read with Someone, Listening to Reading)</li> <li>- Guided reading</li> <li>- Sound Prints (Phonemic development)</li> <li>- Fluent reading of all Power Words</li> <li>- Reading comprehension strategies</li> <li>- Read alouds</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Narrative writing</li> <li>- Poems</li> <li>- Research/reports and presentations</li> <li>- Persuasive writing</li> <li>- Author studies/book reports</li> <li>- Basic editing and proofreading</li> <li>- Reading responses</li> <li>- Text connections (text-to-self, text-to-text, text-to-world)</li> <li>- 6 Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions)</li> <li>- Spelling and writing of all Power Words</li> <li>- Synthesis activities</li> </ul>	<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> <p>School Board Report Card</p>



	<p>All <b>3</b> competencies will be evaluated and reported on at the end of every term.</p>	
<p><b>Mathematics</b></p> <p><i>Solves a situational problem (30%)</i></p> <p><i>Uses math reasoning (70%)</i></p>	<p><u>Texts Used:</u> <i>Numbers, Nelson, Day By Day</i></p> <p><u>Areas of Study:</u></p> <ul style="list-style-type: none"> <li>- Patterning (Number Patterns)</li> <li>- Place Value - Numbers to 10 000 (cycle 2.1)/100,000 (cycle 2.2)</li> <li>- Addition and Subtraction Strategies</li> <li>- Multiplication and Division Facts</li> <li>- 2D and 3D Geometry</li> <li>- Area</li> <li>- Fractions and Decimals</li> <li>- Measurement</li> <li>- Statistics and Probability</li> <li>- Situational Problems, Application Situations and Exam Review</li> <li>- <b>Board-wide Exam</b> (This exam will be administered from the end of May to the beginning of June and will count for <b>15%</b> of the final mark).</li> </ul> <p>Both competencies will be evaluated and reported on at the end of terms 2 and 3.</p> <p><b>Note:</b> The competency, <i>Solves a Situational Problem</i>, will <u>not</u> be evaluated at the end of Term 1, as per WQSB guidelines.</p>	<p>Tests &amp; Quizzes</p> <p>Individual and Group Participation</p> <p>Chapter Tasks (Nelson Math Program)</p> <p>In-Class Work</p> <p>Application and Situational Problems</p> <p>Final 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>
<p><b><u>Geography,</u></b> <b><u>History &amp;</u></b> <b><u>Citizenship</u></b> <b><u>Education</u></b></p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> <li>- Demonstrate mapping skills (parts of a map, legend, scale), identify Canadian provinces and capital cities.</li> <li>- Understand elements of the New World and settlements</li> <li>- Locate society in space and time (timelines, maps)</li> <li>- Understand assets and limitations of the territory</li> </ul>	<p>Observations/Anecdotal Notes</p> <p>Short Presentations</p> <p>Student/Teacher Conferences</p> <p>Student/Self Evaluations</p>



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<p>(100%)</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>Rubrics</p> <p>Quizzes</p>
<p><b><u>Science &amp; Technology</u></b></p> <p>(100%)</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> <li>- Explain or solve scientific or technical problems</li> <li>- Use scientific and technical tools, objects and procedures</li> <li>- Communicate in the language used in science and technology</li> </ul> <p>Students` knowledge of the <i>Material World, Earth and Space, and Living Things</i> will also be evaluated 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>Tests</p> <p>Projects</p> <p>Experiments</p> <p>Oral Presentations</p> <p>Class Participation</p>
<p><b><u>Ethics and Religious Culture</u></b></p> <p>(100%)</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> <li>- Reflect on ethical questions</li> <li>- Understand the phenomenon of religion</li> <li>- Engage in the practice of dialogue</li> </ul> <p>Some of the Ethics and Religious Culture program will be integrated into other subjects such as English Language Arts.</p> <p>An important focus is on the Olweus anti-bullying rules which are:</p> <ol style="list-style-type: none"> <li>1. We will not bully others.</li> <li>2. We will try to help students who are bullied.</li> <li>3. We will try to include students who are left out.</li> </ol>	<p>Rubrics/Checklists</p> <p>Individual Work</p> <p>Student/Teacher Conferences</p> <p>Group/Team Work</p> <p>Student/Self Evaluation</p>



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	<p>4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.</p> <p>An <u>overall subject mark</u> will appear on each report card.</p>	<p>Peer Evaluation</p>
<p><b><u>French, Second Language</u></b></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>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> <li>- Communicate, understand, and produce oral and written texts</li> </ul> <p>Students' knowledge in oral language, reading comprehension, and writing skills will be evaluated throughout the year.</p> <p><b>*Grade 3</b> students will write a WQSB end of year exam that will count for 10% of their final mark. This exam will be administered in early May.</p> <p>All <b>3</b> competencies will be evaluated and reported on at the end of every term.</p>	<p>Projects</p> <p>Journals</p> <p>Reports</p> <p>Quizzes</p> <p>Oral Presentations</p> <p>Tests</p> <p>In-class work</p> <p>Class Participation</p> <p>Reading Comprehension Texts</p>



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<p><b><u>Drama</u></b></p> <p>(100%)</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> <li>- Invent and interpret short scenes</li> <li>- Appreciate dramatic works throughout the year</li> </ul> <p>Drama is integrated into the French program. Students learn short plays using AIMS gestures and perform in groups.</p> <p><i>*Will be taught in French</i></p>	<p>Performances (acting in skits/plays)</p> <p>Participation</p> <p>Anecdotal Comments</p>
<p><b><u>Visual Arts</u></b></p> <p><i>Creates personal and media images</i></p> <p>(50%)</p> <p><i>Appreciates works of art</i></p> <p>(50%)</p>	<p>Students will be evaluated on:</p> <ul style="list-style-type: none"> <li>- Their ability to produce and appreciate individual and media works of art</li> <li>- Artist Study (Art Appreciation)</li> </ul> <p>An <u>overall subject mark</u> will appear on each report card.</p>	<p>Rubrics</p> <p>Checklist</p> <p>Student/Teacher Conference</p> <p>Individual/Group Work</p> <p>Student/Self Evaluation</p> <p>Peer Evaluation</p> <p>Observations</p>
<p><b><u>Physical Education</u></b></p> <p>(100%)</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> <li>- Adopt a healthy, active lifestyle</li> <li>- Interact with others in different physical settings</li> <li>- Perform movement skills</li> <li>- Adopt safe practices while using equipment</li> <li>- Perform manipulation skills (dribble, juggle, throw, kick, etc.)</li> <li>- Cooperate with partners (ex. passing to a partner)</li> <li>- Show appreciation for other players (sportsmanship)</li> </ul>	<p>Participation</p> <p>Observations</p> <p>Anecdotal Notes</p> <p>Checklists</p> <p>Group/Team Work</p>



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	<ul style="list-style-type: none"> <li>- Demonstrate fairness (give others a chance to play)</li> <li>- Follow the rules</li> <li>- Respect fellow players (cheers, respectful language)</li> <li>- Demonstrate dignity, self-control, and honesty</li> </ul> <p>An <u>overall subject mark</u> will appear on each report card.</p>	<p>Student/Teacher Conferences</p> <p>Student Evaluation (orally)</p> <p>Tests (e.g. fitness tests)</p> <p>Self-evaluations</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.