



Chelsea Elementary School



Evaluation of Student Learning Elementary 3.1 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>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>	<ul style="list-style-type: none"> In order to prepare the students for the challenges of secondary school they will be working toward developing the three competencies outlined in the Quebec Education Program. All 3 competencies will be evaluated and reported on at the end of every term. 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 the use of: 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>Learning & Evaluation Situations</p> <p>Observation and informal assessments</p>
<p>Mathematics</p> <p>Solves a situational problem 30%</p> <p>Uses math reasoning 70%</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. The students will write a QCSB-compulsory exam that will count for 20% of the final mark. This exam will be administered from approximately May to early June 2017 	<p>Tests</p> <p>Quizzes</p> <p>In-class work</p> <p>Application Questions</p> <p>Situational Problems</p> <p>Observation and informal assessments</p>



Chelsea Elementary School

<p style="text-align: center;">French</p> <p>Communicates in French 40%</p> <p>Understands oral and written texts 40%</p> <p>Produces oral and written 20%</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. • All competencies will be evaluated and reported on at the end of every term. • The students will write a WQSB-compulsory exam that will count for 20% of the final mark. This exam will be administered beginning in May. 	<p>Projects</p> <p>Reading journal</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 tests</p>
<p style="text-align: center;">Science & Technology</p> <p style="text-align: center;">Cycle 3</p> <p style="text-align: center;">100%</p>	<p>Students will be evaluated on their ability to:</p> <p style="padding-left: 40px;">Explain or solve scientific or technical problems. Use scientific and technical tools, objects and procedures. Communicate in the language used in science and technology.</p> <p>Students' knowledge of the <i>Material World, Earth and Space</i> and <i>Living Things</i> will also be evaluated throughout the year.</p> <p>Students will participate in environmental activities.</p> <ul style="list-style-type: none"> • An overall subject mark will appear on each report card. • Subject is taught in French. 	<p>Tests</p> <p>Projects</p> <p>Field trip reports</p> <p>Experiments</p> <p>Oral presentations</p> <p>Class participation</p>
<p style="text-align: center;">Geography, History & Citizenship Ed.</p>	<ul style="list-style-type: none"> • 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 Canadian and Quebec society from middle 1800s to present day, mapping skills, researching and working with information, and reporting on current Canadian and world events. • Included will be a comparison of aboriginal societies and their development in Quebec. • A unit on the functions and responsibilities of the three levels of government in Canada. • 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, will also be evaluated throughout the year. • Only an overall <i>Subject Mark</i> will appear on each report card. 	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>In-class assignments</p> <p>Observation and informal assessments</p>



Chelsea Elementary School



<p>Ethics and Religious Culture</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. • Only an overall <i>Subject Mark</i> will appear on each report card. 	<p>In-class assignments</p> <p>Tests</p> <p>Projects</p> <p>Oral Presentation</p> <p>Observation and informal assessments</p>
<p>Physical Education and Health</p>	<p>Cycle 3.1 students will be evaluated on their ability to:</p> <p>1-perform movement skills in different physical activity settings Types of skills: a) loco-motor skills b) non loco-motor skills c) manipulation skills</p> <p>2-interact with others in different physical settings a) cooperation actions b) opposition actions c) cooperation-opposition actions</p> <p>3-adopt a healthy and active lifestyle a) lifestyle habits b) safe participation in physical activity c) personal hygiene related to physical activity (the importance of changing one's clothes after engaging in physical activity).</p> <p>The students' knowledge of different physical activities and strategies will be observed throughout the year.</p> <p>An overall <i>Subject Mark</i> will appear on each report card.</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/behaviour (enthusiasm, cooperation and sportsmanship)</p> <p>Self-evaluations</p>
<p>Visual Arts</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 • Only an overall <i>Subject Mark</i> will appear on each report card 	<p>Participation</p> <p>Projects</p> <p>Completion of assignments</p> <p>Presentations</p>
<p>Drama</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 theatre will also be observed throughout the year. • Two subject marks will appear on each report card. • Subject is taught in French. 	<p>Performances (Acting in skits and plays)</p> <p>Ongoing observation of participation and appreciation of drama</p>



Chelsea Elementary School



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.