



## Crestview Elementary School – École Primaire Crestview

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### EVALUATION PLAN

Elementary Cycle 3 (Grades 5)

2020-2021 School Year

Maria Vaccaro

September 2020

The following information pertains to the main evaluation that will concern your child during the current school year.

Main Evaluations													
Subject													
<p><b>English Language Arts</b></p> <p><b>Term Weighting:</b>  <b>Term 1 20%</b>  <b>Term 2 20%</b>  <b>Term 3 60%</b></p>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">1.</td> <td style="width: 85%;">Uses language to communicate and learn</td> <td style="width: 10%; text-align: right;">33%</td> </tr> <tr> <td>2.</td> <td>Reads and listens to spoken, written and media texts</td> <td style="text-align: right;">33%</td> </tr> <tr> <td>3.</td> <td>Produces written and media text</td> <td style="text-align: right;">34%</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total Mark</td> <td style="text-align: right;">100%</td> </tr> </table> <p>We will be learning about the following literary strategies: Self-monitoring; Analysing; Sequencing; Making Connections; Predicting; Inferring; Evaluation; Synthesizing. Students will be evaluated on specific aspects of their written production as well as on oral discussions and presentations.</p> <p>Students will continue to work on their mechanics of spelling and basic reading comprehension skills.</p> <p>In order to ensure the achievement of these competencies, students are <b>monitored and evaluated</b> on a regular basis through different mediums. They include rubrics, oral and written evaluations, Development Reading Assessment, responses to literature, discussion, presentations, individual/group assignments, projects, teacher observations, and teacher judgement.</p>	1.	Uses language to communicate and learn	33%	2.	Reads and listens to spoken, written and media texts	33%	3.	Produces written and media text	34%	Total Mark		100%
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<p><b>Mathematics</b></p> <p><b>Term Weighting:</b>  <b>Term 1 20%</b>  <b>Term 2 20%</b>  <b>Term 3 60%</b></p>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">1.</td> <td style="width: 85%;">Solves a situational problem</td> <td style="width: 10%; text-align: right;">30%</td> </tr> <tr> <td>2.</td> <td>Uses mathematical reasoning</td> <td style="text-align: right;">70%</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total Mark</td> <td style="text-align: right;">100%</td> </tr> </table> <p>Throughout the cycle, concepts relating to patterning, numeration, data management, operations, geometry, Area and grid, multiplication, division, fractions and measurement are taught and learned within these two interrelated competencies. As a result, these competencies are constantly revisited, explored, and practiced.</p> <p>In order to ensure the achievement of these competencies, students are <b>monitored and evaluated</b> on a regular basis through different mediums. They include oral and written evaluations, class work, situational problems, individual/ group assignments, rubrics, teacher observations, and teacher judgement.</p>	1.	Solves a situational problem	30%	2.	Uses mathematical reasoning	70%	Total Mark		100%			
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2.	Uses mathematical reasoning	70%											
Total Mark		100%											
<p><b>Français langue seconde</b></p> <p><b>Mme Hilary Mapp</b></p>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">1.</td> <td style="width: 85%;">Communicates in French</td> <td style="width: 10%; text-align: right;">40%</td> </tr> <tr> <td>2.</td> <td>Understands oral and written texts in French</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>3.</td> <td>Produces oral and written texts in French</td> <td style="text-align: right;">20%</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total Mark</td> <td style="text-align: right;">100%</td> </tr> </table>	1.	Communicates in French	40%	2.	Understands oral and written texts in French	40%	3.	Produces oral and written texts in French	20%	Total Mark		100%
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Total Mark		100%											

<p><b>Term Weighting:</b>  <b>Term 1 20%</b>  <b>Term 2 20 %</b>  <b>Term 3 60 %</b></p>	<p>L'élève sera évalué sur ses habiletés à interagir en français (mot ou phrases), sur sa compréhension de courts textes de genres variés (oral, écrits ou visuel) et sur sa compétence à produire des textes à l'oral et Les outils utilisés seront des observations de l'enseignante, des rubriques, des grilles et de l'auto-évaluation.</p>									
<p><b>Science and Technology</b></p> <p><b>Term Weighting:</b>  <b>Term 1 20%</b>  <b>Term 2 20 %</b>  <b>Term 3 60 %</b></p>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1" data-bbox="305 478 1333 667"> <tr> <td data-bbox="305 478 358 636">1.</td> <td data-bbox="358 478 1060 636">Proposes explanations for, or solutions to, scientific or technological problems; makes the most of scientific and technological tools, objects and procedures; communicates in the language used in science and technology.</td> <td data-bbox="1060 478 1333 636">100%</td> </tr> <tr> <td colspan="2" data-bbox="305 636 1060 667"></td> <td data-bbox="1060 636 1333 667">Total Mark 100%</td> </tr> </table> <p>The essential knowledges that the students must acquire are divided into three main categories: the Material World, Earth and Space and Living Things.</p> <p>In order to ensure the achievement of these competencies, students are <b>monitored and evaluated</b> on a regular basis through different mediums. They include experiments, projects, individual/group assignments, oral and written evaluations, rubrics, teacher observations, and teacher judgement.</p>	1.	Proposes explanations for, or solutions to, scientific or technological problems; makes the most of scientific and technological tools, objects and procedures; communicates in the language used in science and technology.	100%			Total Mark 100%			
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		Total Mark 100%								
<p><b>Geography, History and Citizenship Education</b></p> <p><b>Term Weighting:</b>  <b>Term 1 20%</b>  <b>Term 2 20 %</b>  <b>Term 3 60 %</b></p>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1" data-bbox="305 972 1333 1098"> <tr> <td data-bbox="305 972 358 1066">1.</td> <td data-bbox="358 972 1060 1066">Understands the organization and interprets change in society and its territory; is open to the diversity of societies and their territories</td> <td data-bbox="1060 972 1333 1066">100%</td> </tr> <tr> <td colspan="2" data-bbox="305 1066 1060 1098"></td> <td data-bbox="1060 1066 1333 1098">Total Mark 100%</td> </tr> </table> <p>Students will be learning about the interactions between the European settlers/explorers and the Native Americans through student journals (From LEARN Quebec), and Waypoints workbook. As well, students will explore various continents of the world and the provinces and territories of Canada.</p> <p>In order to ensure the achievement of these competencies, students are <b>monitored and evaluated</b> on a regular basis through different mediums. They include class assignments, projects, presentations, rubrics, oral and written evaluations, teacher observations, and teacher judgement.</p>	1.	Understands the organization and interprets change in society and its territory; is open to the diversity of societies and their territories	100%			Total Mark 100%			
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<p><b>Ethics and Religious Culture</b></p> <p><b>Term Weighting:</b>  <b>Term 1 20%</b>  <b>Term 2 20 %</b>  <b>Term 3 60 %</b></p>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1" data-bbox="305 1434 1333 1560"> <tr> <td data-bbox="305 1434 358 1476">1.</td> <td data-bbox="358 1434 1060 1476">Reflects on ethical questions / Engages in dialogue</td> <td data-bbox="1060 1434 1333 1476">50%</td> </tr> <tr> <td data-bbox="305 1476 358 1528">2.</td> <td data-bbox="358 1476 1060 1528">Demonstrates an understanding of the phenomenon of religion / Engages in dialogue</td> <td data-bbox="1060 1476 1333 1528">50%</td> </tr> <tr> <td colspan="2" data-bbox="305 1528 1060 1560"></td> <td data-bbox="1060 1528 1333 1560">Total Mark 100%</td> </tr> </table> <p><b>Note: Only the total mark will appear on the report card.</b></p> <p>The students will follow a program titled "Around Us". Within this program they are inspired to discuss various ethical dilemmas that pertain to their lives. As well, the students learn about various religious beliefs and holidays from all around the world.</p> <p>In order to ensure the achievement of these competencies, students are <b>monitored and evaluated</b> on a regular basis through different mediums. They include class participation in discussions and debates, oral and written evaluations, individual/group assignments, rubrics, presentations, projects, role play, teacher observations and teacher judgement.</p>	1.	Reflects on ethical questions / Engages in dialogue	50%	2.	Demonstrates an understanding of the phenomenon of religion / Engages in dialogue	50%			Total Mark 100%
1.	Reflects on ethical questions / Engages in dialogue	50%								
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		Total Mark 100%								

<b>Arts Plastiques</b>  <b>Term Weighting:</b> <b>Term 1 20%</b> <b>Term 2 20 %</b> <b>Term 3 60 %</b>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1" data-bbox="305 247 1333 373"> <tr> <td>1.</td> <td>To produce individual and media works in the visual arts</td> <td>70%</td> </tr> <tr> <td>2.</td> <td>To appreciate works of art, traditional artistic objects, media images, personal productions</td> <td>30%</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total Mark</td> <td>100%</td> </tr> </table> <p><b>Note: Only the total mark will appear on the report card.</b></p> <p>Grâce à des travaux artistiques varies, l'élève développera une appréciation générale du monde des arts, de ses propres productions artistiques ainsi que celles de ses camarades. L'évaluation des compétences sera basée sur des échantillons de travaux d'élèves et à la participation.</p>	1.	To produce individual and media works in the visual arts	70%	2.	To appreciate works of art, traditional artistic objects, media images, personal productions	30%	Total Mark		100%		
1.	To produce individual and media works in the visual arts	70%										
2.	To appreciate works of art, traditional artistic objects, media images, personal productions	30%										
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<b>Arts dramatiques</b>  <b>Term Weighting:</b> <b>Term 1 20%</b> <b>Term 2 20 %</b> <b>Term 3 60 %</b>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1" data-bbox="305 621 1383 835"> <tr> <td>1.</td> <td>To invent short scenes</td> <td rowspan="2">70%</td> </tr> <tr> <td>2.</td> <td>To interpret short scenes</td> </tr> <tr> <td>3.</td> <td>To appreciate dramatic works, personal productions and those of classmates</td> <td>30%</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total Mark</td> <td>100%</td> </tr> </table> <p><b>Note: Only the total mark will appear on the report card.</b></p> <p>En art dramatique, différentes techniques seront abordées tel que les mimiques faites avec le visage, les sons que l'on peut faire, imitation, mouvement avec le corps, le mime, l'improvisation, etc. Votre enfant sera amené à écrire de petites scénettes et à les présenter devant ses pairs.</p>	1.	To invent short scenes	70%	2.	To interpret short scenes	3.	To appreciate dramatic works, personal productions and those of classmates	30%	Total Mark		100%
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<b>Physical Education and Health</b>  <b>Laura Bevedere</b>  <b>Weighting:</b> <b>Term 1 20%</b> <b>Term 2 20 %</b> <b>Term 3 60 %</b>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1" data-bbox="305 1115 1333 1241"> <tr> <td>1.</td> <td>Performs movement skills in different physical activity setting; interacts with others in different physical activity settings; adopts a healthy, active lifestyle</td> <td>100%</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total Mark</td> <td>100%</td> </tr> </table> <p>In Phys Ed. the students are expected to have a change of T-shirt (Gr1 to Gr 6 with exception to Spec Ed). Due to Covid-19, students will not be required to change into a T-shirt until further notice. The students also need to have proper running shoes with either Velcro or Laces to ensure their safety. Please note: If you are sending lace up shoes, make sure your child is able to tie them. This year we will be addressing the following sports at different levels depending on age/class: Basic Games, Ultimate Ball, Basketball, Hockey, Gymnastics, Handball, Badminton, Soccer/tee ball. Please note that these sports are subject to change and parents will be informed if this happens. Health class will be done in the gym using interactive games to teach the children healthy habits, fitness and teamwork. The students will be evaluated in the following manner: Teacher Judgement and Teacher observation. Note: Only the total mark will appear on the report card</p>	1.	Performs movement skills in different physical activity setting; interacts with others in different physical activity settings; adopts a healthy, active lifestyle	100%	Total Mark		100%					
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**Comments on Learning:**

For each subject, space is reserved in the report card for us to provide any necessary information regarding your child's strengths, challenges and progress. Different means may also be used to promote communication with you: notes in the agenda, assignments sent home, presentation of your child's work, etc.

**Other comments:**

The report cards will also include comments on the following Cross Curricular Competencies:

	Term 1	Term 2	Term 3
Cycle 1			
Cycle 2			
Cycle 3	<ul style="list-style-type: none"> <li>- Organizes his/her work</li> <li>Works in a team</li> </ul>		<ul style="list-style-type: none"> <li>- Organizes his/her work</li> <li>- Works in a team</li> </ul>

**Clarifications:**

You will be notified of any significant changes made during the school year regarding evaluation of student learning. For more information on evaluation, please do not hesitate to contact your child's teacher.

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

<b>Official Communications</b>	
<b>First Written Communication</b>	On October 15 <sup>th</sup> , you will receive the first written communication, which will include comments on your child's learning and behavior.
<b>First Report Card</b>	The first report card will be sent home on November 20 <sup>th</sup> . This report card will cover the period from the first day of school to November 14 <sup>th</sup> and will count for 20% of the final mark for the year. For Terms 1 and 2, the teacher communicates a mark expressed as a percentage that reflects the knowledge and subject-specific competencies that a student has acquired, based on the evaluations carried out during the term (tests, assignments, etc.).
<b>Second Report Card</b>	The second report card will be sent home March 12 <sup>th</sup> . This report card will cover the period from November 15 <sup>th</sup> to February 14 <sup>th</sup> and will count for 20% of the final mark for the year.
<b>Third Report Card</b>	The third report card will be sent home on June 30 <sup>th</sup> . It will cover the period from February 17 <sup>th</sup> to the end of the school year. The teacher will also include in the evaluation the student's learning as a whole for the year (knowledge and subject-specific competencies). This evaluation counts for 60% of the student's final mark.

**Alignment Table:**

<b>SUBJECT SPECIFIC COMPETENCIES</b>			
<b>Rating scale Term I and II-Progress in the development of the competencies</b>		<b>Rating scale Term III-Competency report</b>	
Exceeds expectations for this reporting period	A <sup>+</sup>	100	Advanced competency development
	A	95	
	A <sup>-</sup>	90	
Clearly satisfies expectations for the reporting period	B <sup>+</sup>	85	Thorough competency development
	B	80	
	B <sup>-</sup>	75	Acceptable competency development
Minimally satisfies expectations for the reporting period	C <sup>+</sup>	70	
	C	65	
	C <sup>-</sup>	60	
Is below expectations for the reporting period	D <sup>+</sup>	55	Partial competency development
	D	50	
Is well below the expectations for the reporting period	F	45	Minimal competency development