



**Crestview Elementary School – École Primaire Crestview**

750 Devonshire Chomedey, Laval H7W 4C7

Tel. (450) 681-6703 Fax (450) 681-6110

**EVALUATION PLAN**

Elementary Cycle 3 (Grade 6)

Homeroom Teacher : Jennifer Amaral

2020-2021 School Year

**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>J. Amaral</b></p> <p><b>Term Weighting:</b></p> <p><b>Term 1 20%</b></p> <p><b>Term 2 20 %</b></p> <p><b>Term 3 60 %</b></p> <p><b>Final Mark 100%</b></p>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1" data-bbox="293 640 1300 779"> <tr> <td>1.</td> <td>Uses language to communicate and learn</td> <td>33%</td> </tr> <tr> <td>2.</td> <td>Reads and listens to spoken, written and media texts</td> <td>33%</td> </tr> <tr> <td>3.</td> <td>Produces written and media text</td> <td>34%</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total Mark</td> <td>100%</td> </tr> </table> <p>We are addressing the following literary strategies in these years: Self-monitoring; Analysing; Sequencing; Making Connections; Predicting; Inferring; Evaluation; Synthesizing; Constructing meaning; Noting Structures and Features; Offering Judgement. Students will be evaluated on specific aspects of their written production as well as on oral discussions and presentations.</p> <p>Students will develop their English Language Arts competencies through the use of novels, themes and literature circles. This will allow assessment of a wide range of reading, writing and thinking skills. Students will also develop their talents with respect to media. They will research/create different types of presentations such as pamphlets, posters and Powerpoint presentations.</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:</p> <ul style="list-style-type: none"> <li>✓ Teacher Observation</li> <li>✓ Rubrics</li> <li>✓ Quizzes and Tests</li> <li>✓ Projects</li> <li>✓ Presentations</li> <li>✓ Group Work (if the situation permits)</li> <li>✓ Reading Responses / Journals</li> <li>✓ Portfolios</li> <li>✓ Self-Evaluation</li> <li>✓ Book Discussions</li> </ul> <p>At the end of Cycle 3 (Grade 6), students will take a <b>MELS Compulsory Exam</b> (LES - Learning and Evaluation Situation) that will <b>count for 20% of the overall final mark.</b></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%
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%												

<p><b>Mathematics</b></p> <p><b>J. Amaral</b></p> <p><b>Term</b></p> <p><b>Weighting:</b></p> <p><b>Term 1 20%</b></p> <p><b>Term 2 20 %</b></p> <p><b>Term 3 60 %</b></p> <p><b>Final Mark</b></p> <p><b>100%</b></p>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1" data-bbox="293 155 1304 258"> <tr> <td>1.</td> <td>Solves a situational problem</td> <td>30%</td> </tr> <tr> <td>2.</td> <td>Uses mathematical reasoning</td> <td>70%</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total Mark</td> <td>100%</td> </tr> </table> <p>Throughout the cycle, concepts relating to patterning, numeration, data management, probability, operations, geometry, 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>Students will develop their Mathematics competencies through the use of the Decimal / Numbers Program, a workbook, reference guide, study guide, worksheets, manipulatives, games, and videos.</p> <p>The student development of these competencies will be evaluated through :</p> <ul style="list-style-type: none"> <li>✓ Teacher Observation</li> <li>✓ Quizzes and Tests</li> <li>✓ Application Problems</li> <li>✓ Situational Problems</li> <li>✓ Math drills (Mental Math)</li> </ul> <p>At the end of Cycle 3 (<b>Grade 6</b>), <b>students will take a MELS Compulsory Exam that will count for 20% of the overall final mark.</b></p>	1.	Solves a situational problem	30%	2.	Uses mathematical reasoning	70%	Total Mark		100%			
1.	Solves a situational problem	30%											
2.	Uses mathematical reasoning	70%											
Total Mark		100%											
<p><b>Français langue seconde</b></p> <p><b>Mme Drissi</b></p> <p><b>Term</b></p> <p><b>Weighting:</b></p> <p><b>Term 1 20%</b></p> <p><b>Term 2 20 %</b></p> <p><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="293 909 1304 1045"> <tr> <td>1.</td> <td>Communicates in French</td> <td>40%</td> </tr> <tr> <td>2.</td> <td>Understands oral and written texts in French</td> <td>40%</td> </tr> <tr> <td>3.</td> <td>Produces oral and written texts in French</td> <td>20%</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total Mark</td> <td>100%</td> </tr> </table> <p>Ces trois compétences seront évaluées à chaque étape selon la progression des apprentissages, le niveau de l'élève et ses aptitudes, mais aussi en fonction de son plan d'intervention adapté (IEP), s'il a été mis en place.</p> <p>Pour optimiser l'apprentissage de la langue seconde, les élèves seront exposés à une variété de textes, d'activités significatives telles que banques de mots, productions orales et écrites, cercles et comptes rendus de lecture, activités d'écoute et analyses grammaticales.</p> <p>L'évaluation des compétences se fera à l'aide de discussions de groupes, de grilles, de rubriques, de quiz, de tests ou d'examen, d'auto-évaluations et d'observations de l'enseignante, à partir d'échantillons de travaux d'élèves.</p> <p>À la fin du cycle (<b>6<sup>e</sup> année</b>), <b>les élèves devront faire une SÉ (situation d'évaluation) obligatoire en 6<sup>e</sup> année (SWLSB) qui comptera parmi les autres résultats pour la 3<sup>e</sup> étape.</b></p>	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%
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%											

**Science and Technology**

**Mrs. Bella**

**Term**

**Weighting:**

**Term 1 20%**

**Term 2 20 %**

**Term 3 60 %**

**The following competencies and weightings are included in this subject:**

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%

The essential knowledge that the students must acquire are divided into three main categories: the Material World, Earth and Space and Living Things.

Students will develop their Science competency through the use of videos, handouts/prepared notes, experiments, and projects.

The student development of the competencies will be evaluated through:

- ✓ Teacher Observation
- ✓ Rubrics
- ✓ Quizzes and Tests
- ✓ Discussions
- ✓ Experiments
- ✓ Group Work
- ✓ Assignments
- ✓ projects

**Geography, History and Citizenship Education**

**J.Donas**

**Term**

**Weighting:**

**Term 1 20%**

**Term 2 20 %**

**Term 3 60 %**

**The following competencies and weightings are included in this subject:**

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%

Students will be learning about Canada; how it came to be and who is responsible for the current state and reputation it has today, through the study of its history and geography. The focus will be on Canada from 1900 to the present. Other countries/societies will also be compared/contrasted.

Students will develop their GHC competencies through a series of modules "Places in Time", prepared notes from the teacher, research projects, videos and other online resources.

The student development of these competencies will be evaluated through:

- ✓ Teacher Observation
- ✓ Rubrics
- ✓ Quizzes and Tests
- ✓ Group Projects
- ✓ Presentations
- ✓ Dialogues
- ✓ Assignments
- ✓ Worksheets

**Ethics and Religious Culture**

**B. Patel**

**Term Weighting:**  
**Term 1 20%**  
**Term 2 20 %**  
**Term 3 60 %**

**The following competencies and weightings are included in this subject:**

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%

**Note: Only the total mark will appear on the report card.**

Students will learn about various social/cultural/religious groups, traditions, symbols and expressions. Students will also learn about stereotypes and discrimination that exist and how to embrace and respect differences. Students will be asked to make connections and to reflect on similarities and differences. They will have many opportunities to engage in dialogue independently and with peers. Emphasis will be placed on being respectful of differences whether based on gender, ethnicity, language, religion, culture, sexuality or opinions. Students will also reflect on ethical questions and dilemmas.

Students will develop their ERC competencies through the use of videos, media sources, handouts, themes and discussions of moral dilemmas that are prevalent both in society and in youth. Students will explore themes about religion, and discrimination and stereotypes pertaining to race, ethnicity, gender and sexuality.

The competencies will be monitored and evaluated through:

- ✓ Teacher Observation
- ✓ Discussions / Debates
- ✓ Group projects
- ✓ Presentations
- ✓ Various writing assignments

Please note that a grade will not be provided in Term 1 for Competency 2: Demonstrates an understanding of the phenomenon of religion/Engages in dialogue. This competency will appear as NR (Not Reported) for Term 1. The competency will be evaluated but will only be reported in Term 2 and 3.

**Arts plastiques**

**Mme. Drissi**

**Term Weighting:**  
**Term 1 20%**  
**Term 2 20 %**  
**Term 3 60 %**

**The following competencies and weightings are included in this subject:**

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%

**Note: Only the total mark will appear on the report card.**

À travers ces compétences, l'élève apprendra différentes connaissances, du vocabulaire, des techniques et des médiums, tout en réalisant des créations. Grâce à des travaux artistiques variés, l'élève développera une appréciation générale du monde des arts, de ses propres productions artistiques ainsi que celles de ses camarades.

L'évaluation sera basée sur des échantillons de travaux d'élèves et sur leur participation et interprétation des oeuvres vues en classe. Les outils utilisés seront principalement des grilles, des rubriques, de l'auto-évaluation et des observations de l'enseignante.

<b>Art dramatique</b>	<b>The following competencies and weightings are included in this subject:</b>	
<b>Mme.Drissi</b>	1. To invent short scenes	70%
	2. To interpret short scenes	
	3. To appreciate dramatic works, personal productions and those of classmates	30%
<b>Term</b>	<b>Total Mark 100%</b>	
<b>Weighting:</b>	<b>Note: Only the total mark will appear on the report card</b>	
<b>Term 1 20%</b>	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, la décoration, l'improvisation, etc. Votre enfant sera amené à écrire de petites scénettes et à les présenter devant ses pairs.	
<b>Term 2 20 %</b>		
<b>Term 3 60 %</b>	Les élèves seront évalués à l'aide de rubriques, de participations, des efforts fournis, suivis de consignes et des observations de l'enseignante.	

<b>Physical Education and Health</b>	<b>The following competencies and weightings are included in this subject:</b>	
<b>Laura Bevedere</b>	1 Performs movement skills in different physical activity settings; interacts with others in different physical activity settings; adopts a healthy, active lifestyle 100	100 %
	<b>Total Mark 100%</b>	
<b>Weighting:</b>	<b>Note: Only the total mark will appear on the report card</b>	
<b>Term 1 20%</b>	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.	
<b>Term 2 20 %</b>		
<b>Term 3 60 %</b>		

**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 3	Organizes his/her work Works in a team		Organizes his/her work Works in a team

**Clarifications:**

\*All students on a modified program will be evaluated according to the goals outlined in their IEP.\*

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:

Official Communications	
<b>First Written Communication</b>	On <b>October 15<sup>th</sup></b> , 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 <b>November 20<sup>th</sup></b> . This report card will cover the period from the first day of school to <b>November 6<sup>th</sup></b> 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.). Parent/Teacher interviews will be scheduled for the evening of <b>November 19<sup>th</sup></b> .
<b>Second Report Card</b>	The second report card will be sent home <b>March 12<sup>th</sup></b> . This report card will cover the period from November 7 <sup>th</sup> to February 19 <sup>th</sup> and will count for 20% of the final mark for the year.
<b>Student Led Conferences</b>	Portfolio Night will be held on <b>April 22<sup>nd</sup></b> .
<b>Third Report Card</b>	The third report card will be sent home on <b>June 30<sup>th</sup></b> . It will cover the period from February 20 <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.

SUBJECT SPECIFIC COMPETENCIES			
Rating scale Term I and II-Progress in the development of the competencies		Rating scale Term III-Competency report	
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

Minimally satisfies expectations for the reporting period	C <sup>+</sup>	70	development
	C	65	
	C <sup>-</sup>	60	
Slightly below expectations for the reporting period	D <sup>+</sup>	55	Partial competency development
	D	50	
Well below the expectations for the reporting period	F	45	Minimal competency development