



## Crestview Elementary School – École Primaire Crestview

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### EVALUATION PLAN

Special Education Cycle 3

Joanna Donas

**September 2020**

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

Main Evaluations																								
Subject																								
<b>English Language Arts</b>  <b>Joanna Donas</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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 65%;"></th> <th style="width: 15%;">Term 1</th> <th style="width: 15%;">Term 2</th> <th style="width: 15%;">Term 3</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Uses language to communicate and learn (33%)</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Reads and listens to spoken, written and media texts (33%)</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>Produces written and media text (33%)</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </tbody> </table> <p>We are addressing the following literary strategies: Self-monitoring; Analysing; Sequencing, Making Connection, Predicting, Inferring; Synthesizing; Constructing Meaning and 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 stories and different themes. 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 be engaged in a variety of research projects that will be produced through presentations and written assignments.</p> <p>Monitoring of progress and evaluation is done by means of:</p> <ul style="list-style-type: none"> <li>• Active engagement and listening</li> <li>• Checklists</li> <li>• Quizzes and Tests</li> <li>• Rubrics</li> <li>• Teacher observation</li> <li>• Teacher judgement</li> <li>• Portfolios</li> <li>• Self - evaluation</li> <li>• DRA evaluation</li> <li>• Oral Presentations</li> <li>• Group work</li> <li>• Written Assignment</li> </ul>						Term 1	Term 2	Term 3	1.	Uses language to communicate and learn (33%)	X	X	X	2.	Reads and listens to spoken, written and media texts (33%)	X	X	X	3.	Produces written and media text (33%)	X	X	X
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<b>Mathematics</b>  <b>Joanna Donas</b>  <b>Term Weighting:</b> <b>Term 1 20%</b>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 65%;"></th> <th style="width: 15%;">Term 1</th> <th style="width: 15%;">Term 2</th> <th style="width: 15%;">Term 3</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Solves a situational problem (20%)</td> <td style="text-align: center;">NR</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Uses mathematical reasoning (80%)</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </tbody> </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>						Term 1	Term 2	Term 3	1.	Solves a situational problem (20%)	NR	X	X	2.	Uses mathematical reasoning (80%)	X	X	X					
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<p><b>Term 2 20 %</b> <b>Term 3 60 %</b></p>	<p>Students will develop their Mathematics competencies through the use of the Digits/Numbers Math program, workbooks, worksheets, manipulatives, games and through Interactive Media.</p> <p>Monitoring of progress and evaluation is done by means of:</p> <ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Teacher observation</li> <li>• Teacher judgement</li> <li>• Rubrics</li> <li>• Checklists</li> </ul>																				
<p><b>Français langue seconde</b> <b>Alexandra Levesque</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="321 590 1560 779"> <thead> <tr> <th></th> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Communicates in French (40%)</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>2.</td> <td>Understands oral and written texts in French (40%)</td> <td>X</td> <td>NR</td> <td>X</td> </tr> <tr> <td>3.</td> <td>Produces oral and written texts in French (20%)</td> <td>NR</td> <td>X</td> <td>X</td> </tr> </tbody> </table> <p>Monitoring of progress and evaluation is done by means of:</p> <p>L'élève sera évalué sur ses habiletés à <b>interagir en français</b> (mot ou phrases), sur <b>sa compréhension</b> de courts textes de genres variés (oral, écrits ou visuel) et sur sa compétence à <b>produire des textes à l'oral et à l'écrit</b> en se basant sur les modèles qui lui seront présentés en classe. Les outils d'évaluations utilisés seront des rubriques, des listes de vérification et des tests.</p> <p>Les compétences identifiées avec (NR) dans le tableau seront évaluées dans l'étape mais la note sera calculée seulement à l'étape indiquée par (X).</p> <p><i>Although there are competencies that will not be reported (NR) at certain terms, evaluations will be collected throughout the term but will only be reported in the term indicated (X) in the table above.</i></p>			Term 1	Term 2	Term 3	1.	Communicates in French (40%)	X	X	X	2.	Understands oral and written texts in French (40%)	X	NR	X	3.	Produces oral and written texts in French (20%)	NR	X	X
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<p><b>Ethics and Religious Cultures</b></p> <p><b>Joanna Donas</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="321 1283 1560 1493"> <thead> <tr> <th></th> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Reflects on ethical questions / Engages in dialogue (50%)</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>2.</td> <td>Demonstrates an understanding of the phenomenon of religion / Engages in dialogue (50%)</td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table> <p><b>Note: Only the total mark will appear on the report card.</b></p> <p>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 reflect on similarities and differences. They will have many opportunities to engage in dialogue. Students will also reflect on ethical questions and dilemmas.</p> <p>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.</p> <p>Monitoring of progress and evaluation is done by means of:</p>			Term 1	Term 2	Term 3	1.	Reflects on ethical questions / Engages in dialogue (50%)	X	X	X	2.	Demonstrates an understanding of the phenomenon of religion / Engages in dialogue (50%)	X	X	X					
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	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher judgement</li> <li>• Discussions</li> <li>• Rubrics and Checklists</li> <li>• Active engagement and listening</li> <li>• Group projects</li> <li>• Presentations</li> <li>• Various writing assignments</li> </ul>
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<b>Art</b>  <b>Joanna Donas</b>	<b>The following competencies and weightings are included in this subject:</b>									
	<table border="1"> <tr> <td>1.</td> <td>Produces individual and media works in the visual arts</td> <td>70%</td> </tr> <tr> <td>2.</td> <td>Appreciates works of art, traditional artistic objects, media images, personal productions</td> <td>30%</td> </tr> <tr> <td colspan="2"></td> <td><b>Total Mark 100%</b></td> </tr> </table>	1.	Produces individual and media works in the visual arts	70%	2.	Appreciates works of art, traditional artistic objects, media images, personal productions	30%			<b>Total Mark 100%</b>
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<b>Term Weighting:</b> <b>Term 1 20%</b> <b>Term 2 20 %</b> <b>Term 3 60 %</b>	<p><b>Note: Only the total mark will appear on the report card.</b></p> <p>Monitoring of progress and evaluation is done by means of:</p> <p>La formation en arts plastiques au primaire suppose le développement de <i>deux compétences complémentaires et interdépendantes</i>.</p> <ol style="list-style-type: none"> <li>1. Réaliser des créations plastiques personnelles et médiatiques (70%).</li> <li>2. Apprécier des œuvres d'art, des objets culturels du patrimoine artistique, des images médiatiques, ses réalisations et celles de ses camarades (30%).</li> </ol> <p><i>Les outils qui utilisés seront : les projets d'arts plastiques, des listes de vérification, des rubriques et des observations.</i></p>									

<b>Arts Dramatique</b>  <b>Joanna Donas</b>	<b>The following competencies and weightings are included in this subject:</b>											
	<table border="1"> <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"></td> <td><b>Total Mark 100%</b></td> </tr> </table>	1.	To invent short scenes	70%	2.	To interpret short scenes	3.	To appreciate dramatic works, personal productions and those of classmates.	30%			<b>Total Mark 100%</b>
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<b>Term Weighting:</b> <b>Term 1 20%</b> <b>Term 2 20 %</b> <b>Term 3 60 %</b>	<p><b>Note: Only the total mark will appear on the report card.</b></p> <p>Au deuxième cycle, plusieurs notions travaillées notamment:</p> <ul style="list-style-type: none"> <li>• Jouer avec la voix</li> <li>• Interpréter des mouvements, des chansons, des scènettes</li> <li>• Improviser</li> <li>• Utiliser sa propre imagination!</li> </ul> <p>Les élèves seront évalués à l'aide de rubriques (participation, effort, suivi de consignes, etc...) qui seront évoquées avant l'exécution de la tâche.</p>											

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

<b>Science and Technology</b>  <b>Joanna Donas</b>  <b>Term Weighting:</b> <b>Term 1 20%</b> <b>Term 2 20 %</b> <b>Term 3 60 %</b>	<b>The following competencies and weightings are included in this subject:</b>			
	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%)	Term 1 X	Term 2 X	Term 3 X
The essential knowledges that the students must acquire are divided into three main categories: The Material World, Earth and Space and Living Things.  Student will develop their Science competency through the use of videos, handouts, teacher prepared notes, experiments, posters and interactive media.  The student development of the competencies will be evaluated through: <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Rubrics</li> <li>• Checklists</li> <li>• Teacher judgement</li> <li>• Active engagement and listening</li> <li>• Experiments and Group work</li> <li>• Quizzes</li> </ul>				

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**Geography,  
History and  
Citizenship  
Education**

**Joanna Donas**

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

		Term 1	Term 2	Term 3
1.	Understands the organization and interprets change in society and its territory; is open to the diversity of societies and their territories. (100%)	X	X	X

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. We will focus on Canada between 1820 and 1900. Other countries/societies will also be compared/contrasted.

Students will develop their GHC competency through a series of modules in the new program ``Waypoints``, prepared notes from the teacher, research projects, videos and other online resources.

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

The student development of the competencies will be evaluated through:

- Teacher observation and judgement
- Rubrics and Checklists
- Presentations
- Assignments
- Active engagement and listening
- Group projects
- Quizzes

**Individualized Education Plan (IEP):**

An IEP will be provided for your child so that they can be successful with their learning and behaviour goals. **Your child is on a modified program** and their grades will be based on their IEP goals and the content and skills they were taught within the term. It is important to consider this when looking at the report card results.

**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	
Minimally satisfies expectations for the reporting period	C <sup>+</sup>	70	Acceptable competency development
	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

**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	N/A	Organizes his/her work – Works in a team

**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:

## Official Communications

<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 6 <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 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 conference</b>	Portfolio Night will be held on April 22 <sup>nd</sup> .
<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 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.