



**Crestview Elementary School – École Primaire Crestview**

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**EVALUATION PLAN**

Elementary Cycle 3 (Grade 5)

Home Room Teacher : Christine Amanatidis

2020-2021 School Year

September 2020

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

<b>Main Evaluations</b>													
<b>Subject</b>													
<p><b>English Language Arts</b></p> <p><b>Christine Amanatidis</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>Final Mark 100%</b></p>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1"> <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>Cycle III addresses the following literary strategies: 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><b>Students will develop their ELA competencies through:</b>            Novel Studies, Thematic Units, Literature Circles, Reading \ Writing Strategy Units. Grammar Skills are integrated in each area and emphasized in specific programs. Students will create different types of presentations with respect to media.</p> <p>Students are monitored and evaluated on a regular basis.            Development in the competencies will be evaluated through:</p> <ul style="list-style-type: none"> <li>● Teacher Observation and Judgement</li> <li>● Rubrics</li> <li>● Quizzes and Tests</li> <li>● Projects</li> <li>● Presentations</li> <li>● Group Work</li> <li>● Reading Responses</li> <li>● Portfolios</li> <li>● Self-Evaluation</li> <li>● Book Discussions</li> </ul>	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>Christine Amanatidis</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>Final Mark 100%</b></p>	<p><b>The following competencies and weightings are included in this subject:</b></p> <table border="1" data-bbox="316 220 1344 315"> <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, operations, geometry, 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><b>Students will develop their Math competencies through:</b>  The use of Situational problems and Application problems, ERPI Elementary Decimals Program, Workbook A and B, worksheets, systematic use of concrete and virtual manipulatives, mathematical videos, and the use of online math sites.</p> <p>At the end of each term, students will be evaluated on their ability to solve situational problems and use mathematical reasoning. Students' mathematical knowledge will also be evaluated on a regular basis.</p> <p><b>The student development of the competencies will be evaluated through:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation and Judgement</li> <li>• Quizzes and tests</li> <li>• Application Problems</li> <li>• Situational Problems</li> <li>• Math Drills</li> </ul> <p>Note: Students are expected to know their basic math facts. (+ - × ÷)</p>	1.	Solves a situational problem	30%	2.	Uses mathematical reasoning	70%	Total Mark		100%			
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<p><b>Français langue seconde</b></p> <p><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="316 1234 1344 1360"> <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><b>Note: Only the total mark will appear on the report card.</b></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, discussion de groupe, 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 ou de tests ou d'examens, d'auto-évaluation et d'observations de l'enseignante, à partir d'échantillons de travaux d'élèves.</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%
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<p><b>Science and Technology</b></p> <p><b>Bella Patel</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="318 157 1344 373"> <tr> <td data-bbox="318 157 380 338">1.</td> <td data-bbox="380 157 1073 338">Proposes explanations for or solutions to scientific or technological problems Makes the most of scientific and technological tools, objects and procedures Communicates in the languages used in science and technology</td> <td data-bbox="1073 157 1344 338">100%</td> </tr> <tr> <td colspan="2" data-bbox="318 338 1073 373" style="text-align: right;">Total Mark</td> <td data-bbox="1073 338 1344 373">100%</td> </tr> </table> <p>The Essential Knowledge that the students must acquire are divided into three main categories: the Material World, Earth and Space and Living Things.</p> <p><b>Students will develop their Science competencies through:</b> Teacher prepared materials and online interactive activities.</p> <p><b>The student development of the competencies will be evaluated through any of the following:</b></p> <ul style="list-style-type: none"> <li>● reviews</li> <li>● quizzes and tests</li> <li>● teacher observation and judgement</li> <li>● reflections</li> <li>● projects</li> <li>● experiments</li> <li>● group work</li> <li>● discussions.</li> </ul>	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 languages used in science and technology	100%	Total Mark		100%			
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<p><b>Geography, History and Citizenship Education</b></p> <p><b>Bella Patel</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="318 1171 1344 1297"> <tr> <td data-bbox="318 1171 380 1262">1.</td> <td data-bbox="380 1171 1073 1262">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="1073 1171 1344 1262">100%</td> </tr> <tr> <td colspan="2" data-bbox="318 1262 1073 1297" style="text-align: right;">Total Mark</td> <td data-bbox="1073 1262 1344 1297">100%</td> </tr> </table> <p><b>Students will develop their GHC competencies through:</b> The series “Way Points ” and other teachers-prepared materials. The materials include maps, illustrations and photographs that bring historical and present day situations to life.</p> <p><b>The student development of the competencies will be evaluated through any of the following:</b></p> <ul style="list-style-type: none"> <li>● reviews</li> <li>● quizzes and tests</li> <li>● teacher observation and judgement</li> <li>● assignments</li> <li>● projects</li> <li>● group work</li> <li>● discussions</li> </ul>	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>The following competencies and weightings are included in this subject:</b></p> <table border="1" data-bbox="318 1877 1344 1997"> <tr> <td data-bbox="318 1877 380 1906">1.</td> <td data-bbox="380 1877 1073 1906">Reflects on ethical questions / Engages in dialogue</td> <td data-bbox="1073 1877 1344 1906">50%</td> </tr> <tr> <td data-bbox="318 1906 380 1969">2.</td> <td data-bbox="380 1906 1073 1969">Demonstrates an understanding of the phenomenon of religion / Engages in dialogue</td> <td data-bbox="1073 1906 1344 1969">50%</td> </tr> <tr> <td colspan="2" data-bbox="318 1969 1073 1997" style="text-align: right;">Total Mark</td> <td data-bbox="1073 1969 1344 1997">100%</td> </tr> </table>	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%
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<p><b>Bella Patel</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>Note: Only the total mark will appear on the report card.</b></p> <p>Students will learn about different social/cultural/religious environments, traditions, symbols and expressions. They will be asked to make connections and to reflect on the similarities and differences. They will have many opportunities to dialogue, by themselves and in groups. Emphasis will be placed on being respectful of differences whether it be people, cultures or opinions. Students will also reflect on ethical questions and moral dilemmas.</p> <p>Students will develop their ERC competencies through the use of handouts, videos, themes and discussions of moral dilemmas that are prevalent in the minds of today's youth.</p> <p><b>The student development of the competencies will be evaluated through:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Dialogue/Discussions</li> <li>● Written Reflections</li> <li>● Projects/Presentation</li> <li>● Assignments</li> <li>● Tests/Quizzes</li> </ul>											
<p><b>Arts plastiques</b></p> <p><b>Noudhar Drissi</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="316 798 1347 924"> <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>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.</p> <p>L'évaluation sera basée sur des échantillons de travaux d'élèves et la participation. Les outils utilisés seront principalement des grilles, des rubriques, de l'auto-évaluation et des observations de l'enseignante.</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%		
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<p><b>Arts Dramatiques</b></p> <p><b>Noudhar Drissi</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="316 1365 1396 1564"> <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> <p>Les élèves seront évalués à l'aide de rubrique, participation, effort, suivi de consignes et l'observation de l'enseignante.</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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	<p><b>The following competencies and weightings are included in this subject:</b></p>											

<b>Physical Education and Health</b>	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%
<b>Laura Belvedere</b>	<p>In Phys Ed, students are expected to have a change of T-shirt and shorts/sweatpants. The students also need proper running shoes with either Velcro or laces to ensure their safety.</p> <p>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</p> <p>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.</p> <p>The students will be evaluated in the following manner:</p> <ul style="list-style-type: none"> <li>● Teacher judgement</li> <li>● Teacher observation</li> <li>● Oral/written evaluations</li> </ul>		
<b>Term Weighting:</b> <b>Term 1 20%</b> <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:

<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 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.). Parent/Teacher interviews will be scheduled for the evening of November 19 <sup>th</sup> .
<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 6 <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 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 19 <sup>th</sup> to the end of the school year. The teacher will also include in the evaluation of 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.

<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

Minimally satisfies expectations for the reporting period	C <sup>+</sup>	70	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