

Crestview Elementary School – École Primaire Crestview

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EVALUATION PLAN

Elementary Cycle 3 (Grade 6)

2020-2021 School Year

Homeroom Teacher: Melissa Parente

September 2020

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

Main Evaluations

Subject		
English Language Arts Melissa Parente	The following competencies and weightings are included in this subject:	
	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%	
Term Weighting: Term 1 20% Term 2 20% Term 3 60% Final Mark 100%	We are addressing the following literary strategies this academic school year: Self-monitoring; Analyzing; Sequencing; Making Connections; Predicting; Inferring; Evaluation; Synthesizing; Constructing Meaning; Noting Structures/Features; Offering Judgment. Students will be evaluated on specific aspects of their written production as well as on oral discussions and presentations.	
	Students will develop their English Language Arts competencies through the use of themes, guided reading, Reciprocal Teaching and various literary types. This will allow assessment of a wide range of reading, writing and thinking skills. Students will also develop their competencies with respect to media. They will research and create various types of presentations such as pamphlets, posters, videos, PSA's and presentation slide shows.	
	In order to ensure the achievement of these competencies, students are monitored and evaluated on a regular basis through different mediums:	
	<ul style="list-style-type: none"> ✓ Teacher Observation ✓ Response to Literature ✓ Rubrics ✓ Presentations ✓ Research Projects ✓ Advertisements/Comic Strip/Newspaper ✓ Portfolios ✓ Self-Evaluation ✓ Peer-Evaluation ✓ Discussions ✓ Exit slips ✓ Reading assessments ✓ Writing assessments ✓ Photo/media project ✓ Learning and Evaluation Situations (LES) (see below) 	

At the end of Cycle 3 (**Grade 6**), students will take a **MELS Compulsory Exam** (LES - Learning and Evaluation Situation) that will **count for 20% of the overall final mark**.

Mathematics
Melissa Parente

The following competencies and weightings are included in this subject:

1.	Solves a situational problem	30%
2.	Uses mathematical reasoning	70%
Total Mark		100%

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

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.

Students will develop their Mathematics competencies through the use of the Decimal / Numbers Program, worksheets, reference and study guide, worksheets, manipulatives, games, and videos.

Final Mark
100%

The student development of these competencies will be evaluated through:

- ✓ Teacher Observation
- ✓ Tests and Quizzes
- ✓ Application Problems
- ✓ Situational Problems
- ✓ Math drills (Mental Math)

At the end of Cycle 3 (**Grade 6**), students will take a **MELS Compulsory Exam** that will **count for 20% of the overall final mark**.

Français
langue
seconde
Hilary- Ann
Mapp

The following competencies and weightings are included in this subject:

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%

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

L'élève sera évalué sur ses habiletés à interagir en français (mots 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 à l'écrit en se basant sur les modèles qui lui seront présenté en classe.

Les outils d'évaluations utilisés seront des rubriques, des listes de vérification, discussion de groupe, des tests et des quiz, d'auto-évaluation et observation de l'enseignante, à partir d'échantillons de travaux d'élèves.

Les compétences identifiées avec (NR) dans le tableau seront évaluées dans l'étape mais la note sera calculée seulement à l'étape indiquée à la prochaine étape.

À la fin du troisième cycle (6e année), les élèves devront subir une SÉ (situation d'évaluation) obligatoire en 6e année (SWLSB) qui comptera parmi les autres résultats pour la 3e étape.

<p>Science and Technology Melissa Parente</p> <p>Term Weighting: Term 1 20% Term 2 20 % Term 3 60 %</p>	<p>The following competencies and weightings are included in this subject:</p> <table border="1" data-bbox="289 256 1317 453"> <tr> <td data-bbox="289 256 342 453">1.</td> <td data-bbox="342 256 1045 453">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="1045 256 1317 453">100%</td> </tr> <tr> <td colspan="2" data-bbox="289 422 1045 453" style="text-align: right;">Total Mark</td> <td data-bbox="1045 422 1317 453">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. Students will develop their Science competency through the use of videos, handouts/prepared notes, experiments, and projects.</p> <p>The student development of the competencies will be evaluated through:</p> <ul style="list-style-type: none"> ✓ Teacher Observation ✓ Tests and Quizzes ✓ Discussions ✓ Experiments ✓ Group Work ✓ Rubrics ✓ Assignments 	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%
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%					
<p>Geography, History and Citizenship Education Melissa Parente</p> <p>Term Weighting: Term 1 20% Term 2 20 % Term 3 60 %</p>	<p>The following competencies and weightings are included in this subject:</p> <table border="1" data-bbox="289 1039 1317 1171"> <tr> <td data-bbox="289 1039 342 1171">1.</td> <td data-bbox="342 1039 1045 1171">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="1045 1039 1317 1171">100%</td> </tr> <tr> <td colspan="2" data-bbox="289 1140 1045 1171" style="text-align: right;">Total Mark</td> <td data-bbox="1045 1140 1317 1171">100%</td> </tr> </table> <p>Students will be learning about the history and geography of Quebec and Canada; how it came to be for the current state with an emphasis on changes that occurred from 1905 to 1980. Students will learn about how these changes and other countries and societies influenced population, economic growth, lifestyle and political decisions.</p> <p>Students will develop their GHC competencies through the “Waypoints” workbook, prepared notes from the teacher, research projects, videos, Smart Board resources and other online resources.</p> <p>The competencies will be monitored and evaluated through:</p> <ul style="list-style-type: none"> ✓ Teacher Observation ✓ Tests and Quizzes ✓ Discussions ✓ Group Projects ✓ Discussions ✓ Presentations ✓ Rubrics ✓ Worksheets ✓ Assignments/Projects 	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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Total Mark		100%					

<p>Ethics and Religious Culture Melissa Parente</p> <p>Term Weighting: Term 1 20% Term 2 20 % Term 3 60 %</p>	<p>The following competencies and weightings are included in this subject:</p> <table border="1"> <tr> <td>1.</td> <td>Reflects on ethical questions / Engages in dialogue</td> <td>50%</td> </tr> <tr> <td>2.</td> <td>Demonstrates an understanding of the phenomenon of religion / Engages in dialogue</td> <td>50%</td> </tr> <tr> <td colspan="2"></td> <td>Total Mark 100%</td> </tr> </table> <p>Note: Only the total mark will appear on the report card.</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 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.</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>The competencies will be monitored and evaluated through:</p> <ul style="list-style-type: none"> ✓ Teacher Observation ✓ Tests and Quizzes ✓ Discussions/Debates ✓ Role play assignments ✓ Rubrics ✓ Presentations ✓ Various writing assignments ✓ Group projects <p>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.</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%
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		Total Mark 100%								
<p>Arts plastiques Melissa Parente</p> <p>Term Weighting: Term 1 20% Term 2 20 % Term 3 60 %</p>	<p>The following competencies and weightings are included in this subject:</p> <table border="1"> <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"></td> <td>Total Mark 100%</td> </tr> </table> <p>Note: Only the total mark will appear on the report card.</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 sur la participation. Les outils utilisés seront principalement des grilles, des rubriques, de l'auto-évaluation et des observations de l'enseignante.</p> <p>Les outils d'évaluations seront :</p> <ul style="list-style-type: none"> ✓ des projets en classe ✓ des observations ✓ des rubriques ✓ des listes de vérifications 	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>Art Dramatique Melissa Parente</p> <p>Term Weighting: Term 1 20% Term 2 20 % Term 3 60 %</p>	<p>The following competencies and weightings are included in this subject:</p> <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>Total Mark 100%</td> </tr> </table> <p>Note: Only the total mark will appear on the report card.</p> <p>En art dramatique, différentes techniques seront abordées tel que les mimiques faites avec le visage, les émotions, 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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<p>Physical Education and Health Laura Belvedere</p> <p>Term Weighting: Term 1 20% Term 2 20 % Term 3 60 %</p>	<p>The following competencies and weightings are included in this subject:</p> <table border="1"> <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"></td> <td>Total Mark 100%</td> </tr> </table> <p>Note: Only the total mark will appear on the report card.</p> <p>In Phys Ed the students are expected to have a change of T-shirt (Gr 1 to Gr 6 with exception to Spec Ed). <u>Due to Covid-19, students will not be required to change into a T-shirt until further notice.</u></p> <p>The students also need to have proper running shoes with either Velcro or Laces to ensure their safety. <u>Please note: If you are sending lace up shoes, make sure your child is able to tie them.</u></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. Please note that these sports are subject to change and parents will be informed if this happens.</p> <p>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"> ✓ Teacher Observation ✓ Teacher Judgment 	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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		Total Mark 100%										

Individualized Education Plan (IEP):

An IEP may be provided for your child so that they can be successful with their learning and behaviour goals. Your child may be on a modified program or have adaptations made in specific subject areas and their grades will be based on their IEP goals. It is important to consider this when looking at the report card results. Should your child require an IEP, you will be notified and included in the process.

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	NA	- 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	
First Written Communication	On October 15 th , you will receive the first written communication, which will include comments on your child's learning and behavior.
First Report Card	The first report card will be sent home on November 20 th . This report card will cover the period from the first day of school to November 6 th and will count for 20% of the final mark for the year. A parent- teacher interview will be scheduled after reports are sent home. 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.).
Second Report Card	The second report card will be sent home March 12 th . This report card will cover the period from November 9 th to February 19 th and will count for 20% of the final mark for the year.
Student Led Conferences	Portfolio night will be held on April 22 nd .
Third Report Card	The third report card will be sent home on June 30 th . It will cover the period from February 22 nd 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:

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 ⁺	100	Advanced competency development
	A	95	
	A ⁻	90	
Clearly satisfies expectations for the reporting period	B ⁺	85	Thorough competency development
	B	80	
	B ⁻	75	Acceptable competency development
Minimally satisfies expectations for the reporting period	C ⁺	70	
	C	65	
	C ⁻	60	
Is below expectations for the reporting period	D ⁺	55	Partial competency development
	D	50	
Is well below the expectations for the reporting period	F	45	Minimal competency development