

Crestview Elementary School – École Primaire Crestview

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EVALUATION PLAN

Elementary Cycle 1 (Miss Tina)

2020-21 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>English Language Arts (Miss Tina)</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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Competency</th> <th style="width: 15%;">Term 1 20%</th> <th style="width: 15%;">Term 2 20%</th> <th style="width: 10%;">Term 3 60%</th> </tr> </thead> <tbody> <tr> <td>1. Uses language to communicate and learn (40%)</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>2. Reads and listens to spoken, written and media texts (40%)</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>3. Produces written and media text (20%)</td> <td style="text-align: center;">NR</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </tbody> </table> <p>These three interconnected competencies are taught, learned and reinforced throughout the cycle so that students can achieve many of the essential knowledge goals set for them, while working and progressing at their individual levels and abilities.</p> <p>Each term, students will be evaluated on reading, writing and communication skills. These will be demonstrated in a variety of literacy activities which include, but are not limited to the following: reading, phonic skills, sight words, spelling activities, listening skills, comprehension both literal and inferential, grammar activities, semantic webs, journal writing and story writing.</p> <p>In order to ensure the achievement of these competencies, students are monitored and evaluated on a regular basis through different mediums: participation, teacher judgement, tests and work samples.</p>				Competency	Term 1 20%	Term 2 20%	Term 3 60%	1. Uses language to communicate and learn (40%)	X	X	X	2. Reads and listens to spoken, written and media texts (40%)	X	X	X	3. Produces written and media text (20%)	NR	X	X
Competency	Term 1 20%	Term 2 20%	Term 3 60%																	
1. Uses language to communicate and learn (40%)	X	X	X																	
2. Reads and listens to spoken, written and media texts (40%)	X	X	X																	
3. Produces written and media text (20%)	NR	X	X																	
<p>Mathematics (Miss Tina)</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" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 5%;">1.</td> <td style="width: 65%;">Solves a situational problem</td> <td style="width: 15%;"></td> <td style="width: 15%; text-align: right;">20%</td> </tr> <tr> <td>2.</td> <td>Uses mathematical reasoning</td> <td></td> <td style="text-align: right;">80%</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total Mark</td> <td style="text-align: right;">100%</td> </tr> </tbody> </table> <p>Note: Situational problems will not be evaluated first term.</p> <p>Throughout the cycle, concepts relating to patterning, numeration, time, geometry 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 monitored and evaluated on a regular basis through different mediums: participation, teacher judgement, tests and work samples.</p>				1.	Solves a situational problem		20%	2.	Uses mathematical reasoning		80%	Total Mark			100%				
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<p>Français langue seconde (Mme Katherine)</p>	<p>The following competencies and weightings are included in this subject.</p> <p>French Second Language</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Competency</th> <th style="width: 15%;">Term 1 20%</th> <th style="width: 15%;">Term 2 20%</th> <th style="width: 10%;">Term 3 60%</th> </tr> </thead> <tbody> <tr> <td>1. Communicates in French (40%)</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>2. Understands oral and written texts in French (40%)</td> <td style="text-align: center;">X</td> <td style="text-align: center;">NR</td> <td style="text-align: center;">X</td> </tr> <tr> <td>3. Produces oral and written texts in French (20%)</td> <td style="text-align: center;">NR</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </tbody> </table>				Competency	Term 1 20%	Term 2 20%	Term 3 60%	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
Competency	Term 1 20%	Term 2 20%	Term 3 60%																	
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																	

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 variés (oral, écrit, 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 présentés en classe. L'évaluation des élèves sera basée sur le respect des consignes, l'effort et les travaux en classe. Le progrès des élèves sera évalué en utilisant des grilles d'évaluation et l'observation de l'enseignante.

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).

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.

Ethics and Religious Cultures
 (Miss Tina)

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. All competencies will be evaluated each term.

Both the ethics component and religious culture component are explored.. Components of the program will cover values, norms, vocabulary, social skills, ethical questions, celebrations and religious forms.

In order to ensure the achievement of these competencies, students are **monitored and evaluated** on a regular basis through different mediums: participation, teacher judgement, tests and work samples.

Science and Technology
 Ms. Tina

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 knowledges 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, worksheets experiments, Smart Board interactive activities and online games/ resources (such as Gizmos).

In order to ensure the achievement of these competencies, students are **monitored and evaluated** on a regular basis through different mediums: participation, teacher judgement, tests and work samples.

Geography, History and Citizenship Education
 Ms. tina

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%

<p>Term Weighting: Term 1 20% Term 2 20 % Term 3 60 %</p>	<p>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. Students will focus on New France around 1745, and its development.</p> <p>Students will develop their GHC competency through the use of videos, worksheets, Smart Board interactive activities and online games/ resources (such as Gizmos).</p> <p>In order to ensure the achievement of these competencies, students are monitored and evaluated on a regular basis through different mediums: participation, teacher judgement, tests and work samples.</p>									
<p>Music (Miss Tina)</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="305 493 1331 651"> <tr> <td>1.</td> <td>Invents vocal or instrumental pieces and interprets musical pieces</td> <td>70%</td> </tr> <tr> <td>2.</td> <td>Appreciate musical 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>Note: Only the total mark will appear on the report card. All competencies will be evaluated each term.</p> <p>Knowledge related to music vocabulary, reading of music, different musical pieces and songs will be leaned and reinforced.</p> <p>In order to ensure the achievement of these competencies, students are monitored and evaluated on a regular basis through different mediums: participation, teacher judgement, tests and work samples.</p>	1.	Invents vocal or instrumental pieces and interprets musical pieces	70%	2.	Appreciate musical works, personal productions and those of classmates	30%	Total Mark		100%
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<p>Physical Education and Health (Mr. Peter)</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="305 928 1331 1050"> <tr> <td>1.</td> <td>Performs movement skills in different physical activity settings; 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>Note: Only the total mark will appear on the report card.</p> <p>The students 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.</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. 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 settings; interacts with others in different physical activity settings; adopts a healthy, active lifestyle	100%	Total Mark		100%			
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%								

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.

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	
Minimally satisfies expectations for the reporting period	C ⁺	70	Acceptable competency development
	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

Other comments:

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

	Term 1	Term 2	Term 3
Cycle 1	To communicate appropriately Works in a team		To construct his/her identity Works in a team
Cycle 2	To communicate appropriately Works in a team		To construct his/her identity Works in a team
Cycle 3			

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.

All students in a low ratio class will have an IEP (Individualized Educational Plan). This will be completed by the end of November and your child will be working to meet their individual goals outlined in that report.

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

10 Official Communications	
First Meeting	Week of September 7th
First Written Communication	On October 9 th , you will receive the first written communication, which will include comments on your child's learning and behavior.
First IEP Meeting	The first IEP meeting will take place between October 26 th and November 6 th
First Report Card	The first report card will be sent home on November 17 th . This report card will cover the period from the first day of school to November 6 th . Parent/Teacher Interviews will be scheduled for the evening of November 19 th .
Parent Teacher Interviews	Interviews will take place November 19 th but can be scheduled anytime during the week of November 16 th or November 23 rd
Second Report Card	The second report card will be sent home March 12 th . This report card will cover the period from November 7 th to February 19 th .
Portfolio Night	Portfolio Night will be held on April 22 nd ,
IEP Update	The IEP's will be updated at the beginning of March 2020
Third Report Card	The third report card will be sent home on June 30 th . It will cover the period from February 20 th to the end of the school year.
Finalize IEP	The last meeting to finalize the IEP will take place in June 2020