



Evaluation of Student Learning 2016-2017



Subject, Competencies & Weightings				Types of Evaluations
English Language Arts				Portfolios, Projects, Reports, Presentations, Tests, In-class and home assignments, Learning and Evaluation Situations, Self and Peer Evaluations
Uses language to communicate and to learn 33%				
Reads & listens to spoken, written and media texts 33%				
Produces written and media texts 34%				
<ul style="list-style-type: none"> All 3 competencies will be evaluated and reported on at the end of every term Gr. 4 & Gr. 6 will write an LBPSB or MELS-compulsory exam during term 3 worth 20% of the final mark 				
French				Types of Evaluations
Communicates in French 33%				Portfolios, Projects, Reports, Presentations, Tests, In-class and home assignments, Learning and Evaluation Situations, Self and Peer Evaluations
Understands oral and written texts in French 34%				
Produces oral and written texts in French 33%				
<ul style="list-style-type: none"> All 3 competencies will be evaluated and reported on at the end of every term Gr. 4 & Gr. 6 will write an LBPSB compulsory exam during term 2 or 3 worth 20% of the final mark 				
Math	Cycle 1	Cycle 2	Cycle 3	Types of Evaluations
Solves a situational problem	20%	30%	30%	Portfolios, Tests, Quizzes, In-class and home assignments, Learning and Evaluation Situations, Self and Peer Evaluations
Uses mathematical reasoning	80%	70%	70%	
<ul style="list-style-type: none"> Both competencies will be evaluated and reported on at the end of every term except for grade 1 (term 1: competency 2 only) Gr. 2, 3, 4, 5, 6 will write an LBPSB or MELS-compulsory exam during term 2 or 3 worth 20% of the final mark 				
Physical Education & Health				Types of Evaluations
Ability to perform movement skills and interact with others in different physical settings and ability to adopt a healthy and active lifestyle 100%				Portfolios, Participation, Performances, Movements, Tests, Self and Peer Evaluations
<ul style="list-style-type: none"> Knowledge of different physical activities and strategies evaluated throughout the year Only one overall Subject Mark will appear on each report card 				
Ethics and Religious Culture				Types of Evaluations
Reflects on ethical questions/Dialogue 50%				Portfolios, Participation, Tests, Projects, Oral Presentations, Self and Peer Evaluations
Demonstrates understanding of religion/Dialogue 50%				
<ul style="list-style-type: none"> Only an overall Subject Mark will appear on each report card 				
Visual Arts				Types of Evaluations
To produce individual and media works 70%				Portfolios, Participation, Projects, Presentations, Self and Peer Evaluations
To appreciate works of art 30%				
<ul style="list-style-type: none"> Only an overall Subject Mark will appear on each report card 				
Music				Types of Evaluations
To invent and interpret musical pieces 70%				Portfolios, Participation, Performances, Projects, Presentations, Self and Peer Evaluations
To appreciate musical works 30%				
<ul style="list-style-type: none"> Only an overall Subject Mark will appear on each report card 				



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Geo., Hist. & Citizenship	Cycle 1	Cycle 2	Cycle 3	Types of Evaluations
Ability to understand different societies and their territories from a geographical and historical perspective, interpret changes that occur within a society and its territories, compare certain aspects of societies to appreciate their diversity.	NA	100%	100%	Portfolios, Tests, Quizzes, In-class and home assignments, Projects, Self and Peer Evaluations
<ul style="list-style-type: none"> <i>The students' knowledge about each society will also be evaluated throughout the year</i> <i>Only an overall Subject Mark will appear on each report card. No mark in cycle 1</i> 				
Science & Technology	Cycle 1	Cycle 2	Cycle 3	Types of Evaluations
Ability to explain or solve scientific or technical problems, use scientific and technical tools, objects and procedures, communicate in the language used in science and technology.	NA	100%	100%	Portfolios, Tests, Quizzes, In-class and home assignments, Projects, Experimental Activities, Self and Peer Evaluations
<ul style="list-style-type: none"> <i>Knowledge of the Material World, Earth, Space and Living Things evaluated throughout year</i> <i>Only an overall Subject Mark will appear on each report card. No mark in cycle 1</i> 				

Students with Special Needs

Please note that some students with special needs are provided with an individualized program to meet their needs. Their programs, including the evaluation and reporting procedures, may differ from those described in these pages. The teachers, in collaboration with the school's resource department, develop Individual Education Plans (IEPs) that outline the individualized programs, strategies implemented as well as resource support measures.

You will receive the following official communications

Interim Report	On Oct. 8th, you will receive the interim report card including comments on your child's learning and behavior.
Term 1 Report Card	The Term 1 Report Card will be issued on November 13 th and will count for 20% of the final mark for the year.
Term 2 Report Card	The Term 2 Report Card will be issued on March 12 th and will count for 20% of the final mark for the year.
Term 3 Report Card	The Term 3 Report Card will be issued on June 23 rd and will count for 60% of the final mark for the year.
Student Portfolios	Parent Interviews and Student Portfolio Conferences will be held the evening of November 20 th (2:30 to 8 pm).



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Report Card: How Results Are Determined

Term 1 20% of the Final Mark	Term 2 20% of the Final Mark	Term 3 60% of the Final Mark	Final Mark
<p>For Terms 1 and 2, the teacher enters a percentage mark that reflects the knowledge and competencies that a student has acquired - based on the evaluations carried out during the term (tests, assignments, etc.).</p> <p>In the case of English Language Arts, Mathematics and French, Second Language, a Subject Mark is calculated on the basis of the weightings assigned to the subject-specific competencies established by MELS (<i>see subject table on the first page</i>).</p> <p>MELS = Ministère de l'Éducation, du Loisir et du Sport</p>		<p>For the 3rd Term, the teacher enters a percentage mark that covers the student's learning as a whole for the year (knowledge and competencies).</p>	<p>The 3rd term includes a Final Mark.</p> <p><i>It is calculated using the results of the three weighted terms (20%, 20%, 60%) and the MELS exam results (if applicable).</i></p> <p><i>*The MELS exam counts for 20% of the Final Mark.</i></p> <p><i>*Only applies in Cycle 3 English Language Arts and Mathematics.</i></p> <p><i>*Weighting of LBPSB exams to be determined (up to 20%)</i></p>

Other Report Card Information:

Comments on Learning (by Subject)

The report card will include a section for general teacher comments for each subject area. The comments will deal with the student's strengths, challenges and progress.

General Competencies

The report cards will also include comments on the following general competencies at the end of the first and third term:

- Cycle 1 Year 1 & 2: Organizes his/her work; Communicates effectively (Term 1 & Term 3)
- Cycle 2 Year 1: Organizes his/her work; Works in a team (Term 1 & Term 3)
- Cycle 2 Year 2: Organizes his/her work; Works in a team (Term 1)
Works in a team; Communicates effectively (Term 3)
- Cycle 3 Year 1: Organizes his/her work; Works in a team (Term 1)
Communicates effectively; Works in a team (Term 3)
- Cycle 3 Year 2: Organizes his/her work; Works in a team (Term 1 & 3)

If there are any changes made to the above evaluation and reporting information, an updated version of this document will be made available. For any more information concerning the evaluation of your child's learning, please contact the school at your convenience.