

Evaluation of Student Learning
Elementary LDVII (Intermediate) – M. Dyke
2018-2019

You will find information below concerning the evaluation and reporting of your child’s progress.

The following is a general guideline, please note that that your child will be evaluated based on the goals written in the **Individual Education Plan (IEP)**.

Subject Weighted Competencies	Pertinent Information / General Timeline	Evaluation Methods (such as...)	Final Evaluations/ Exams
<p style="text-align: center;"><u>English</u> <u>Language Arts</u></p> <p>Uses language to communicate and learn</p> <p>Reads and listens to spoken, written and media texts</p> <p>Produces written and media texts</p>	<ul style="list-style-type: none"> ➤ All 3 competencies will be evaluated at the end of every term (based on the goals set in the IEP). ➤ Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills ➤ The students’ knowledge of language (vocabulary) and texts will also be evaluated throughout the year. 	<p>Storytime</p> <p>Phonics instruction</p> <p>Reading practice</p> <p>Worksheet practice</p> <p>File Folder Games</p>	<p style="text-align: center;">N/A</p>
<p style="text-align: center;"><u>Mathematics</u></p> <p>Solves a situational problem</p> <p>Uses mathematical reasoning</p>	<ul style="list-style-type: none"> ➤ Students will be evaluated on their ability to solve a situational problem. ➤ Students’ mathematical knowledge of number sense, quantity, arithmetic, geometry, measurement will be evaluated throughout the year (based on the goals set in the IEP). 	<p>In class work</p> <p>Math games</p> <p>File folder activities</p> <p>Smart board activities</p> <p>Individual instruction</p> <p>Hands on Activities with Manipulatives</p>	<p style="text-align: center;">N/A</p>
<p style="text-align: center;"><u>Physical Education & Health</u></p>	<ul style="list-style-type: none"> ➤ Students will be evaluated on their ability to: <ul style="list-style-type: none"> - Perform movement skills in different physical activity settings - Interact with others in different physical settings ➤ Only an overall <i>Subject Mark</i> will appear on each report card (based on the goals set in the IEP) 	<p>Participation</p> <p>Performances/ Movements</p>	<p style="text-align: center;">N/A</p>

Subject Competencies Targeted	Pertinent Information / General Timeline	Evaluation Methods (such as...)	Final Evaluations/ Exams
<u>Visual Arts</u>	<ul style="list-style-type: none"> ➤ Students will be evaluated on their ability to <ul style="list-style-type: none"> - Produce individual works (based on the goals set in the IEP) - Appreciate works of art including personal productions and those of others. ➤ The students' knowledge of the language of visual arts (elements and techniques) as well as using various materials and tools. ➤ Only an overall <i>Subject Mark</i> will appear on each report card 	Individual works	N/A
<u>Ethics and Religious Culture</u>	<ul style="list-style-type: none"> ➤ Students will be evaluated on their "daily life skills" (based on the goals set in the IEP) ➤ The students' knowledge of the needs of human beings as individuals. ➤ Only an overall <i>Subject Mark</i> will appear on each report card 	Social stories Videos In class work and activities	N/A

Students with Special Needs

Please note that some students with special needs are provided with an **Individualized Education Plan** to meet their specific academic and behavioural needs. Their programs and evaluation as well as reporting procedure may differ from the above standards depended on the **IEP** in place. Teachers in collaboration with the school's resource team will develop **IEPs**. **IEPs** describe individualized programs, strategies, and resource support set in place for students with special needs.

Please note that you will receive the following official communications during the school year.

First Written Communication (Progress Report)	The first written communication, which will include comments on the student's learning and behaviour, will be issued no later than *October 12 th .
First Report Card	The first official report card will be issued no later than *November 15 th . This report card will cover the period from August 28 th to November 8 th ** and will count for 20% of the final mark for the year.
Second Report Card	The second official report card will be issued no later than *February 28 th . This report card will cover the period from November 8 th to February 25 th and will count for 20% of the final mark for the year.
Third Report Card	The third official report card will be issued no later than *July 10 th . It will cover the period from February 25 th ** to the end of the year and will count for 60% of the final mark for the year.

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 calculates a percentage grade that reflects the knowledge and competencies that a student has achieved in that term.</p> <p>-based on methods of evaluation carried out during a given term.</p> <p>In the case of English Language Arts, Mathematics a Subject Mark is calculated on the basis of the weightings assigned to the subject-specific competencies established by MELS (see subject table on the first page)</p> <p>MELS = Ministère de l'Éducation, du Loisir et du Sport</p>		<p>For Term 3, the teacher calculates a percentage that covers the student's learning (knowledge and competencies) as a whole for the year.</p>	<p><i>The 3rd Term includes a Final Mark.</i></p> <p><i>It is calculated using the results of the three weighted terms (20%, 20%, 60%) and the results for the MELS End of Cycle exams (if applicable)</i></p> <p><i>* The MELS exam counts for 20% of the Final Mark and only applies in Cycle 3 English Language Arts and Math.</i></p>

Other Report Card Information:

Comments on Learning (by Subject)

The report card includes a section for general teacher comments for each subject area. The comments will communicate the students' **strengths, challenges, and progress**.

General Competencies

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

- Term 3: *Exercises critical judgment and Works in a team*

Open communication with parents is an on-going process. Please keep a look out for important letters that are sent home, please respond promptly to phone calls and notes in agendas from teachers and/or support staff and check our website www.emsb.qc.ca/parkdale regularly for news and other pertinent information.

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 further information concerning the evaluation of your child's learning, please do not hesitate to contact us.

George Koutsoulis, Principal