

Cycle 2 Evaluation of Learning



2023-2024

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The following document is intended to communicate the evaluation and reporting practices at St-Paul Elementary School. Please contact your child's teacher should you require further information or clarification(s).

Competency descriptors on report cards are only available for ELA, Math, and FSL. Please refer to this document which details how and when each competency is evaluated for every subject.

CROSS-CURRICULAR COMPETENCIES

Cross Curricular Competencies will be evaluated every year in Term 1 and 3 according to the following table:

| Cross Curricular Competencies | Grade 3 | | Grade 4 | |
|-------------------------------|---------|--------|---------|--------|
| | Term 1 | Term 3 | Term 1 | Term 3 |
| Exercises critical judgment | | | | |
| Organizes his/her work | x | x | x | x |
| Communicates Effectively | x | | x | |
| Works in a team | | x | | x |

ENGLISH LANGUAGE ARTS

| Competencies | Term 1 20% | Term 2 20% | Term 3 60% |
|--|---------------|---------------|---------------|
| Uses language to communicate and learn (33%) | x | x | x |
| Reads and listens to spoken, written and media texts (33%) | x | x | x |
| Produces written and media texts (34%) | x | x | x |

Types of Evaluation Tools

- Research projects, Presentations
- Classroom Discussions
- Rubrics
- Literary assignments, Reading Response
- Learning and Evaluation Situations (LES)
- Developmental Reading Assessments (DRA)

MATHEMATICS

| Competencies | Term 1 20% | Term 2 20% | Term 3 60% |
|------------------------------------|---------------|---------------|---------------|
| Solves a situational problem (20%) | | | x |
| Uses mathematical reasoning (80%) | x | x | x |

Types of Evaluation Tools

- Tests, Quizzes, Rubrics
- Assignments and Classwork
- Application & Situational Problems

At the end of the cycle, students will write a compulsory SWLSB-mandated exam in English Language Arts and Math.

FRANÇAIS LANGUE SECONDE (IMMERSION)

| Compétences | Term 1 20% | Term 2 20% | Term 3 60% |
|----------------------------------|---------------|---------------|---------------|
| Communiquer (33%) | x | x | x |
| Comprendre et lire (34%) | x | x | x |
| Produire des textes variés (33%) | x | x | x |

Types d'outils d'évaluation

- Observations
- Discussion et participation en classe
- Examens
- Grilles d'évaluation
- Situation d'apprentissage et d'évaluation (SAÉ)

ÉDUCATION PHYSIQUE ET À LA SANTÉ

| Compétences | Term 1 20% | Term 2 20% | Term 3 60% |
|--|---------------|---------------|---------------|
| Agir dans divers contextes de pratiques d'activités physique | x | x | x |
| Interagir dans divers contextes de pratiques d'activités physiques | x | x | x |
| Adopter un mode de vie sain et actif | x | x | x |

Types of Evaluation Tools

- Skills tests, Rubrics
- Teacher observation
- Teacher judgment
- Self-evaluations

Culture et Citoyenneté Québécois

| Compétences | Term 1 100% | Term 2 100% | Term 3 100% |
|-----------------------------------|----------------|----------------|----------------|
| Examiner des réalités culturelles | x | x | x |

Types d'outils d'évaluation

- Observations variées, Participation
- Projets
- Discussions
- Auto-évaluation

VISUAL ARTS

| Compétences | | Term 1 20% | Term 2 20% | Term 3 60% |
|--|-----|---------------|---------------|---------------|
| To produce individual works in visual arts | 70% | X | X | X |
| To produce media works in the visual arts | | X | X | X |
| To appreciate works of arts, traditional artistic, objects, media images, personal productions and those of classmates | 30% | X | X | X |

Types of Evaluation Tools

- Rubrics
- Participation
- Teacher observation

MUSIQUE

| Compétences | | Term 1 20% | Term 2 20% | Term 3 60% |
|---|-----|---------------|---------------|---------------|
| Inventer des pièces vocales ou instrumentales | 70% | X | X | X |
| Interpréter des pièces musicales | | X | X | X |
| Apprécier des œuvres musicales | 30% | X | X | X |

Types d'outils d'évaluation

- Observations variées
- Présentations, Créations
- Travaux de classe, Discussions, Auto-évaluation

SCIENCE AND TECHNOLOGY

| Competencies | Term 1 20% | Term 2 20% | Term 3 60% |
|--|---------------|---------------|---------------|
| To propose explanations for or solutions to scientific or technological problems | X | X | X |
| To make the most of scientific and technological tools, objects and procedures | X | X | X |
| To communicate in the languages used in science and technology | X | X | X |

Types of Evaluation Tools

- Research projects, Presentations
- Assignments, Experiments
- Tests, Quizzes, Rubrics

GÉOGRAPHIE, HISTOIRE ET ÉDUCATION À LA CITOYENNETÉ

| Compétences | Term 1 20% | Term 2 20% | Term 3 60% |
|--|---------------|---------------|---------------|
| Lire l'organisation d'une société sur son territoire | X | X | X |
| Interpréter le changement dans une société et sur son territoire | X | X | X |
| S'ouvrir à la diversité des sociétés et de leur territoire | X | X | X |

Types of Evaluation Tools

- Research projects
- Presentations
- Rubrics
- Classroom Discussions

REPORTING ALIGNMENT TABLES

| RATING SCALE for Terms 1 & 2 | |
|--|----------|
| Report Card Progress in the development of the competencies | |
| EXCEEDS expectations for this reporting period | 95-100 |
| | 90 |
| CLEARLY SATISFIES expectations for the reporting period | 85 |
| | 80 |
| SATISFIES expectations for reporting period | 75 |
| | 70 |
| MINIMALLY SATISFIES expectations for the reporting period | 65 |
| | 60 |
| IS BELOW the expectations for the reporting period | 55 |
| | 50 |
| IS WELL BELOW the expectations for the reporting period | Below 50 |

| SCALES OF COMPETENCY LEVELS for Term 3 | |
|---|--------|
| End-of-year report on competency acquisitions | |
| ADVANCED competency development | 95-100 |
| | 90 |
| THOROUGH competency development | 85 |
| | 80 |
| SATISFACTORY competency development | 75 |
| | 70 |
| ACCEPTABLE competency development | 65 |

| | |
|---------------------------------------|----------|
| | 60 |
| PARTIAL competency development | 55 |
| | 50 |
| MINIMAL competency development | Below 50 |

OFFICIAL COMMUNICATIONS

AVAILABLE ON THE MOZAÏK PARENT PORTAL

First Communication

You will receive the first written communication by October 15th, which will include comments and observations about your child's learning and behavior.

Term 1 Report Card

The first report card will be available on Mozaik during the fourth week of November. The report card will cover the period from August 31st to November 4th and will count for 20% of the student's final mark.

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.).

Term 2 Report Card

The second report card will be available on Mozaik before the March break. The report card will cover the period from November 6th to February 9th and will count for 20% of the student's final mark.

Term 3 Report Card

The third report card will be available on Mozaik at the end of the school year. It will cover the period from February 13th to the end of the school year and will count for 60% of the student's final mark. The final marks for all subjects will be indicated on this report card.

This document was designed to communicate the evaluation and reporting practices used by teachers at St. Paul Elementary School.

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.