

**Evaluation and  
Reporting of Student  
Learning  
2019-2020**

Subject, Competencies & Weightings				Types of Evaluations
<b>English Language Arts</b>				Projects, Reports, Presentations, Tests, In-class and home assignments, Learning and Evaluation Situations
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"> <li>• <i>All 3 competencies will be evaluated and reported on at the end of every term</i></li> <li>• <i>Grade 6 write a MEES-compulsory exam from May 6th - 24th worth 20% of the final mark</i></li> <li>• <i>Grade 4 write a LBPSB-compulsory formative exam from January 14-February 1st</i></li> </ul>				
<b>French</b>				<b>Types of Evaluations</b>
Communicates in French 33%				Projects, Reports, Presentations, Tests, In-class and home assignments, Learning and Evaluation Situations
Understands oral and written texts in French 34%				
Produces oral and written texts in French 33%				
<ul style="list-style-type: none"> <li>• <i>All 3 competencies will be evaluated and reported on at the end of every term except for Cycle 1 which will evaluate competency 3 in terms 2 and 3.</i></li> <li>• <i>Grade 6 write a LBPSB-compulsory exam from April 24 – May 10</i></li> </ul>				
<b>Math</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>	<b>Types of Evaluations</b>
Solves a situational problem	20%	30%	30%	Tests, Quizzes, In-class and home assignments, Learning and Evaluation Situations
Uses mathematical reasoning	80%	70%	70%	
<ul style="list-style-type: none"> <li>• <i>Mathematical reasoning will be evaluated and reported on in all terms while solving a situational problem will be reported on in terms 2 and 3.</i></li> <li>• <i>Grade 6 write a MEES-compulsory exam from June 10th-14<sup>th</sup> worth 20% of the final mark</i></li> </ul>				
<b>Physical Education &amp; Health</b>				<b>Types of Evaluations</b>
To perform movement skills in different physical activity settings. 30%				Participation, Performances, Movements, Tests
To interact with others in different physical activity settings. 40%				
To adopt a healthy, active lifestyle. 30%				
<ul style="list-style-type: none"> <li>• <i>Knowledge of different physical activities and strategies evaluated throughout the year</i></li> <li>• <i>Only an overall Subject Mark will appear on each report card in terms 2 and 3.</i></li> </ul>				
<b>Ethics and Religious Culture</b>				<b>Types of Evaluations</b>
Reflects on ethical questions/Dialogue 50%				Participation, Tests, Projects, Oral Presentations
Demonstrates understanding of religion/Dialogue 50%				
<ul style="list-style-type: none"> <li>• <i>Only an overall Subject Mark will appear on each report card</i></li> </ul>				

Visual Arts		Types of Evaluations		
To produce individual and media works	70%	Participation, Projects & Presentations		
To appreciate works of art	30%			
<ul style="list-style-type: none"> <li>Only an overall Subject Mark will appear on each report card in terms 2 and 3.</li> </ul>				
Music		Types of Evaluations		
To invent and interpret musical pieces	70%	Participation, Performances & Presentations		
To appreciate musical works	30%			
<ul style="list-style-type: none"> <li>Only an overall Subject Mark will appear on each report card in terms 2 and 3.</li> </ul>				
Dance		Types of Evaluations		
To invent dances	70%	Participation, Performances & Presentations		
To appreciate choreographic works	30%			
<ul style="list-style-type: none"> <li>Only an overall Subject Mark will appear on each report card in terms 2 and 3.</li> </ul>				
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%	Tests, Quizzes, In-class and home assignments, Projects
<ul style="list-style-type: none"> <li>The students' knowledge about each society will also be evaluated throughout the year</li> <li>Only an overall Subject Mark will appear on each report card</li> </ul>				
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%	Tests, Quizzes, In-class and home assignments, Projects, Experimental Activities
<ul style="list-style-type: none"> <li>Knowledge of the Material World, Earth, Space and Living Things evaluated throughout year</li> <li>Only an overall Subject Mark will appear on each report card</li> </ul>				

### **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

<b>Interim Report</b>	On October 11 <sup>h</sup> , 2019, you will receive the interim report card including comments on your child's learning and behavior through the Fusion Portal.
<b>Term 1 Report Card</b>	The Term 1 Report Card will be issued on November 20 <sup>th</sup> , 2019 and will count for 20% of the final mark for the year.
<b>Term 2 Report Card</b>	The Term 2 Report Card will be issued on March 12 <sup>th</sup> , 2020 and will count for 20% of the final mark for the year.
<b>Term 3 Report Card</b>	The Term 3 Report Card will be issued on June 23 <sup>rd</sup> , 2020 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><b>For Terms 1 and 2</b>, 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 <b>Subject Mark</b> is calculated on the basis of the weightings assigned to the subject-specific competencies established by MEES (<i>see subject table on the first page</i>).</p> <p>MEES = Ministère de l'Éducation et de l'Enseignement supérieur</p>		<p><b>For the 3<sup>rd</sup> Term</b>, the teacher enters a percentage mark that covers the student's learning for the term and where applicable, for the year as a whole, including any compulsory Board or MEES exams.</p>	<p><i>It is calculated using the results of the three weighted terms (20%, 20%, and 60%) and the MEES exam results (if applicable).</i></p> <p><i>*The MEES exam counts for 20% of the Final Mark in grade 6 English Language Arts and Mathematics.</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 in Term 3 :

**Grade 1** Organizes His/hers Work -Works in a Team

**Grade 2** Organizes His/hers Work -Works in a Team

**Grade 3** Work Habits -Communicates Effectively

**Grade 4** Work Habits- Communicates Effectively

**Grade 5** Organizes His/hers Work -Works in a Team

**Grade 6** Organizes His/hers Work -Works in a Team

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.

Natalie Knott School Principal