

Standards and Procedures of Evaluation 2017-2018

Subject, Competencies & Weightings				Types of Evaluations
<b>French Cycle 1</b>				<b>Types of Evaluations</b>
Communicates in French 33%				Projects, Presentations, Tests, In-class 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>All 3 competencies will be evaluated and reported on at the end of every term</li> </ul>				
Math	Cycle 1	N/A Cycle 2	N/A Cycle 3	Types of Evaluations
Solves a situational problem	20%	30%	30%	Tests, Quizzes, In-class Learning and Evaluation Situations, Participation
Uses mathematical reasoning	80%	70%	70%	
<ul style="list-style-type: none"> <li>Both competencies will be evaluated and reported on at the end of every term</li> </ul>				
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%				Participation, Performances, Observation, Movements, Self-and peer Evaluation
<ul style="list-style-type: none"> <li>Knowledge of different physical activities and strategies evaluated throughout the year</li> <li>Only an overall subject mark will appear on each report card</li> </ul>				
Ethics and Religious Culture				Types of Evaluations
Reflects on ethical questions/Dialogue 50%				Participation, Projects, Oral Presentations
Demonstrates understanding of religion/Dialogue 50%				
<ul style="list-style-type: none"> <li>Only an overall Subject Mark will appear on each report card</li> </ul>				
Visual Arts				Types of Evaluations
To produce individual and media works 70%				Participation, Projects, Presentations, Appreciation
To appreciate works of art 30%				
<ul style="list-style-type: none"> <li>Only an overall subject mark will appear on each report card</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</li> </ul>				

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### 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 Oct.13th, you will receive the interim report card indicating your child's learning and behavior in the first 6 weeks of school.
<b>Term 1 Report Card</b>	The Term 1 Report Card will be issued on November 20th and will count for <b>20%</b> of the final mark for the year.
<b>Term 2 Report Card</b>	The Term 2 Report Card will be issued on March 15th and will count for <b>20%</b> of the final mark for the year.
<b>Term 3 Report Card</b>	The Term 3 Report Card will be issued on June 22 <sup>nd</sup> and will count for <b>60%</b> of the final mark for the year.
<b>Parent Teacher Meetings</b>	Parent- teacher meetings will be held the evening of November 30 <sup>th</sup> , 2017.

### 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 MELS (<i>see subject table on the first page</i>).</p> <p>MELS = Ministère de l'Éducation, du Loisir et du Sport</p>		<p><b>For the 3<sup>rd</sup> Term</b>, the teacher enters a percentage mark that covers the student's learning as a whole for the year (knowledge and competencies).</p>	<p><i>The 3<sup>rd</sup> 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 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>

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**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 competency at the end of the **third** term:

**Grade 1: Organizes his/her work**

**Grade 2: Organizes his/her work**

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.

Lisa Larente  
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Forest Hill Junior