



Evaluation of Student Learning Elementary Cycle 1, Grade 2 2018-2019

SUBJECT	%	DESCRIPTION	TYPES OF EVALUATION	FINAL EVALUATIONS EXAMS
MATHEMATICS <ul style="list-style-type: none"> Solve a situational problem Uses math reasoning 	20% 80%	<ul style="list-style-type: none"> Students will be evaluated on their ability to solve situational problems and use mathematical reasoning Both competencies will be evaluated and reported on at the end of every term The students' mathematical knowledge of arithmetic, geometry, measurement, statistics and probability will also be evaluated throughout the year 	<ul style="list-style-type: none"> Tests Quizzes Rubrics In-class work Learning & Evaluation Situations 	20% of Final Mark
FRENCH, SECOND LANGUAGE <ul style="list-style-type: none"> Communicates in French Understands oral and written texts in French Produces oral and written texts in French 	33% 34% 33%	<ul style="list-style-type: none"> Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills All 3 competencies will be evaluated and reported on at the end of every term 	<ul style="list-style-type: none"> Assignments Projects Rubrics In-class work Oral Presentations Observations Active Participation Tests 	N/A
GEOGRAPHY, HISTORY & CITIZENSHIP EDUCATION		<ul style="list-style-type: none"> Students will be introduced to the following concepts: <ul style="list-style-type: none"> Representation of space (Our neighbourhood) Time (Timeline and calendar) Society (family and other significant members in our community) 	<ul style="list-style-type: none"> There will be no evaluation reported 	N/A
SCIENCE & TECHNOLOGY		<ul style="list-style-type: none"> Students will explore: <ul style="list-style-type: none"> The material World Environment Living Things 	<ul style="list-style-type: none"> There will be no evaluation reported 	N/A
PHYSICAL EDUCATION – HEALTH <ul style="list-style-type: none"> Ability to perform movement skills and interact with others in different physical settings and ability to adopt a healthy and active lifestyle 	100%	<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 Adopt a healthy and active lifestyle The students' knowledge of different physical activities will also be evaluated throughout the year <p><i>Only an overall <u>Subject Mark</u> will appear on each report card</i></p>	<ul style="list-style-type: none"> Behaviour goals & participation Performs/demonstrates rates Knowledge Learning & Evaluation Situations 	N/A
MUSIC <ul style="list-style-type: none"> To invent and interpret musical pieces To appreciate musical work 	70% 30%	<ul style="list-style-type: none"> Introduce basic music vocabulary Increase pitch awareness and beat competency through movement, instruments and singing Identify basic musical elements in given performances <p><i>Only an overall <u>Subject Mark</u> will appear on each report card</i></p>	<ul style="list-style-type: none"> Participation Observation Written work Performance assessments in large groups 	N/A
ETHICS & RELIGIOUS CULTURE <ul style="list-style-type: none"> Reflects on ethical questions/dialogue Demonstrates understanding 	50%	<ul style="list-style-type: none"> Students will be evaluated on their ability to reflect on ethical questions, understand the phenomenon of religion and the practice of dialogue 	<ul style="list-style-type: none"> Participation Discussions In-class work Projects 	N/A

of religion/dialogue	50%	<i>Only an overall <u>Subject Mark</u> will appear on each report card</i>	<ul style="list-style-type: none"> • Oral Presentations 	
VISUAL ARTS <ul style="list-style-type: none"> • To produce individual and media works To appreciate works of art 	70% 30%	<ul style="list-style-type: none"> • Students will be evaluated on their ability to produce and appreciate works of art (own and those of others) • The students will be evaluated on the ability to create works within specific parameters throughout the year <p><i>Only an overall <u>Subject Mark</u> will appear on each report card</i></p>	<ul style="list-style-type: none"> • Participation Rubrics • Projects • Presentation 	N/A

STUDENTS WITH SPECIAL NEEDS

Please note that the student who have been identified 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 team, develop Individual Education Plans (IEPs) that outline the individualized programs, strategies implemented as well as resource support measures.

OFFICIAL COMMUNICATION

Interim Report	October 15 , you will receive the interim report.
Term 1 Report Card	November 19 , Term 1 Report Card will be issued. This report card will cover the period from August 29 to November 16. It will count for 20% of the final mark for the year.
Term 2 Report Card	March 11 , Term 2 Report Card will be issued. This report card will cover the period from November 13 to February 22. It will count for 20% of the final mark for the year.
Term 3 Report Card	June 21 , Term3 Report Card will be issued. This report card will cover the period from February 25 to June 21. It will count for 60% of the final mark for the year.

REPORT CARD: How Results Are Determined?

Term1	Term 2	Term 3	Final Mark
20% of the Final Mark	20% of the Final Mark	60% of the Final Mark	Term 3 includes the Final Mark
<ul style="list-style-type: none"> • For Terms 1 and 2, the teacher enters a percentage that reflects the knowledge and competencies that a student has acquired – based on the evaluations carried out during the term (tests, assignments, etc.) • 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 at the beginning of this document</i>). <p>MELS – Ministère de l'Éducation, du Loisir et du Sport</p>		<p>For Term 3, the teacher enters a percentage that covers the student's learning as a whole for the year (knowledge and competencies.)</p>	<ul style="list-style-type: none"> • It is calculated using the results of the three weighted terms (20%, 20%, 60%) and the MELS Exam Results (if applicable). • The LBPSB EXAM counts for 20% of the Final Mark. • Only applies in Cycle Mathematics.

OTHER REPORT CARD INFORMATION

General Competencies	<p>The report cards will also include comments on the following general competencies at the end of the third term:</p> <ul style="list-style-type: none"> • Term 3: Organizes his/her work
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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 us at your convenience.

Carmela di Iorio
Principal