



<b>Evaluation and Reporting of Student Learning 2017-2018 TERRY FOX SCHOOL</b>
--

Subject, Competencies & Weightings				Types of Evaluations
<b>English Language Arts</b>				Projects, Reports, Presentations (media), Observations. Tests, In-class 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 in cycle 3.</i></li> <li>• <i>All competencies will be evaluated over the 3 terms in cycle 2.</i></li> <li>• <i>Competencies in ELA will not be evaluated in cycle 1 for term 1.</i></li> <li>• <i>Grade 6 write a MELS-compulsory exam in April-May worth 20% of the final mark</i></li> <li>• <i>Grade 5 write a LBPSB-compulsory exam in April-May</i></li> </ul>				
French				Types of Evaluations
Communicates in French 33%				Projects, Reports, Presentations (media), Observations. 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>• <i>All 3 competencies will be evaluated and reported on at the end of every term</i></li> <li>• <i>Grade 6 write a LBPSB-compulsory exam in May</i></li> <li>• <i>Grade 4 write a LBPSB-compulsory exam in April</i></li> </ul>				
Math	Cycle 1	Cycle 2	Cycle 3	Types of Evaluations
Solves a situational problem	20%	30%	30%	Tests, Quizzes, in-class assignments, Learning and Evaluation Situations
Uses mathematical reasoning	80%	70%	70%	
<ul style="list-style-type: none"> <li>• <i>Both competencies will be evaluated and reported on at the end of every term (except grade 1, term 1- only #2)</i></li> <li>• <i>Grade 6 write a MELS-compulsory exam June worth 20% of the final mark</i></li> <li>• <i>Grade 5 write a LBPSB-compulsory exam in March</i></li> <li>• <i>Grades 3 write a LBPSB-compulsory exam in May-June</i></li> </ul>				
Physical Education & Health				Types of Evaluations
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</i></li> </ul>				

Ethics and Religious Culture		Types of Evaluations		
Reflects on Ethical questions/Dialogue 50%		Participation, Projects, Oral or media 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		
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 and projects		
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>				
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%	Quizzes, Projects, In-class assignments, Tests.
<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%	Quizzes, In-class assignments, Tests, 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 <b>October 5</b> , you will receive the interim report card including comments on your child's learning and behavior.
<b>Term 1 Report Card</b>	The Term 1 Report Card will be issued on <b>November 15</b> 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 <b>March 14</b> 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 <b>June 22</b> 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 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 for the term and where applicable, for the year as a whole, including any compulsory Board or MELS exams.</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 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 at the end of the first and third term:

	<b>TERM 1</b>	<b>TERM 3</b>
Grade 1	Organized his/her work Works in a team	Organizes his/her work Communicates effectively
Grade 2	Organizes his/her work Works in a team	Communicates effectively Exercises critical judgment
Grade 3	Organizes his/her work Communicates effectively	Works in a team Communicates effectively
Grade 4	Works in a team Communicates effectively	Works in a team Exercises critical judgment
Grade 5	Organizes his/her work Communicates effectively	Organizes his/her work Communicates effectively
Grade 6	Works in a team Exercises critical judgment	Works in a team Exercises critical judgment

---

\*\*\* 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.