



Standards and Procedures of Evaluation 2019 - 20

Subject, Competencies & Weightings		Types of Evaluations
Digital Literacy		Participation, Ease of following directions, Ability to complete class assignments, Ability to collaborate with others, Proficiency in using technology in class, Ability to use Google drive, Understanding and being a good digital citizen.
Uses language to communicate and to learn 33%		
Reads & listens to spoken, written and media texts 33%		
Produces written and media texts 34%		
Due to the unique nature of this new Digital Literacy program at SJF junior Elementary School and whereby students are seen for only 60 minutes within a week cycle. Only an overall subject mark will appear on each report card.		
Français		Types of Evaluations
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"> • <i>All competencies will be evaluated and reported on at the end of every term</i> • <i>(exception for term one in written texts in French)</i> 		
Math	Cycle 1	Types of Evaluations
Solves a situational problem 20%		Tests, Quizzes, In-class work and/or Learning and Evaluation Situations
Uses mathematical reasoning 80%		
<ul style="list-style-type: none"> • <i>Both competencies will be evaluated and reported on at the end of every term</i> • <i>Term 1 in grade 1, Solve a situational problem will not be evaluated</i> • <i>Grades 2 write a LBPSB-compulsory exam (date TBD)</i> 		
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, Movements, Tests
<ul style="list-style-type: none"> • <i>Knowledge of different physical activities and strategies evaluated throughout the year</i> • <i>Only an overall Subject Mark will appear on each report card</i> 		
Ethics and Religious Culture		Types of Evaluations
Reflects on ethical questions/Dialogue 50%		Participation, Tests, Projects, Oral Presentations
Demonstrates understanding of religion/Dialogue 50%		
<ul style="list-style-type: none"> • <i>Only an overall Subject Mark will appear on each report card</i> 		
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"> • <i>Only an overall Subject Mark will appear on each report card</i> 		
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"> • <i>Only an overall Subject Mark will appear on each report card</i> 		

Geo., Hist. & Citizenship	Cycle 1	Types of Evaluations
<ul style="list-style-type: none"> Students will develop the ability to: <ul style="list-style-type: none"> - understand different societies and their territories. - interpret changes that occur within a society and its territories. - compare certain aspects of societies to appreciate their diversity. 	Not evaluated in cycle 1	N/A
Science & Technology	Cycle 1	Types of Evaluations
<ul style="list-style-type: none"> Students will develop their ability to: <ul style="list-style-type: none"> - Explore the world of science and technology 	Not evaluated in cycle 1	N/A

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	
Interim Report	On October 15 th , you will receive the interim report card.
Term 1 Report Card	The Term 1 Report Card will be issued on November 19 th and will count for 20% of the final mark for the year.
Term 2 Report Card	The Term 2 Report Card will be issued on March 13 th and will count for 20% of the final mark for the year.
Term 3 Report Card	The Term 3 Report Card will be issued on June 23 rd and will count for 60% of the final mark for the year.
Student Portfolios and/or Parent Interviews	Parent Interviews and/or Student Portfolio Conferences will be held the evening of November 21 st (3:00pm to 8:00 pm) and the day of November 22 nd (8:30 am to 11:30pm). Portfolio evening will be held on April 23 rd (time TBD).

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>For Terms 1 and 2, 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 Subject Mark 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>For the 3rd Term, 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%, 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 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.

Patrice Delage
Principal – Directeur
St-John Fisher Junior Elementary School