

**Chelsea Elementary School**  
**Evaluation of Student Learning**  
**Elementary Cycle 1.1 (Devon Gable, Marie Seif)**  
**2023 - 2024**

You will find information below concerning the evaluation and reporting of your child's progress.

<u><b>Subject</b></u>	<u><b>Description</b></u>	<u><b>Types of Evaluations</b></u> <i>(Such as...)</i>
<p><u><b>English Language Arts</b></u></p> <p>Uses language to communicate and to learn (33%)</p> <p>Reads and listens to spoken, written and media texts (33%)</p> <p>Produces written and media texts (34%)</p>	<p><u><b>Reading</b></u></p> <ul style="list-style-type: none"> <li>- Daily 5 (Read to Self, Independent Writing, Working with Words, Partner Reading, Listening to Reading)</li> <li>- Guided reading</li> <li>- Listening and responding to read alouds</li> <li>- Sound Prints (phonemic development, fluency, vocabulary development, scientific knowledge)</li> <li>- Fluent reading of all Power Words</li> <li>- Reading comprehension strategies</li> <li>- Accuracy strategies</li> <li>- Fiction and non-Fiction text features</li> </ul> <p><u><b>BAS Expected Reading Levels:</b></u> November – Level C-D January – F-G May – I-J The BAS is assessed once a year (November and then as needed).</p> <p><u><b>Writing</b></u></p> <ul style="list-style-type: none"> <li>- Concepts of Print</li> <li>- Developmental Spelling</li> <li>- Journals, Letter Writing, Story writing, Persuasive Writing, Poetry, Reading Responses</li> <li>- Author Studies</li> <li>- Introduction to the Writing Process</li> <li>- 6 Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions)</li> </ul> <p>Creating Media Texts (posters, advertisements, etc.)</p> <p><u><b>Language</b></u></p> <ul style="list-style-type: none"> <li>- Use language for learning/thinking</li> <li>- Interact in collaborative activities in a variety of roles</li> <li>- Use language to communicate information, experiences, and point of view.</li> <li>- Apply knowledge of sound-print links in a variety of situations.</li> </ul>	<p>Benchmark Assessment System (BAS)</p> <p>Individual Reading Records</p> <p>Power Word Checklists</p> <p>Student/Self Evaluations</p> <p>Anecdotal Records</p> <p>Rubrics</p> <p>Oral Evaluation</p> <p>Student/Teacher Conference</p> <p>Writing Samples (ex. journal, stories, written responses etc.)</p> <p>Projects</p> <p>Participation</p>
<u><b>Mathematics</b></u>	<b>The Units of Study covered in Cycle 1.1 include:</b>	

<u>Subject</u>	<u>Description</u>	<u>Types of Evaluations</u> (Such as...)
<p>Solves a situational problem (20%)</p> <p>Uses math reasoning (80%)</p>	<ul style="list-style-type: none"> <li>- Manipulative Exploration</li> <li>- Sorting and Patterning</li> <li>- Exploring Numbers</li> <li>- Exploring Greater Numbers</li> <li>- Number Patterns</li> <li>- Measurement</li> <li>- Introduction to Addition and Subtraction</li> <li>- Strategies for Addition and Subtraction</li> <li>- Data Management</li> <li>- Probability</li> <li>- Exploring 2-D and 3-D Shapes</li> <li>- 2-D Measurement and Geometry</li> <li>- Exploring Time and Money</li> <li>- Measuring Capacity and Mass</li> </ul> <p><b>Note:</b> The competency, <i>Solves a Situational Problem</i>, will <u>not</u> be evaluated at the end of Term 1, as per WQSB guidelines. Both competencies will be evaluated and reported on at the end of terms 2 and 3.</p> <p><i>Mathematics will be taught by Ms. Gable</i></p>	<p>Individual and Group Participation</p> <p>In-Class Work</p> <p>Anecdotal Notes</p> <p>Oral Evaluation</p> <p>Rubric</p> <p>Checklists</p> <p>Student/Self Evaluations</p> <p>Student/Teacher Conferences</p> <p>Application and Situational Problems</p>
<p><b><u>Ethics and Religious Culture</u></b></p> <p>(100%)</p>	<p><b><u>Ethics</u></b> topics covered include:</p> <ul style="list-style-type: none"> <li>- Monthly School-wide Values</li> <li>- Conflict resolution</li> <li>- Diversity</li> <li>- Dialogue</li> </ul> <p><b><u>Religious Culture</u></b> topics covered include:</p> <ul style="list-style-type: none"> <li>- Celebrations</li> <li>- Holidays</li> <li>- Traditions</li> </ul> <p>An <u>overall subject mark</u> will appear on each report card.</p> <p><i>Integrated in ELA by Ms. Gable</i></p>	<p>Rubrics/Checklists</p> <p>Individual Work</p> <p>Student/Teacher Conferences</p> <p>Group/Teamwork</p> <p>Student/Self Evaluation</p>

<u>Subject</u>	<u>Description</u>	<u>Types of Evaluations</u> (Such as...)
<p><b><u>Visual Arts</u></b></p> <p><i>Creates personal and media images. (50%)</i></p> <p><i>Appreciates works of art (50%)</i></p>	<p><b>Visual Arts topics in Cycle 1.1 include:</b></p> <ul style="list-style-type: none"> <li>- Proper use of a variety of materials</li> <li>- Relationship between the student's production and the stimulus for creation</li> <li>- Use of transforming gestures</li> <li>- Use of visual arts language</li> <li>- Organization of elements</li> <li>- Discussion of the student's creative experience</li> </ul>	<p>Rubrics</p> <p>Checklist</p> <p>Student/Teacher Conference</p> <p>Group/Teamwork</p> <p>Student/Self Evaluation</p> <p>Peer Evaluation</p> <p>Observations</p>
<p><b><u>Physical Education</u></b></p> <p><i>(100%)</i></p>	<p><b>Students will be evaluated based on their ability to:</b></p> <ul style="list-style-type: none"> <li>- Perform movement skills in different physical activity settings (time and space, coordination, motor skills)</li> <li>- Interact with others in different physical activity settings (cooperation, sportsmanship)</li> <li>- Adopt a healthy and active lifestyle (Safe participation, fitness, basic anatomy)</li> <li>- Regularly participation</li> <li>- Follow directions and rules.</li> </ul> <p><i>Taught by Madame Marie in French – 2 hours in a five-day schedule</i></p>	<p>Observations</p> <p>Anecdotal Notes</p> <p>Checklists</p>
<p><b><u>French, Second Language</u></b></p> <p><i>Communicates in French (40%)</i></p> <p><i>Understands oral and written texts in French. (40%)</i></p> <p><i>Produces oral and written texts in French.</i></p>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to interact and communicate in French.</li> <li>• All <u>3 competencies</u> will be evaluated and reported on every term. Since reading and writing in French are only introduced in <b>Cycle 1.2</b>, students will only be evaluated on their ability to understand and produce ORAL texts.</li> <li>• To prepare for next year, students will be introduced to some pre-reading skills such as the French alphabet and sight words.</li> <li>• Students learn to communicate using the AIMS gestures.</li> <li>• Students practice their comprehension skills using AIMS and listening to oral stories/texts</li> <li>• Students practice oral texts through songs, poems, short oral presentations.</li> <li>• Drama is integrated into the French program. Students act out skits using AIMS gestures.</li> </ul>	<p>Évaluation en lecture GB+ (Individual Reading Records)</p> <p>Student/Self Evaluations</p> <p>Peer evaluations</p> <p>Anecdotal Records</p> <p>Rubrics</p> <p>Oral Presentations/Evaluation</p> <p>Student/Teacher Conference</p> <p>Writing Samples (ex. journal, stories, written responses etc.)</p>

<u>Subject</u>	<u>Description</u>	<u>Types of Evaluations</u> (Such as...)
(20%)	<i>Taught by Madame Marie in French – 5 hours in a five-day schedule</i>	Quizzes Projects Participation
<p><b><u>Dramatic Arts</u></b></p> <p><i>To invent and interpret short scenes. (70%)</i></p> <p><i>To appreciate dramatic works, personal productions, and those of classmates (30%)</i></p>	<p><b>Students will be evaluated on their ability to:</b></p> <ul style="list-style-type: none"> <li>- Invent and interpret short scenes.</li> <li>- Appreciate dramatic works throughout the year.</li> <li>- Drama is integrated into the French Second Language Program</li> </ul> <p><i>Taught by Madame Marie in French – 1 hour in a five-day schedule.</i></p>	<p>Performances</p> <p>Rubrics</p> <p>Peer reviews</p> <p>Anecdotal comments</p> <p>Checklists</p> <p>Participation</p>

**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.