

Chelsea Elementary School

Standards and Procedures

Elementary Cycle 2.1 and 2.2

2023– 2024

**Isabelle Gagnon, Michelle Sousa, Bonnie Gillich, Jen Bardell, Alison Goulais,
Kristina O'Brien, Kelly Butler, Kaitlin Butler, Dahlia Tanasoiu**

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

Subject	Description	Types of Evaluations (Such as...)
<p style="text-align: center;"><u>English Language</u></p> <p style="text-align: center;"><u>Arts</u></p> <p style="text-align: center;"><i>Uses language to communicate and to learn (33%)</i></p> <p style="text-align: center;"><i>Reads and listens to spoken, written and media texts (33%)</i></p> <p style="text-align: center;"><i>Produces written and media texts (34%)</i></p>	<p><u>Reading</u> WQSB Expected Reading Levels November – Level N, January – Level O, May/June – Level P-Q (Cycle 2.1) November – Level P-Q, January – Level S, May/June – Level T-U (Cycle 2.2) The Benchmark Assessment System (BAS), a standardized reading assessment, will be assessed in November and as needed throughout the school year.</p> <ul style="list-style-type: none"> - Daily 5 (Read to Self, Work on Writing, Working With Words, Read with Someone, Listening to Reading) - Guided reading - Sound Prints (Phonemic development) - Fluent reading of all Power Words - Reading comprehension strategies - Read alouds <p><u>Writing</u></p> <ul style="list-style-type: none"> - Narrative writing - Poems - Research/reports and presentations - Persuasive writing - Author studies/book reports - Basic editing and proofreading - Reading responses - Text connections (text-to-self, text-to-text, text-to-world) - 6 Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions) - Spelling and writing of all Power Words - Synthesis activities <p>*All 3 competencies will be evaluated and reported on at the end of each term.</p>	<p>Benchmark Assessment System (BAS)</p> <p>Individual Reading Records</p> <p>Word Checklists</p> <p>Student/Self Evaluations</p> <p>Anecdotal Records</p> <p>Rubrics (completed by teacher and students)</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> <p>School Board Report Card</p>

Chelsea Elementary School

<p><u>Mathematics</u></p> <p><i>Solves a situational problem (30%)</i></p> <p><i>Uses math reasoning (70%)</i></p>	<p><u>Texts Used:</u> <i>Numbers, Nelson, Day By Day, Math Makes Sense</i></p> <p><u>Areas of Study:</u></p> <ul style="list-style-type: none"> - Patterning (Number Patterns) - Place Value - Numbers to 10 000 (cycle 2.1)/100,000 (cycle 2.2) - Addition and Subtraction Strategies - Multiplication and Division Facts - 2D and 3D Geometry - Area - Fractions and Decimals - Measurement - Statistics and Probability - Situational Problems, Application Situations and Exam Review <p>**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, however, be evaluated and reported on at the end of terms 2 and 3.</p>	<p>Tests & Quizzes</p> <p>Individual and Group Participation</p> <p>In-Class Work</p> <p>Application and Situational Problems</p> <p>Final Exam</p> <p>Anecdotal Notes</p> <p>Oral Evaluation</p> <p>Rubrics</p> <p>Student/Self Evaluations</p> <p>Student/Teacher Conferences</p>
<p><u>Geography, History & Citizenship Education</u></p> <p><i>(100%)</i></p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> - Demonstrate mapping skills (parts of a map, legend, scale), identify Canadian provinces and capital cities. - Understand elements of the New World and settlements - Locate society in space and time (timelines, maps) - Understand assets and limitations of the territory <p>*An <u>overall subject mark</u> will appear on each report card.</p>	<p>Observations/Anecdotal Notes</p> <p>Short Presentations</p> <p>Student/Self Evaluations</p> <p>Rubrics</p> <p>Quizzes</p>

Chelsea Elementary School

<p><u>Science & Technology</u></p> <p>(100%)</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> - Explain or solve scientific or technical problems - Use scientific and technical tools, objects and procedures - Communicate in the language used in science and technology <p>Students` knowledge of the <i>Material World, Earth and Space, and Living Things</i> will also be evaluated throughout the year.</p> <p>*An <u>overall subject mark</u> will appear on each report card.</p> <p>*<i>Will be taught in French</i></p>	<p>Tests/Quizzes</p> <p>Projects/Presentations</p> <p>Experiments</p> <p>Class Participation</p> <p>In-class work</p>
<p><u>Ethics and Religious Culture</u></p> <p>(100%)</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> - Reflect on ethical questions - Understand the phenomenon of religion - Engage in the practice of dialogue <p>Ethics and Religious Culture program will be integrated into English Language Arts.</p> <p>An important focus is on the OLWEUS anti-bullying rules which are:</p> <ol style="list-style-type: none"> 1. We will not bully others. 2. We will try to help students who are bullied. 3. We will try to include students who are left out. 4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home. <p>*An <u>overall subject mark</u> will appear on each report card.</p>	<p>Rubrics/Checklists</p> <p>Individual Work</p> <p>Student/Teacher Conferences</p> <p>Group/Team Work</p> <p>Student/Self Evaluation</p> <p>Peer Evaluation</p> <p>Research Projects</p>

Chelsea Elementary School

<p style="text-align: center;"><u>French, Second Language</u></p> <p style="text-align: center;"><i>Communicates in French (40%)</i></p> <p style="text-align: center;"><i>Understands oral and written texts in French (40%)</i></p> <p style="text-align: center;"><i>Produces oral and written texts in French (20%)</i></p>	<p>Students will be evaluated on their:</p> <ul style="list-style-type: none"> - Ability to interact and communicate in French, both orally and through writing. - Comprehension of oral and written texts. - Participation in classroom discussions. - Ability to make requests orally in French. - Ability to produce and apply learned French phrases, phonetics, phonemes and sight words orally and in writing. - Fluent reading of sight words and texts at their developmental level. - Independent use of reading comprehension strategies. <p>Students will learn about French culture through songs, poems and folktales.</p> <p>All 3 competencies will be evaluated and reported on every term.</p> <p>An <u>overall subject mark</u> will appear on each report card.</p>	<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> <p>Quizzes</p> <p>Projects</p> <p>Participation</p>
<p style="text-align: center;"><u>Dramatic Arts</u></p> <p style="text-align: center;"><i>To invent and interpret short scenes (70%)</i></p> <p style="text-align: center;"><i>To appreciate dramatic works, personal productions and those of classmates (30%)</i></p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> - produce and participate in short plays with other students - use their voice or body to communicate effectively while performing - appreciate dramatic works and provide feedback - to provide constructive feedback to peers - to apply constructive feedback they have received <p><i>*Will be taught in French</i></p>	<p>Rubrics</p> <p>Peer reviews</p> <p>Anecdotal comments</p> <p>Checklists</p> <p>Participation</p>

Chelsea Elementary School

<p style="text-align: center;"><u>Visual Arts</u></p> <p style="text-align: center;"><i>Creates personal and media images (50%)</i></p> <p style="text-align: center;"><i>Appreciates works of art (50%)</i></p>	<p>Students will be evaluated on:</p> <ul style="list-style-type: none"> - Their ability to produce and appreciate individual and media works of art - Artist Study (Art Appreciation) <p>*An <u>overall subject mark</u> will appear on each report card.</p>	<p>Rubrics</p> <p>Checklist</p> <p>Student/Teacher Conference</p> <p>Individual/Group Work</p> <p>Observations</p> <p>Appreciation of artistic works</p>
<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;"><i>(100%)</i></p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> - Adopt a healthy, active lifestyle - Interact with others in different physical settings - Perform movement skills - Adopt safe practices while using equipment - Perform manipulation skills (dribble, juggle, throw, kick, etc.) - Cooperate with partners (ex. passing to a partner) - Show appreciation for other players (sportsmanship) - Demonstrate fairness (give others a chance to play) - Follow the rules - Respect fellow players (cheers, respectful language) - Demonstrate dignity, self-control, and honesty <p>*An <u>overall subject mark</u> will appear on each report card.</p>	<p>Participation</p> <p>Observations</p> <p>Anecdotal Notes</p> <p>Checklists</p> <p>Group/Team Work</p> <p>Student/Teacher Conferences</p> <p>Student Evaluation (orally)</p> <p>Self-evaluations</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 (IEP's) that outline the individualized programs, strategies implemented as well as resource support measures.