Chelsea Elementary School

Evaluation of Student Learning
Elementary Cycle 1.1 Team (Devon Gable, Lauren Armstrong, Marie Seif, Victor Blot)
2025 - 2026

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

Subject	Description	Types of Evaluations *(Such as…)*
English Language Arts Uses language to communicate and to learn (33%) Reads and listens to spoken, written and media texts (33%) Produces written and media texts (34%)	**Reading** - Daily 5 (Read to Self, Independent Writing, Working with Words, Partner Reading, Listening to Reading) - Guided reading - Listening and responding to read aloud texts - Sound Prints (phonemic development, fluency, vocabulary development, scientific knowledge) - Fluent reading of all Power Words - Reading comprehension strategies - Accuracy strategies - Fiction and non-Fiction text features BAS Expected Reading Levels: November – Level C-D January – F-G May – I-J The BAS is assessed once a year (January and as needed). **Writing** - Concepts of Print - Developmental Spelling - Journals, Letter Writing, Story writing, Persuasive Writing, Poetry, Reading Responses - Author Studies - Introduction to the Writing Process - 6 Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions) Creating Media Texts (posters, advertisements, etc.) **Language** - Use language for learning/thinking	Benchmark Assessment System (BAS) Individual Reading Records Power Word Checklists Student/Self Evaluations Anecdotal Records Rubrics Oral Evaluation Student/Teacher Conference Writing Samples (ex. journal, stories, written responses etc.) Projects Participation

Subject	Description	Types of Evaluations *(Such as…)*
	- Interact in collaborative activities in a variety of roles - Use language to communicate information, experiences, and point of view. - Apply knowledge of sound-print links in a variety of situations.	
Mathematics Solves a situational problem (20%) Uses math reasoning (80%)	**The Units of Study covered in Cycle 1.1 include:** - Manipulative Exploration - Sorting and Patterning - Exploring Numbers - Exploring Greater Numbers - Number Patterns - Measurement - Introduction to Addition and Subtraction - Strategies for Addition and Subtraction - Data Management - Probability - Exploring 2-D and 3-D Shapes - 2-D Measurement and Geometry - Exploring Time and Money - Measuring Capacity and Mass **Note**: The competency, *Solves a Situational Problem*, 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.	Individual and Group Participation In-Class Work Anecdotal Notes Oral Evaluation Rubric Checklists Student/Self Evaluations Student/Teacher Conferences Application and Situational Problems

Cultures and Citizenship in Quebec
 	
Explores Cultural Realities (100%)
	Students will be evaluated on:
	- Self-knowledge:
	  • Fields of personal interest
	  • Individual Needs
	- Relationships between individuals:
	  • Relationships in the family and at school
	- Rituals and Celebrations:
	  • Daily rituals
		Rubrics/Checklists
		
		Individual Work
		
		Student/Teacher Conferences
		
		Group/Teamwork
		
		Student/Self Evaluation

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Subject	Description	Types of Evaluations *(Such as...)*
	- Relationship with other living beings: • Living beings around us and their needs **Note**: Cultures and Citizenship in Quebec will not be evaluated on the Term 1 report card.	
Visual Arts *Creates personal and media images. (50%)* *Appreciates works of art (50%)*	**Visual Arts topics in Cycle 1.1 include:** - Proper use of a variety of materials - Relationship between the student's production and the stimulus for creation - Use of transforming gestures - Use of visual arts language - Organization of elements - Discussion of the student's creative experience	Rubrics Checklist Student/Teacher Conference Group/Teamwork Student/Self Evaluation Peer Evaluation Observations
Physical Education *(100%)*	**Students will be evaluated based on their ability to:** - Perform movement skills in different physical activity settings (time and space, coordination, motor skills) - Interact with others in different physical activity settings (cooperation, sportsmanship) - Adopt a healthy and active lifestyle (Safe participation, fitness, basic anatomy) - Regularly participation - Follow directions and rules.	Observations Anecdotal Notes Checklists

Subject	Description	Types of Evaluations *(Such as…)*
French, Second Language *Communicates in French (40%)* *Understands oral and written texts in French. (40%)* *Produces oral and written texts in French. (20%)*	- Students will be evaluated on their ability to interact and communicate in French. - All 3 competencies will be evaluated and reported on every term. Since reading and writing in French are only introduced in **Cycle 1.2**, students will only be evaluated on their ability to understand and produce ORAL texts. - To prepare for next year, students will be introduced to some pre-reading skills such as the French alphabet and sight words. - Students learn to communicate using the AIMS gestures. - Students practice their comprehension skills using AIMS and listening to oral stories/texts - Students practice oral texts through songs, poems, short oral presentations. - Drama is integrated into the French program. Students act out skits using AIMS gestures.	Évaluation en lecture GB+ (Individual Reading Records) Student/Self Evaluations Peer evaluations Anecdotal Records Rubrics Oral Presentations/Evaluation Student/Teacher Conference Writing Samples (ex. journal, stories, written responses etc.) Quizzes Projects Participation
Dramatic Arts *To invent and interpret short scenes. (70%)* *To appreciate dramatic works, personal productions, and those of classmates (30%)*	**Students will be evaluated on their ability to:** - Invent and interpret short scenes. - Appreciate dramatic works throughout the year. - Drama is integrated into the French Second Language Program	Performances Rubrics Peer reviews Anecdotal comments Checklists Participation

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.