

Standards and Procedures Elementary Cycle 3.1 and 3.2 2025– 2026

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

Subject	Description	Types of Evaluations (Such as...)
<p><u>English Language Arts</u></p> <p><i>Uses language to communicate and to learn (33%)</i></p> <p><i>Reads and listens to spoken, written and media texts (33%)</i></p> <p><i>Produces written and media texts (34%)</i></p>	<ul style="list-style-type: none"> - To prepare the students for the expectations of secondary school they will be working toward developing the three competencies outlined in the Quebec Education Program. - Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills. - The use of "talk" to learn is an essential component where students learn to share their ideas and recognize various opinions and points of view. - The students' knowledge of language and texts will also be evaluated throughout the year - Students will be given the opportunity to improve and broaden their skills in the field of English Language Arts through activities such as, but not limited to: book reports; novel studies; guided reading; poetry; literature circles; responses to literature; and comparing and contrasting/synthesis activities; writing narratives, reports; poems; speeches; classroom presentations and the creation of skits; commercials; etc. <p>*** Cycle 3.2 students will write a compulsory exam at the end of the year. More details will be communicated when they are made available to us.</p>	<p>Assignments</p> <p>Projects</p> <p>Reports</p> <p>Oral Presentations</p> <p>Tests</p> <p>Observation and informal assessments</p> <p>Learning & Evaluation Situations</p>

	*All 3 competencies will be evaluated and reported on at the end of each term.	
<p><u>Mathematics</u></p> <p><i>Solves a situational problem (30%)</i></p> <p><i>Uses math reasoning (70%)</i></p>	<ul style="list-style-type: none"> - Students will be evaluated on their ability to solve situational problems and use mathematical reasoning - The students will be evaluated on a variety of Situational Problems throughout each term. - Application questions will be evaluated throughout each term. - The essential skills that will be covered over the course of the year involve: numeration, various mathematical operations, order of operations, decimals, geometry, measurement, percent, fractions, time, statistics and probability. - The students will be assessed each term according to their competency development in the broad areas of problem solving, communicating using mathematical language and reasoning using mathematical concepts and procedures. <p>***Cycle 3.1 students may write a Board Math Evaluation in May/June, depending on Ministry recommendations.</p> <p>***Cycle 3.2 students will write a MEESR-compulsory exam that will count for 20% of the final mark. This exam will be administered in early June 2024.</p> <p>Competency 1 will be evaluated and reported on in terms 2 and 3. Competency 2 will be evaluated and reported on at the end of each term.</p>	<p>Tests</p> <p>Quizzes</p> <p>In-class work</p> <p>Application Questions</p> <p>Situational Problems</p> <p>Observation and informal assessments</p>
		Projects

<p><u>French, Second Language</u></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 (20%)</i></p>	<ul style="list-style-type: none"> - Students will be evaluated on their ability to communicate, understand and produce oral and written texts. - Student knowledge in oral language, reading comprehension and writing skills will be evaluated throughout the year. <p>*All 3 competencies will be evaluated and reported on at the end of every term.</p> <p>*** Cycle 3.2 students may write a compulsory exam at the end of the year. More details will be communicated when they are made available to us.</p>	<p>Reading logs</p> <p>Reports</p> <p>Quizzes</p> <p>Oral presentations</p> <p>Self -Assessments</p> <p>Tests</p> <p>In class work</p> <p>Class participation</p> <p>Reading responses</p> <p>Reading comprehension assessments</p> <p>Final Evaluation Situations</p> <p>Observation and informal assessments</p>
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<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>- Students will participate in environmental activities.</p> <p>*An <u>overall subject mark</u> will appear on each report card.</p> <p>*Will be taught in French</p>	<p>Tests</p> <p>Projects</p> <p>Reports</p> <p>In-class assignments</p> <p>Experiments</p> <p>Oral presentations</p> <p>Class participation</p> <p>Observation and informal assessments</p>
<p><u>Geography, History & Citizenship Education</u></p> <p>(100%)</p> <p>*Please note that Culture and Citizenship in Quebec (CCQ) will not be evaluated on the Term 1 report card.</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> - 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 <p>- The students' knowledge about various societies and their place in the world throughout the year.</p> <p>- Geography, History and Citizenship studies will develop students' understanding of their community, how our society developed, how they can become active citizens and have input in the world around them.</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>In-class assignments</p> <p>Observation and informal assessments</p>

	<ul style="list-style-type: none"> - Topics will incorporate a study of Canadian and Quebec society from 1745 to 1905, mapping skills, researching and working with information, and reporting on current Canadian and world events. - Included will be a comparison of indigenous societies and their development in Quebec. - *Will be taught in French. <p>*An overall subject mark will appear on each report card.</p>		
<p><u>Culture and Citizenship in Quebec (CCQ)</u> (100%)</p> <p><i>*Please note that Culture and Citizenship in Quebec (CCQ) will not be evaluated on the Term 1 report card.</i></p>	<p>Cycle 3.1:</p> <p>Students will be evaluated on these themes:</p> <p>Identity:</p> <ul style="list-style-type: none"> - Dimensions and identity - Personal and collective values <p>Collective Life:</p> <ul style="list-style-type: none"> - Social diversity and shared cultures - Democratic experiences <p>Opportunities to think about own life:</p> <ul style="list-style-type: none"> - Transition to adolescence - Expectations for the future <p>Ecological transition:</p> <ul style="list-style-type: none"> - Collective choices for the future 	<p>Cycle 3.2:</p> <p>Students will be evaluated on these themes:</p> <p>Identity:</p> <ul style="list-style-type: none"> - Different affiliations - Cultural integration <p>Collective life:</p> <ul style="list-style-type: none"> - Rights and freedoms - Social participation <p>Opportunities to think about life:</p> <ul style="list-style-type: none"> - Success and adversity - Role models in life <p>Ecological transition:</p> <ul style="list-style-type: none"> - Environmental movements <p>Relationship to digital tools and spaces:</p> <ul style="list-style-type: none"> - Representations to the self-online 	<p>In-class assignments</p> <p>Tests</p> <p>Projects</p> <p>Oral Presentation</p> <p>Observation and informal assessments</p>

	<p>Relationship to digital tools and spaces:</p> <ul style="list-style-type: none"> - Roles and effects of digital tools and spaces - Varied uses and experiences with digital tools and spaces 	<ul style="list-style-type: none"> - Social behaviours online 	
<p><u>Physical Education & Health</u></p> <p>(100%)</p>	<p>Cycle 3.1 students will be evaluated on their ability to:</p> <ol style="list-style-type: none"> 1. Perform movement skills in different physical activity settings <ul style="list-style-type: none"> - locomotor skills - non-locomotor skills - manipulation skills 2. Interact with others in different physical settings (games, educational activities, and lessons): <ul style="list-style-type: none"> - cooperation actions - opposition actions - cooperation-opposition actions 3. Adopt a healthy and active lifestyle <ul style="list-style-type: none"> - lifestyle habits - participation in physical activity - personal hygiene related to physical activity <ul style="list-style-type: none"> - The students' knowledge of different physical activities and strategies will be observed throughout the year. <p>*An <u>overall subject mark</u> will appear on each report card.</p>	<p>Participation</p> <p>Tests (e.g. knowledge and understanding of games, fitness tests)</p> <p>Performances in Fundamental Movements skills</p> <p>Performances in sports</p> <p>Performances in specialized movement skills</p> <p>In class attitude/ behavior (enthusiasm, cooperation And sportsmanship)</p> <p>Self-evaluations</p>	

<p><u>Visual Arts</u></p> <p><i>Creates personal and media images (50%)</i></p> <p><i>Appreciates works of art (50%)</i></p>	<ul style="list-style-type: none"> - Students will be evaluated on their ability to produce and appreciate individual, and media works of art. - The students' knowledge of producing their own images and messages will also be evaluated throughout the year. <p>*An <u>overall subject mark</u> will appear on each report card.</p>	<p>Participation</p> <p>Projects</p> <p>Completion of assignments</p> <p>Presentations</p>
<p><u>Drama</u></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>	<ul style="list-style-type: none"> - Students will be evaluated on their ability to invent and interpret short skits and to appreciate dramatic works. - Students' knowledge of the language of drama, performance techniques and styles of theater will also be observed throughout the year. - Students participate in a variety of performances (acting in skits, plays, and improvisation) - Two subject marks will appear on each report card. - *Will be taught in French. 	<p>Rubrics</p> <p>Appreciation of dramatic works</p> <p>Ongoing observation of participation and appreciation of drama</p> <p>Self-Assessments</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.

Chelsea Elementary School

