

Chelsea Elementary School

Standards and Procedures

Elementary Cycle 2.1 and 2.2

2026 – 2027



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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...)
English Language Arts <i>Uses language to communicate and to learn (33%)</i> <i>Reads and listens to spoken, written and media texts (33%)</i> <i>Produces written and media texts (34%)</i>	Reading <u>WQSB Expected Reading Levels</u> 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. - 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 Writing - 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 *All 3 competencies will be evaluated and reported on at the end of each term.	Benchmark Assessment System (BAS) Individual Reading Records Word Checklists Student/Self Evaluations Anecdotal Records Rubrics (completed by teacher and students) Oral Evaluation Student/Teacher Conference Writing Samples (ex. journal, stories, written responses etc.) Projects Participation School Board Report Card

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Mathematics <i>Solves a situational problem (30%)</i> <i>Uses math reasoning (70%)</i>	<u>Texts Used:</u> <i>Numbers, Nelson, Day By Day, Math Makes Sense</i> <u>Areas of Study:</u> - 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 **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. **Cycle 2.1 (Grade 3) students will write a compulsory common WQSB Math exam in Term 3. More details will be communicated when they are made available to us and shared with families.	Tests & Quizzes Individual and Group Participation In-Class Work Application and Situational Problems Final Exam Anecdotal Notes Oral Evaluation Rubrics Student/Self Evaluations Student/Teacher Conferences
<u>Geography, History & Citizenship Education</u> <i>(100%)</i>	Students will be evaluated on their ability to: - 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 <i>* Will be taught in French</i>	Observations/Anecdotal Notes Short Presentations Projects Student/Self Evaluations Rubrics Quizzes

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	* <i>Geography, History & Citizenship will not be evaluated on the Term 1 report card</i>	
<u>Science & Technology</u> (100%)	Students will be evaluated on their ability to: - Explain or solve scientific or technical problems - Use scientific and technical tools, objects and procedures - Communicate in the language used in science and technology Students` knowledge of the <i>Material World, Earth and Space, and Living Things</i> will also be evaluated throughout the year. *An <u>overall subject mark</u> will appear on each report card. *<i>Will be taught in French</i>	Tests/Quizzes Projects/Presentations Experiments Class Participation In-class work

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<u>Culture and Citizenship in Québec</u> <i>Explores cultural realities</i> <i>(100%)</i>	Cycle 2.1: Students will be evaluated on these themes Self-perception: - Desires and personal limits - Stereotypes and views of the self Group Dynamics: - Differences and similarities between individuals - Inclusion and exclusion Existential Questions: - Spirituality - Cycle of Life Living Environments: - Relationship with nature - Ways to inhabit a territory Knowledge in digital spaces: - Reliability of information on digital platforms <i>*Cultures and Citizenship in Quebec will not be evaluated on the Term 1 report card.</i>	Cycle 2.2: Students will be evaluated on these themes: Self-perception: - Changes to the body - Each person's strengths and challenges Group Dynamics: - Cultural belonging - Influence of the group Existential questions: - Friendship and love - Happiness Living Environments: - Consumption - Ecological practices Knowledge in digital spaces: - News media and social media <i>*Cultures and Citizenship in Quebec will not be evaluated on the Term 1 report card.</i>	Rubrics/Checklists Individual Work Student/Teacher Conferences Group/Team Work Student/Self Evaluation Peer Evaluation Research Projects
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<u>French Second Language</u> <i>Communicates in French (40%)</i> <i>Understands oral and written texts in French (40%)</i> <i>Produces oral and written texts in French (20%)</i>	Students will be evaluated on their: - 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. Students will learn about French culture through songs, poems and folktales. All 3 competencies will be evaluated and reported on every term. An <u>overall subject mark</u> will appear on each report card.	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 WQSB common assessment- decision pending
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<u>Dramatic Arts</u> <i>To invent and interpret short scenes (70%)</i> <i>To appreciate dramatic works, personal productions and those of classmates (30%)</i>	Students will be evaluated on their ability to: - 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 <i>*Will be taught in French</i>	Rubrics Peer reviews Anecdotal comments Checklists Participation
<u>Visual Arts</u> <i>Creates personal and media images (50%)</i> <i>Appreciates works of art (50%)</i>	Students will be evaluated on: - Their ability to produce and appreciate individual and media works of art - Artist Study (Art Appreciation) <i>*An <u>overall subject mark</u> will appear on each report card.</i>	Rubrics Checklist Student/Teacher Conference Individual/Group Work Observations Appreciation of artistic works

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<u>Physical Education</u> (100 %)	Students will be evaluated on their ability to: - 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 *An <u>overall subject mark</u> will appear on each report card.	Participation Observations Anecdotal Notes Checklists Group/Team Work Student/Teacher Conferences Student Evaluation (orally) Self-evaluations
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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.