

Chelsea Elementary School

Evaluation of Student Learning
Elementary Cycle 1.2 Team (Devon Gable, Cindy Resendes, Marie Seif, Victor Blot)
2026- 2027

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

<u>Subject</u>	<u>Description</u>	<u>Types of Evaluations</u> (Such as...)
<u>English Language Arts</u> Uses language to communicate and to learn. (33%) Reads and listens to spoken, written and media texts. (33%) Produces written and media texts. (34%)	<u>Reading</u> - Daily 5 (Read to Self, Work on Writing, Work with Words, Read and Converse, Listen to Reading) - Guided Reading - Sound Prints (Phonemic development) - Fluent reading of lists 1 and list 2 Power Words - Reading comprehension strategies - Read-Alouds <u>WQSB Expected Reading Levels</u> Oct/Nov. – Level H- I January – Level K-L May/June – Level M-N The BAS is formally assessed once a year (Oct/Nov - and then as needed). <u>Writing</u> - Story Features - Development of characters, setting, plot and sequence - Letter Writing - Research and reports - Persuasive Writing - Basic Editing and Proofreading - To be introduced and have knowledge of Fiction and Non-Fiction text features. - Reading responses - Text Connections (text-to-self, text-to-text, text-to-world)	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

<u>Subject</u>	<u>Description</u>	<u>Types of Evaluations</u> (Such as...)
	- 6 Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions) <u>Language</u> - Use language for learning/thinking. - 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. All 3 competencies will be evaluated and reported on at the end of every term.	
<u>Mathematics</u> Solves a situational problem (20%) Uses math reasoning (80%)	<u>Areas of Study:</u> - Sorting and Patterning - Numbers to 50 - Patterning (Number Patterns) - Linear Measurement - Addition and Subtraction Strategies - Data Management & Probability - 2D Geometry - 3D Geometry - Place Value - 2 Digit Addition and Subtraction (with carryover and regrouping) - Measuring Time and Money - Multiplication and Division - Fractions - Situational Problems, Application Situations - Board-wide Exam- TBC (if so, this exam will be administered from the end of May to the beginning of June and will count for 10% of the final mark).	Individual and Group Participation In-Class Work Anecdotal Notes Oral Evaluation Rubric Checklists Student/Self Evaluations Student/Teacher Conferences Application and Situational Problems End of Cycle Math Exam - TBC

<u>Subject</u>	<u>Description</u>	<u>Types of Evaluations</u> (Such as...)
	Note: 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.	
<u>Cultures and Citizenship in Quebec</u> <i>Explores Cultural Realities (100%)</i>	Students will be evaluated on: - Self-knowledge: • Characteristics of each person • Steps in life since birth - Relationship between individuals: • Roles and responsibilities in the family and at school - Rituals and celebrations: • Celebrations - Relationships with other living beings: • Role of other living beings in human life Note: Cultures and Citizenship in Quebec will not be evaluated on the Term 1 report card.	Rubrics/Checklists Individual Work Student/Teacher Conferences Group/Teamwork Student/Self Evaluation
<u>Visual Arts</u> <i>Creates personal and media images (50%)</i> <i>Appreciates works of art (50%)</i>	Students will be evaluated on: - Understanding the colour wheel (Primary colours) - Applying coloured pigments using various tools and techniques (painting, pastel, colouring pencils, various brushstrokes) - Freehand drawing - Building, shaping and constructing using various materials and techniques. - Create art using texture (ex. Papier Mache) - Perspective - Artist Study (Art Appreciation) - Exploring the 5 elements of Art (colour, line, shape, form, and texture) An <u>overall subject mark</u> will appear on each report card.	Rubrics Checklist Student/Teacher Conference Group/Teamwork Student/Self Evaluation Peer Evaluation Observations

Chelsea Elementary School



<u>Subject</u>	<u>Description</u>	<u>Types of Evaluations</u> (Such as...)
<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 - Identify various parts of the body - Understand concepts of time and space (duration, direction, levels) - Perform locomotor skills (run, skip, hop, jump, roll, etc.) - Perform non-locomotor skills (balance, turns, pivots, twists etc.) - Perform manipulation skills (dribble, juggle, throw, kick, etc.) - Cooperate with partners (ex. Passing to a partner) - Show appreciation for other players (sportsmanship) - Demonstrate fairness (gives 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.	Observations Anecdotal Notes Checklists Group/Teamwork Student/Teacher Conferences Student Evaluation (orally)
<u>French, Second Language</u> Communicates in French (40%) Understands oral and written texts in French. (40%)	Students will be evaluated on their: - Ability to interact and communicate in French, both orally and through writing. - Comprehension of oral and written texts. - To participate 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.	Évaluation en lecture GB+ (Individual Reading Records) Student/Self Evaluations Peer evaluations Anecdotal Records Rubrics Oral Presentations/Evaluation

Chelsea Elementary School



<u>Subject</u>	<u>Description</u>	<u>Types of Evaluations</u> (Such as...)
<i>Produces oral and written texts in French. (20%)</i>	All 3 competencies will be evaluated and reported on every term. An <u>overall subject mark</u> will appear on each report card.	Student/Teacher Conference Writing Samples (ex. journal, stories, written responses etc.) Quizzes Projects Participation
<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.	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.