**Evaluation of Student Learning**

**Elementary Cycle 1.2 (Grade 2) English**

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You will find information below concerning the evaluation and reporting of your child’s progress. This is an annual plan that anticipates the timeline for subjects, curriculum content, and forms of evaluation. Note that teachers may adjust the overall plan to accommodate the pace of learning and forms evaluation in a given term.

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| **Subject** | **Description** | **Types of Evaluations** |
| **English Language Arts**   * Uses language to communicate and to learn * Reads and listens to spoken, written and media texts * Produces written and media texts | * Balanced Literacy, Daily 5, and Sound prints approaches will be used to develop the 3 competencies. * All 3 competencies will be evaluated and reported on at the end of every term. * The students’ comprehension of text, use of reading strategies to construct meaning, and response to literature will be evaluated. * Students will be evaluated on their ability to use language to communicate ideas, feelings, information and learning in a variety of oral and written formats. * Students will be given the opportunity to develop beginning writing skills/strategies including stories, class books, lists, messages, riddles, information texts, diagrams, and narratives | Assignments  Projects  Oral Presentations  Participation  Learning and Evaluation Situations |
| **Mathematics**    Solves a situational problem      Uses math reasoning | * Students will be evaluated on their ability to solve situational problems and use mathematical reasoning * Both competencies will be evaluated and reported on at the end of every term (except solving situational problems in term 1). * The essential knowledge that will be covered over the course of the year involves: working with numbers 1-100, various mathematical operations (addition and subtraction up to 3 digits), multiplication, understanding and representing fractions (whole, halves, thirds, fourths), describing and classifying solids, prisms and pyramids, measurement (time and money), interpreting and displaying data in a survey, predicting and enumerating possible outcomes * Early in the first term, we will look at place value, number patterns, number sense, operational language, and ways to describe and write numbers. * Whole class and small group  instruction of concepts will  be done using concrete  materials. * Students will practice and  apply their knowledge of  concepts and of strategies  using Daily Math, the Digit  workbook, a math  journal and work with partners or small groups * 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. * The students will write a MEES compulsory exam that will count for 10% of the final mark. This exam will be administered from the end of May to early June 2020 | Daily Math    Tests/Quizzes    In-class work    Application Questions    Situational Problems |
| **French, Language Arts**    Communicates in French    Understands oral and written texts in French    Produces oral and written texts in French | * Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills * All 3 competencies will be evaluated and reported on at the end of every term * The students’ knowledge of oral language, reading comprehension and writing will also be evaluated throughout the year | Participation    Oral Presentations    Written Assignments |
| **Physical Education & Health** | Students will be evaluated on their ability to:   * perform movement skills in different physical activity settings * interact with others in different physical settings * adopt a healthy and active lifestyle * The students’ knowledge of different physical activities and strategies will also be evaluated throughout the year. * Only an overall *Subject Mark*will appear on each report card | Participation    Tests    Performances/  Movements |
| **Ethics and Religious Culture**    Reflects on ethical questions and engages in dialogue.    Demonstrates an understanding of the phenomena of religion and engages in dialogue. | * Students will be evaluated on their ability to reflect on ethical questions, understand the phenomenon of religion and the practice of dialogue * The students’ knowledge of the needs of human beings as individuals and in groups as well as the knowledge of different religions will also be evaluated throughout the year * Much of the Ethics and Religious Culture program will be integrated into other subjects, such as English Language Arts. * Only an overall *Subject Mark*will appear on each report card | Participation    Projects    Oral Presentations |
| **Drama**    To invent short scenes  and to interpret short  scenes.    To appreciate dramatic  works, personal  productions and those of  classmates | * Students will be evaluated on their ability to invent, interpret and appreciate a drama piece. Drama will be connected to other subject areas such as English Language Arts * Interpretation of drama sequences. * Only an overall *Subject Mark*will appear on each report card | Participation    Performances    Presentations |
| **Visual Arts**    To produce individual  and media works in the  visual arts.    To appreciate  individual works of art  and those of others. | * Students will be evaluated on their ability to produce and appreciate individual and media works of art. Visual Arts will be connected to other subject areas, such as English Language Arts. * The students’ knowledge of producing their own images and messages will also be evaluated throughout the year * Only an overall *Subject Mark*will appear on each report card | Participation    Projects    Completion of assignments    Presentations |

**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.

Please note that you will receive the following official communications during the school year:

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| **Official Communications** | |
| **Interim**  **Report** | By October 11th, you will receive the interim report, which will include comments on your child’s learning and behavior. |
| **Term 1 Report Card** | The Term 1 Report Card will be issued on November 20th.  This report card will cover the period from August 29thto November 6th and will count for 20% of the final mark for the year. |
| **Term 2 Report Card** | The Term 2 Report Card will be issued on February 28th.  This report card will cover the period from November 7th to February 17th and will count for 20% of the final mark for the year. |
| **Term 3 Report Card** | The Term 3 Report Card will be issued in July (first week).  It will cover the period from February 18th to June 23rd and will count for 60% of the final mark for the year. |

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| **Report Card:  How Results Are Determined** | | | |
| **Term 1**  **20% of the Final Mark** | **Term 2**  **20% of the Final Mark** | **Term 3**  **60% of the Final Mark** | **Final Mark** |
| **For Terms 1 and 2**, the teacher enters a percentage mark that reflects the knowledge and competencies that a student has acquired - based on the evaluations carried out during the term (tests, assignments, etc.).  In the case of English Language Arts, Mathematics and French, Second Language, a **Subject Mark** is calculated on the basis of the weightings assigned to the subject-specific competencies established by MEES (*see subject table on the first page*).       MEES = Ministère de l’Éducation et Enseignement supérieur | | **For the 3rd Term**, the teacher enters a percentage mark that covers the student’s learning as a whole for the year (knowledge and competencies). | ***The 3rd term includes a Final Mark****.*    *It is calculated using the results of the three weighted terms (20%, 20%, 60%) and the MEES exam results (if applicable).*    *\*The MEES exam counts for 20% of the Final Mark.*    *\*Only applies in Cycle 3 English Language Arts and Mathematics.* |

**Other Report Card Information:**

**Comments on Learning (by Subject)**

The report card will include a section for general teacher comments for each subject area.   The comments will deal with the student’s strengths, challenges and progress.

**General Competencies**

The report cards will also include comments on the following general competencies at the end of the first and third term:

* Term 1:  *Organizes his/her work* and *Works in a team*
* Term 3:  *Exercises critical judgment* and *Communicates effectively*



If there are any changes made to the above evaluation and reporting information, an updated version of this document will be made available.  For any more information concerning the evaluation of your child’s learning, please contact us at your convenience.

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Principal