



The following document explains the detailed process that is used when evaluating a student during reporting period.

| Subject, Competency and Weightings | Types of Evaluations |
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| <p>English Language Arts</p> <ul style="list-style-type: none"> • Uses language to communicate and to learn (33%) • Read and listen to spoken, written media tests (33%) • Produces written and media texts (34%) | <p>Projects, reports, presentations, tests, in-class and home assignments, learning and evaluation situations...</p> <p>Grade 4 will write a LBPSB compulsory exam in Jan-Feb. Grade 6 will write a MELS compulsory exam during term 3 worth 20% of the final mark.</p> |
| <p>French Second Language</p> <ul style="list-style-type: none"> • Communicates in French (33%) • Understands oral and written text in French (34%) • Produces oral and written texts in French (33%) | <p>Projects, reports, presentations, tests, in-class and home assignments, class participation, learning and evaluation situations...</p> <p>Grades 4 & 6 will write a LBPSB compulsory exam during term 3.</p> |
| <p>Mathematics</p> <ul style="list-style-type: none"> • Solves a situational problem <ul style="list-style-type: none"> ○ Cycle 1: 20% ○ Cycle 2 and 3: 30% • Uses mathematical reasoning <ul style="list-style-type: none"> ○ Cycle 1: 80% ○ Cycle 2 and 3: 70% | <p>Tests, quizzes, possibility of projects, in-class and home assignments, learning and evaluation situations...</p> <p>Grades 3 & 5 will write a LBPSB compulsory exam. Grade 6 will write a MELS compulsory exam during term 3 worth 20% of the final mark.</p> |
| <p>Physical Education & Health</p> <ul style="list-style-type: none"> • Ability to perform movement skills and interact with others in different physical settings and ability to adopt a health and active lifestyle (100%) | <p>Participation, performances, movements and tests...</p> <p>Only an overall subject mark will appear on each report card.</p> |
| <p>Ethics and Religious Culture</p> <ul style="list-style-type: none"> • Reflects on ethical questions/dialogue (50%) • Demonstrates understanding of religion/dialogue (50%) | <p>Participation, tests, projects and oral presentations...</p> <p>Only an overall subject mark will appear on each report card.</p> |

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| <p>Visual Arts</p> <ul style="list-style-type: none"> • To produce individual and media works (70%) • To appreciate works of art (30%) | <p>Participation, projects and presentations...</p> <p>Only an overall subject mark will appear on each report card.</p> |
| <p>Music</p> <ul style="list-style-type: none"> • To appreciate and interpret musical pieces (70%) • To appreciate musical works (30%) | <p>Participation, performances and presentations...</p> <p>Only an overall subject mark will appear on each report card.</p> |
| <p>Geography, History and Citizenship</p> <ul style="list-style-type: none"> • Ability to 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 <ul style="list-style-type: none"> ○ Cycle 1: NA ○ Cycle 2: 100% ○ Cycle 3: 100% | <p>Tests, quizzes, class participation, in-class and home assignments and projects...</p> <p>Only an overall subject mark will appear on each report card.</p> |
| <p>Science and Technology</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Cycle 1: NA ○ Cycle 2: 100% ○ Cycle 3: 100% | <p>Tests, quizzes, class participation, in-class and home assignments, projects and experimental activities...</p> <p>Only an overall subject mark will appear on each report card.</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 (IEPs) that outline the individualized programs, strategies implemented as well as resource support measures.

You will receive the following official communications:

- **Interim Report:** On October 5, you will receive the interim report including comments on your child's learning and behavior.
- **Term 1 Report card:** The term 1 report card will be issued on November 13 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 March 15 and will count for 20% of the final mark for the year.
- **Term 3 Report card:** The term 3 report card will be issued on June 22 and will count for 60% of the final mark for the year.

Other Report Card Information

- For **Terms 1, 2 and 3**, the teacher enters a percentage mark that reflects the knowledge and competencies that a student has acquired based on the assessments that have been completed during the term.
- The **Final mark** covers the student's learning, as a whole, for the entire year. It is calculated using the result of three weighted terms (20%, 20% and 60%) and the MELS exam results (if applicable).
- The MELS exam counts for 20% of the final mark in grade 6 English Language Arts & Mathematics.
- The report card will have a section where the teachers can include general comments. The comments will deal with the student's strengths, challenges and progress.
- The report card will also have a section that includes comments on certain **General Competencies** at the end of the third term:
 - Grade 1 Works in a Team
 - Grade 2 Communication
 - Grade 3 Organization
 - Grade 4 Exercises Critical Judgement
 - Grade 5 Organization
 - Grade 6 Exercises Critical Judgement

For any more information concerning the evaluation of your child's learning, please contact us at your convenience at 514-798-8747.