



École Edinburgh School

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CYCLE 1	STANDARDS & PROCEDURES	2024-2025
Progress Report	Issued on: <i>October 11, 2024</i>	The Progress Report contains comments from the teacher detailing the student's learning and behaviour
Term 1 Report (20% of final grade)	Issued on: <i>November 15, 2024</i>	The Report card will be issued on November 15 th . It will cover the period from August 29 th to November 8 th Parent-Teacher Interviews (by appointment) November 21, 2024
Term 2 Report (20% of final grade)	Issued on: <i>February 21, 2025</i>	The Report card will be issued on February 21 st . It will cover the period from November 11 th to February 14 th . Parent-Teacher Interviews (by invitation only) February 27, 2025
Term 3 Report (60% of final grade)	Issued on: <i>June 20, 2025</i>	The Report card will be issued at the end of the school year. It will cover the period from February 17 th to the end of the school year
Means of Communication with Parents	<ul style="list-style-type: none"> • Notes written in the Agenda/pocket folder (<i>pochette</i>) • Hand-written notes, Phone-calls, Emails • Student work/evaluations sent home to be signed • Parent-Teacher Interviews (arranged by school on specific date or between parent and teacher upon request) 	

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Cycle 1 -- List of competencies to be evaluated by term

The following means for evaluation are subject to change based on the teacher's professional judgment

Français		(Gr 1) Sihem Ould Babaali & Diane Leuillot			(Gr2) Brian Turgeon & Geneviève Guay			Evaluation Methods
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Interagir en français (communication orale)	33%	✓		✓	✓	✓	✓	Tests, observations, présentations orales, interactions en classe, dictées, et travaux effectués en classe
Interagir en français (lire et comprendre textes)	34%	✓	✓	✓	✓	✓	✓	
Produire des textes variés	33%		✓	✓		✓	✓	

Mathématique		(Gr 1) Sihem Ould Babaali & Diane Leuillot			(Gr2) Brian Turgeon & Geneviève Guay			Evaluation Methods
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Résoudre une situation-problème	30%		✓	✓		✓	✓	Tests, observations et travaux effectués en classe
Déployer un raisonnement mathématique	70%	✓	✓	✓	✓	✓	✓	

Arts plastiques		(Gr 1) Sihem Ould Babaali & Diane Leuillot			(Gr2) Brian Turgeon & Geneviève Guay			Evaluation Methods
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Réaliser des créations plastiques personnelles	70%	✓	✓	✓	✓	✓	✓	Travaux réalisés en classe, observations, discussions, autoévaluations
Réaliser des créations plastiques médiatiques								
Apprécier des œuvres d'art, des objets culturels du patrimoine artistique, des images médiatiques, ses réalisations et celles de ses camarades	30%		✓	✓		✓	✓	

Culture et citoyenneté québécoise		(Gr 1) Sihem Ould Babaali & Diane Leuillot			(Gr2) Brian Turgeon & Geneviève Guay			Evaluation Methods
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Explorer des réalités culturelles	100%		✓	✓		✓	✓	Discussions en groupe-classe, tests, observations et travaux effectués en classe

Musique		Radu Covaciu						
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Inventer des pièces vocales ou instrumentales	70%		✓	✓		✓	✓	Examens de flûte à bec, de notes et rythmes, d'écoute, d'interprétation (interprétation de pièces à la flûte à bec, vocales et instruments de percussion) Projets de créations en équipes (utilisation des technologies de l'Information et de la communication) Autoévaluations
Interpréter des pièces musicales		✓		✓	✓		✓	
Apprécier des œuvres musicales	33%	✓	✓	✓	✓	✓	✓	
Attentes de fin de Cycle 1	<p>C1 Inventer: À la fin du premier cycle, l'élève participe aux étapes de la démarche de création. Sa réalisation est souvent guidée par des intérêts d'ordre affectif. Liée à la proposition de création, la pièce musicale est de courte durée et présente une organisation simple des éléments qui la constituent.</p> <p>C2 Interpréter: À la fin du premier cycle, l'interprétation de l'élève est vocale et instrumentale. Elle démontre une précision relative par rapport au texte musical de la courte pièce. L'élève en respecte la structure et utilise avec un minimum de contrôle les éléments de techniques appropriés.</p> <p>C3 Apprécier: À la fin du premier cycle, l'appréciation de l'élève est souvent guidée par des intérêts d'ordre affectif. En utilisant le vocabulaire disciplinaire, l'élève nomme des éléments de contenu présents dans la réalisation ou dans l'œuvre musicale.</p>							

English Language Arts		Chisette Sarenas						
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Uses language to communicate and to learn	33%	✓		✓	✓		✓	Participation, observations, In-class assignments, oral presentations and tests
Reads and Listens to spoken, written and media texts	33%		✓	✓		✓	✓	
Produces written and media texts	34%		✓	✓		✓	✓	

Sciences et Technologie		Abdelghafour El Hama						
Competencies Targeted	% of Term Mark	Grade 3			Grade 4			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Proposer des explications ou des solutions à des problèmes d'ordre scientifique ou technologique	100%							SÉ de fin d'étape SAÉ Tests Projets / présentations orales Laboratoires (rapports)
Mettre à profit les outils, objets et procédés de la science et de la technologie		✓	✓	✓	✓	✓	✓	
Communiquer à l'aide des langages utilisés en science et en technologie								

Cross-Curricular Competencies (evaluated in TERM 1 and 3 ONLY)							
Competencies	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Assessment Tools
Organiser son travail	✓		✓	✓			Observations de l'enseignant / Classroom observations
Travail en équipe		✓			✓	✓	

Éducation physique et à la santé		William Cho & Radu Covaciu							
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			Evaluation Methods	
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3		
Agir dans divers contextes de pratique d'activités physiques	100%	✓		✓	✓		✓	Students will be evaluated by observation during their participation in physical education. Occasionally, students will be asked to self-evaluate in order to give feedback about their performance. In the final term, students will be engaged in a gymnastics unit, as well as revisiting key sports and activities to consolidate attainment of all 3 competencies.	
Interagir dans divers contextes de pratique d'activités physiques		✓	✓	✓	✓	✓	✓		
Adopter un mode de vie sain et actif			✓	✓		✓	✓		
Comments	<p>***Students should wear comfortable clothing that is appropriate for physical activity, i.e., shorts or sweatpants, t-shirt, and running shoes. Many classes will be taking place outside; please ensure that your child is dressed appropriately for the weather.</p> <p>Evaluation Rubrics: We will be conducting formative evaluations throughout the terms using a rubric on a competency scale ranging from 1-5. We will be looking at the following aspects:</p> <ol style="list-style-type: none"> Effort Teamwork and Cooperation Skill Development 								
	Effort:								
			1	2	3	4	5		
			The student does not demonstrate effort or participation during class activity	The student rarely demonstrates effort and participation during class activity	The student demonstrates occasional effort and participation during class activity	The student demonstrates consistent effort and participation during class activity	The student demonstrates maximum effort and participation during class activity		
	Teamwork and Cooperation:								
		1	2	3	4	5			
		The student never works well with other students in order to optimize team play and group success	The student rarely works well with other students in order to optimize team play and group success	The student occasionally works well with other students in order to optimize team play and group success	The student consistently works well with other students in order to optimize team play and group success	The student always works well with other students in order to optimize team play and group success			
Skill development:									
		1	2	3	4	5			
		The student never demonstrates skill development to the best of their ability	The student rarely demonstrates skill development to the best of their ability	The student occasionally demonstrates skill development to the best of their ability	The student consistently demonstrates skill development to the best of their ability	The student always demonstrates skill development to the best of their ability			
<p>If there are any questions or concerns, please feel free to contact me at the following email address: wcho@emsb.qc.ca</p>									

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