

INFORMATION REGARDING THE NATURE OF THE MAIN EVALUATIONS AND THE SCHEDULED PERIODS FOR EVALUATIONS



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At Our Lady of Pompei, we believe evaluation is the process whereby a judgement is made on a student's learning on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and administrative decisions.

The following information pertains to the main evaluation that will be carried out during your child's 2020-2021 school year.

2020-2021 Elementary School Year
CYCLE THREE

SUBJECT Competencies Targeted	DESCRIPTION	EVALUATION TOOLS
<p data-bbox="153 345 512 440"> ENGLISH LANGUAGE ARTS Cycle 3 </p> <p data-bbox="128 513 504 573"> Uses language to communicate and learn (33%) </p> <p data-bbox="128 610 483 670"> Reads and listens to spoken, written and media texts (33%) </p> <p data-bbox="128 708 522 768"> Produces written and media texts (34%) </p>	<p data-bbox="562 345 1297 467"> Students will be evaluated on their ability to use language to communicate ideas, to use language conventions, to construct meaning, to make connections, to use structures and features and to read critically. </p> <p data-bbox="562 505 1283 626"> Students will also be evaluated on their ability to organize texts, to adapt writing for audience and purpose, and to apply structures and features of texts and to apply language conventions. </p> <p data-bbox="562 664 1293 786"> In Term 1, students will be evaluated on “<i>Reads and listens to spoken, written and media texts,</i>” “<i>Uses language to communicate and learn</i>” and “<i>Produces written and media texts.</i>” <i>All three competencies are evaluated.</i> </p> <p data-bbox="562 823 1293 945"> In Term 2, students will be evaluated on “<i>Reads and listens to spoken, written and media texts,</i>” “<i>Uses language to communicate and learn</i>” and “<i>Produces written and media texts.</i>” <i>All three competencies are evaluated.</i> </p> <p data-bbox="562 982 1304 1071"> In Term 2, students of Cycle 3 Year 2, will write a compulsory end-of-cycle English Language Arts Ministry (MELS) exam that will tentatively count for 10% of their final mark. </p>	<p data-bbox="1333 345 1556 375"> <u>Evaluation Tools:</u> </p> <ul data-bbox="1377 412 1839 626" style="list-style-type: none"> • Rubrics for writing and oral work • Tests • Quizzes • Homework • Participation • Learning and Evaluation Situations • MELS End-Of-Cycle Year 2 Exam

<p style="text-align: center;">FRENCH</p> <p style="text-align: center;">Cycle 3</p> <p>Communicates in French (33%)</p> <p>Understands oral and written texts in French (34%)</p> <p>Produces oral and written texts in French (33%)</p>	<p>Students will be evaluated on their ability to use language to communicate, to demonstrate their understanding of different types of texts. Students will also be evaluated on their ability to write different types of texts by using various writing traits.</p> <p>In term 1, students will be evaluated on understanding oral and written texts in French, communicating in French <i>and</i> producing oral and written texts in French. All three competencies will be evaluated.</p> <p>In term 2, students will be evaluated on all three competencies: understanding oral and written texts in French, communicating in French <i>and</i> producing oral and written texts in French.</p> <p>In term 2, students of Cycle 3 Year 2 will write a compulsory end-of-cycle School Board exam that will count for 10% of their final mark.</p>	<p><u>Evaluation Tools:</u></p> <ul style="list-style-type: none"> • Quizzes and comprehension tests • Assignments • Observations • Rubrics • Oral presentations • Participation • Group discussions • Learning and Evaluation Situations
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<p style="text-align: center;">MATHEMATICS</p> <p style="text-align: center;">Cycle 3</p> <p>Solves a situational problem related to mathematics (30%)</p> <p>Uses mathematical reasoning (70%)</p>	<p>Students will be evaluated on their reasoning using mathematical concepts and processes.</p> <p>Students will solve situational problems by indicating in oral or written form if the problem has been understood and solved using the main aspects of the solution.</p> <p>In Term 1, students will be evaluated on “<i>Uses mathematical reasoning</i>” and “<i>Solves a situational problem.</i>” related to mathematics</p> <p>In Term 2, students will be evaluated on “<i>Uses mathematical reasoning</i>” and “<i>Solves a situational problem.</i>”</p> <p>In Term 2, students of Cycle 3 Year 2 will, write a compulsory end-of-cycle Mathematics Ministry (MELS) exam that will tentatively count for 10% of their final mark.</p>	<p><u>Evaluation Tools:</u></p> <ul style="list-style-type: none"> • Tests and Quizzes • Learning and Evaluation Situations • In-Class Assignments • Participation • Homework • Observations
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<p style="text-align: center;">SOCIAL STUDIES</p> <p style="text-align: center;">Cycle 3</p> <p>Geography, History and Citizenship Education</p> <p style="text-align: center;">(100%)</p>	<p>Students will be evaluated on their ability to understand and interpret changes in a society and understand different societies from a geographical and historical perspective.</p> <p>Students will be evaluated on their ability to compare certain aspects of societies and to appreciate their diversity.</p> <p>Only an overall Subject Mark will appear on each report card.</p>	<p><u>Evaluation Tools:</u></p> <ul style="list-style-type: none"> • Tests • Projects • Rubrics
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SCIENCE & TECHNOLOGY

Cycle 3

(100%)

Students will be evaluated on their ability to propose explanations to scientific or technological problems by using the language specific to the subject.

Students' knowledge of the Material World, Earth and Space and Living Things will also be evaluated throughout the year.

Only an overall Subject Mark will appear on each report card.

Evaluation Tools

- Tests
- Experiments
- Projects
- Rubrics

<p style="text-align: center;">VISUAL ARTS</p> <p style="text-align: center;">Cycle 3</p> <p>Produce individual and media works in the visual arts (70%)</p> <p>Appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates (30%)</p>	<p>Students will be evaluated on their ability to:</p> <p>Students transform with the aid of tools, using gestures that they learn to control.</p> <p>Students will use creative ideas inspired by a stimulus for creation of media works. The student will use transforming gestures and elements of visual arts language according to the message and the intended viewer.</p> <p>Students will examine art works. Students will make connections between what they have felt and examined. Students will share their appreciation experience.</p> <p>Term One: Competency 1 and 2 Term Two: Competency 1 and 2</p> <p>Only an overall Subject Mark will appear on the report card.</p>	<p><u>Evaluation Tools</u></p> <ul style="list-style-type: none"> • Art Appreciation Activities • Assignments • Class Work • Observations • Participation and Effort
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<p style="text-align: center;">MUSIC</p> <p style="text-align: center;">Cycle 3</p> <p>To invent and interpret musical pieces and to (70%)</p> <p>To appreciate musical works, personal productions and those of classmates (30%)</p>	<p><u>Term one</u>– To interpret, to invent and to appreciate musical works which will be evaluated. Also, students will be evaluated on theoretical knowledge of music history, music theory, musical styles, composer’s life and work, and knowledge of instruments. The student will use the elements of music learned to create and appreciate musical works. They will be asked to use listening and writing skills to critique, provide an opinion, or to write texts about musical works.</p> <p><u>Term two</u> – To interpret, to invent and to appreciate musical works which will be evaluated. Also, students will be evaluated on theoretical knowledge of music history, music theory, musical styles, composer’s life and work, and knowledge of instruments. The student will use the elements of music learned to create and appreciate musical works. They will be asked to use listening and writing skills to critique, provide an opinion, or to write texts about musical works.</p> <p>Only an overall Subject Mark will appear on each report card.</p>	<p><u>Evaluation Tools</u></p> <p>Class participation and work Active participation on tasks Teacher Observations Assignments Practical skills both instrumental and vocal</p>
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<p>ETHICS & RELIGIOUS CULTURE</p> <p>Cycle 3</p> <p>(100%)</p>	<p>Students will be evaluated on their knowledge of the needs of human beings as individuals and in groups, their knowledge of different religions as well as their ability to discuss and debate important issues which concern our society today.</p> <p>Students will be evaluated on their ability to reflect on ethical questions, understand the phenomenon of religion and the practice of dialogue.</p> <p>Only an overall Subject Mark will appear on each report card</p>	<p><u>Evaluation Tools</u></p> <ul style="list-style-type: none">• Class participation and discussions• Class assignments• Oral presentations• Group work• Research projects
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<p style="text-align: center;">PHYSICAL EDUCATION & HEALTH Cycle 3</p> <p><u>Competency 1:</u> Perform movement skills in different physical activity settings.</p> <p><u>Competency 2:</u> Interact with others in different physical activity settings.</p> <p><u>Competency 3:</u> Adopt a healthy and active lifestyle.</p> <p style="text-align: center;">(100%)</p>	<p>Students will be evaluated accordingly:</p> <p>Term One: Competencies 1, 2 and 3 will be evaluated</p> <p>Term Two: Competencies 1, 2, and 3 will be evaluated</p> <p>The student's knowledge of different physical activities will also be evaluated throughout the year.</p> <p style="text-align: center;">Only an overall Subject Mark will appear on each report card.</p>	<p><u>Evaluation Tools</u></p> <ul style="list-style-type: none"> • Skills Tests • Observations • Class participation • Assignments in the Health book
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Communication to Parents

Different means will be used to promote communication with parents: telephone calls, notes in the agenda, home assignments, projects. For each subject, space is reserved in the report card for teachers to provide necessary information regarding your child's strengths, challenges, progress and recommendations for improvement.

<p style="text-align: center;">First Written Communication (Progress Report)</p>	<p>The first written communication, which will include comments on your child’s learning and behaviour and will be issued on October 9th, 2020.</p>
<p style="text-align: center;">First Report Card</p>	<p>This report card will cover the period from August 31st to January 22, 2021 and will count for 50% of the final mark for the year.</p>
<p style="text-align: center;">Second Report Card</p>	<p>This report card will cover the period from January 22, 2021 to July 10, 2021 and will count for 50% of the final mark for the year.</p>

CONVERTING EVALUATION AND REPORTING SYMBOLS
(Only percentages on report cards)

LEVEL	COMPETENCY LEVEL	LETTER GRADE	NUMERICAL SCORE	PERCENTAGE POINTS	PERCENTAGE RANGE
5+	ADVANCED (above requirement)	A++	10	100 % – 94 %	100% - 88%
5		A+	9	93 % – 88 %	
4+	THOROUGH (clearly meets the requirement)	A	8	87% - 83%	87% – 74 %
4		A-		82% - 80%	
	4	B+	7	79% - 77%	
B		76% - 74%			
3+	ACCEPTABLE Meets requirement (performs basic task to a limited extent)	B-	6	73 % - 70%	73 % - 60%
3		C+		69 % - 65%	
	3	C	5	64% - 60 %	
2+	PARTIAL Below requirement (performs task with guidance)	C-	4	59 % - 58 %	59 % - 52%
2		D+		57 % - 55%	
	2	D	3	54% - 52 %	
1+	MINIMAL Well below requirement (performs task with constant help)	D-	2	51 % - 50 %	51% - 44%
1+		E+		49 % - 47 %	
		1	E	1	