

Dr. S.E. McDowell Elementary School
 89 Centre St.
 Shawville, QC
 JOX 2Y0



**Evaluation of Student Learning
 Elementary
 2019-2020**

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

Subject	Description	Types of Evaluations (Such as...)	Final Evaluations/ Exams
<p><u>English Language Arts</u></p> <p>Uses language to communicate and to learn 33%</p> <p>Reads and listens to spoken, written and media texts 33%</p> <p>Produces written and media texts 34%</p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills. BAS (Benchmarks Assessment System) testing used to inform marks in Terms 1 and 3. All 3 competencies will be evaluated and reported on at the end of every term. The students' knowledge of language and texts will also be evaluated throughout the year. In cycle 2.2, students will write a Board-compulsory exam in late January / early February of 2020. This exam will count towards the second term report. In cycle 3.2 students will write a MELS-compulsory exam that will count for 20% of the final mark. 	<p>Assignments</p> <p>Projects</p> <p>Reports</p> <p>Oral Presentations</p> <p>Tests</p> <p>Learning & Evaluation Situations</p>	<p>Cycle 2.2 End of January 2020 (QSB Exam)</p> <p>Cycle 3.2 End of April to Mid-May, 2020 (Ministry Exam)</p>
<p><u>Mathematics</u></p> <p>Cycle 1 Solves a situational problem 20% Uses math reasoning 80%</p> <p>Cycle 2 and 3 Solves a situational problem 30% Uses math reasoning 70%</p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to solve situational problems and use mathematical reasoning. Both competencies will be taught each term but in term 1, competency 1 will not be evaluated and reported on. The students' mathematical knowledge of arithmetic, geometry, measurement, statistics and probability will also be evaluated throughout the year. In cycle 3.2 students will write a MELS-compulsory exam that will count for 20% of the final mark. 	<p>Tests</p> <p>Quizzes</p> <p>In-class work</p> <p>Learning & Evaluation Situations</p>	<p>Cycle 1.2 & 2.2 Early June 2020 (QSB Exam)</p> <p>Cycle 3.2 Mid-May to Early June, 2020 (Ministry Exam)</p>
<p><u>French, Second Language</u></p> <p>Communicates in French 40%</p> <p>Understands oral and written texts in French 40%</p> <p>Produces oral and written texts in French 20%</p>	<ul style="list-style-type: none"> 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 In cycle 3.2 students will write a Board-compulsory exam that will be considered in the 3rd Term results. 	<p>Assignments</p> <p>Projects</p> <p>Reports</p> <p>Oral Presentations</p> <p>Tests</p> <p>Learning & Evaluation Situations</p>	<p>Cycle 3.2 Mid-May, 2020 (School Board Exam)</p>
<p>Subject</p>	<p>Description</p>	<p>Types of Evaluations (Such as...)</p>	<p>Final Evaluations/ Exams</p>

<p><u>Geography, History & Citizenship</u> <u>Ed.</u> <u>Cycles 2 and 3</u></p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to: <ul style="list-style-type: none"> 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 The students' knowledge about each society will also be evaluated throughout the year. Only an overall Subject Mark will appear on each report card. 	<p>Tests</p> <p>Quizzes</p> <p>Projects</p>	<p>N/A</p>
<p><u>Science & Technology</u> <u>Cycles 2 and 3</u></p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to: <ul style="list-style-type: none"> explain or solve scientific or technical problems use scientific and technical tools, objects and procedures communicate in the language used in science and technology The students' knowledge of the <i>Material World, Earth and Space and Living Things</i> will also be evaluated throughout the year. Only an overall <i>Subject Mark</i> will appear on each report card. 	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Experimental Activities</p>	<p>N/A</p>
<p><u>Physical Education & Health</u></p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to: <ul style="list-style-type: none"> 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 <i>Subject Mark</i> will appear on each report card. 	<p>Tests</p> <p>Performances/ Movements</p>	<p>N/A</p>
<p><u>Ethics and Religious Culture</u></p>	<ul style="list-style-type: none"> 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. Only an overall <i>Subject Mark</i> will appear on each report card. 	<p>Tests</p> <p>Projects</p> <p>Oral Presentations</p>	<p>N/A</p>
<p><u>Visual Arts</u></p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to produce and appreciate individual and media works of art. The students' knowledge of producing their own images and messages will also be evaluated throughout the year. Only an overall <i>Subject Mark</i> will appear on each report card. 	<p>Projects</p> <p>Presentations</p>	<p>N/A</p>
<p><u>Drama</u></p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to invent and interpret short scenes and to appreciate dramatic works. The students' knowledge of the language of drama, performance techniques and styles of theatre will also be evaluated throughout the year. Only an overall <i>Subject Mark</i> will appear on each report card. 	<p>Projects</p> <p>Performances/ Movements</p>	<p>N/A</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.

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

Official Communications	
First Communication	By October 15th, you will receive the interim report, which will include colour grading (red, yellow, green) on your child's learning and behaviour.
Term 1 Report Card	The Term 1 Report Card will be issued on the week of November 19 th . This report card will cover the period from August 29 th to November 8 th , and will count for 20% of the final mark for the year.
Term 2 Report Card	The Term 2 Report Card will be issued by the week of Feb 25 th . This report card will cover the period from November 11 th to February 7 th and will count for 20% of the final mark for the year.
Term 3 Report Card	The Term 3 Report Card will be issued during the final week of June or the first week of July. It will cover the period from February 11 th to the end of the year, and will count for 60% of the final mark for the year.

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
<p>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, complex tasks, observations, etc.).</p> <p>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 the Ministry (<i>see subject table on the first page</i>).</p>		<p>For the 3rd Term, the teacher enters a percentage that reflects the knowledge and competencies that a student has acquired - based on the evaluations carried out during the term (tests, assignments, complex tasks, observations, etc.).</p> <p><i>*The exams for English, French and Math in Cycle 2.2 are weighted at 10% of the entire year's mark.</i></p> <p><i>*The exams for French and Math in Cycle 3.1 are weighted at 15% of the entire year's mark.</i></p> <p><i>*The exams for English, French and Math in Cycle 3.2 are weighted at 20% of the entire year's mark.</i></p>	<p>The 3rd term includes a Final Mark.</p> <p><i>It is calculated using the results of the three weighted terms (20%, 20%, 60%) and in some cases, the mark on the Ministry or board common exam.</i></p>

Other Report Card Information: Comments on Learning (by Subject)

The report card will include a section for general teacher comments for subject areas. The comments will deal with the student's abilities, challenges, progress and may provide suggestions for supporting learning at home.

Other Report Card Information: General Competencies

The report cards will also include comments on general competencies at the end of the first and third terms.

What You Need To Know About Your Child's Exams and Assessments

In recent years, the Ministry of Education, Loisir et Sport (MELS) has put more emphasis on formal evaluations in the form of end of year exams. Every school in the province must have a School Success Plan, with the priority of individual student achievement. The exam results provide schools with standardized data that allows us to look at how our students are performing in the three core subjects of English Language Arts (ELA), Math and French Second Language (FSL), and it gives teachers the opportunity to reflect on their teaching practices. As well, Western Quebec School Board administers tests and exams throughout the year to act as benchmarks for data collection so that student achievement can be tracked across the board and to help teachers support students in their learning.

The following chart details the different tests and exams:

Grade level	Test/Exam	Date of testing	Weighting
K5	BAS- Benchmark Assessment System (letter, word recognition, book sense)	May	evidence towards term results
Grade 1	BAS (Benchmark Assessment System)- English reading assessment	October + May	evidence towards term results
	GB+ (French Immersion reading assessment)	October + May	
Grade 2	Math exam	Late May- early June	10% of Term 3
	BAS	October + May	evidence towards term results
	GB+	October + May	
Grade 3	Math exam	Late May – early June	15% of Term 3
	BAS	October + May	evidence towards term results
Grade 4	Math exam	Late May – early June	15% of Term 3
	English	Late January – early February	50% of Term 2
	French exam	May-June	10% of Term 3
	BAS	October +May	evidence towards term results
Grade 5	Math exam	Late May – early June	20% of Term 3
	French exam	May-June	15% of Term 3

			3
	BAS	October + May	evidence towards term results
Grade 6	Math epreuve (MELS final exam)	Late May – early June	20% of year
	English epreuve (MELS final exam)	Mid May	20% of year
	French exam (Board exam)	Late April – early May	20% of Term 3
	BAS	October + May	evidence towards term results

The English and French exams/epreuves are process exams. What is meant by this is there is an overall theme for the exam, and the students work on it over a period of several weeks. These are higher-level thinking exams, requiring students to pull together much of the knowledge they have accumulated over the school year as opposed to an exam that has them recalling information. The math exam reflects the two competencies; students work on shorter application problems that emphasize a different math skill set, whereas the situational problem is another compilation of the different math concepts they have learned over the year in one longer problem. Except for the Ministry (MELS) epreuves, all exams are developed by teachers at the board level or shared amongst school boards.

All of this data is used to make many school-based decisions: programming, providing resource support for struggling students, identifying student profiles, determining groupings of students. Also, it supports decisions for individual students: different programming options, placement at the end of the school year, further testing for special education supports, etc.

As parents, it is important for you to prepare your child for exams by ensuring that they have a good night's sleep, eat well, spend some time reviewing the material in advance, and arrive to school on time and attend every day throughout the exam period.

Should you have any questions or concerns, please contact your child's teacher or the principal for further information.

Grady Robson
Principal
