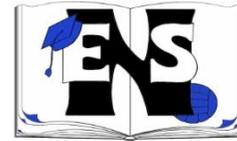




## Evaluation of Student Learning 2017-2018

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

<b>Official Communications</b>			
<b>Progress Report</b>	On <b>October 16th</b> , you will receive the interim report, which will include comments on your child's learning and behavior.		
<b>Term 1 Report Card</b>	This report card covers the period from <b>August 31<sup>st</sup> to November 2<sup>nd</sup></b> . It will count for 20% of the final mark for the whole year. Report cards will be send home on <b>November 20<sup>th</sup></b> . Parent – teacher interview night will be held on <b>Nov. 22<sup>nd</sup></b> .		
<b>Term 2 Report Card</b>	This report card covers the period from <b>November 6<sup>th</sup> to February 19<sup>th</sup></b> . It will count for 20% of the final mark for the whole year. Report cards will be send home on <b>March 12<sup>th</sup></b> . Teachers will communicate with parents for meetings. ( <b>March 15<sup>th</sup></b> )		
<b>Term 3 Report Card</b>	This report card covers the period from <b>February 20<sup>th</sup> to June 22<sup>nd</sup></b> . It will count for 60% of the final mark for the whole year. Report cards will be mailed home on <b>July 10<sup>th</sup></b>		
<b>Report Card Information:</b>			
<b>Comments on Learning (by Subject)</b> The report card will include a section for general comments for each subject area. The comments will deal with the student's strengths, challenges and progress.			
<b>General Competencies</b> The report cards will also include comments on the following general competencies at the end of the first and third term:			
<ul style="list-style-type: none"> <li>• Term 1: C2 - <i>Organizes his/her work</i> and C4 - <i>Works in a team</i></li> <li>• Term 3: C1 - <i>Exercises critical judgment</i> and C3 - <i>Communicates effectively</i></li> </ul>			
<b>Report Card: How Results Are Determined</b>			
Term 1 20% of the Final Mark	Term 2 20% of the Final Mark	Term 3 60% of the Final Mark	Final Mark
<p><b>For Terms 1 and 2</b>, 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.).</p> <p>In the case of English Language Arts, Mathematics and French, Second Language, a <b>Subject Mark</b> 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>MEES : Ministère de l'Éducation, de l'Enseignement Supérieur</p>		<p><b>For the 3<sup>rd</sup> Term</b>, the teacher enters a percentage mark that covers the student's learning for the term. (Knowledge and competencies.</p>	<p><b>The 3<sup>rd</sup> term includes a Final Mark.</b></p> <p>It is calculated using the results of the three weighted terms (20%, 20%, and 60%) and the MEES exam results (if applicable).</p>

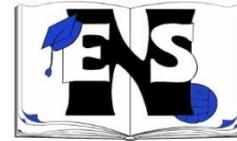


## Kindergarten

Subject	Curriculum overview	Final Evaluations/ Exams
	<p><b>Competency 1</b>  <u>To perform sensorimotor actions effectively in different contexts</u>            Students will be evaluated based on their abilities related to gross and fine motor skills. Gross motor skills are large movements including movement of the arms and legs. Fine motor skills are small movements using hands. Students will develop skills in writing, art activities, building and physical education activities in the gym or schoolyard.</p>	<p>Evaluated every term.</p> <p>Interactions, assignments, projects, quizzes, activities</p>
	<p><b>Competency 2</b>  <u>To affirm his/her personality</u>            This competency contributes to children's emotional development by building self-esteem. Through a variety of experiences, children learn to see themselves as unique individuals with their own tastes, interest and needs. They acquire self-confidence, become more receptive to relating to others, show a desire for knowledge, enjoy activities and take part autonomously in learning activities.</p>	
	<p><b>Competency 3</b>  <u>To interact harmoniously with others</u>            This competency is developed in everyday classroom life through play and projects.</p>	
	<p><b>Competency 4</b>  <u>To communicate using the resources of language</u>            This competency involves language development. Children will develop oral and written communication skills that allow them to complete activities and projects. There is a final evaluation of student's letter recognition, reading behavior and writing during the last term.</p>	
	<p><b>Competency 5</b>  <u>To construct his/her understanding of the world</u>            Students develop this competency in everyday life, in both ordinary situations and those in which problems must be solved. They construct their understanding of the world as they discover the arts, the social sciences, mathematics, science and technology.</p>	
	<p><b>Competency 6</b>  <u>Completes projects and activities</u>            Children participate actively in their own learning through various projects and activities. They choose challenges based on their interests and persevere to the completion of the tasks. They present their projects, explain the procedures and strategies they used and talk about their successes and challenges.</p>	

## Grade 1&2

Subject	Curriculum overview	Final Evaluations/ Exams
<p><b>English Language Arts</b></p>	<p>Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills</p> <p>C1: Uses language to communicate and to learn 33%            C2: Reads and listens to spoken, written and media texts 33%            C3: Produces written and media texts 34%</p>	<p>Evaluated every term.</p> <p>Projects, assignments, interactions, quizzes, tests, effort</p>
<p><b>Mathematics</b></p>	<p>Students will be evaluated on their ability to solve situational problems and use mathematical reasoning</p> <p>C1: Solves a situational problem Cycle 1 : 20%            C2: Uses math reasoning Cycle 1: 80%</p>	<p>Situational problem not evaluated in term 1</p> <p><b>Grade 2 (10%) End-of-year exam</b></p>
<p><b>Physical Education &amp; Health</b></p>	<p>Students will be evaluated on their ability to perform movement skills in different physical activity settings, interact with others in different physical settings and adopt a healthy and active lifestyle</p>	<p>Evaluated every term.</p> <p>Projects, assignments, interactions, quizzes, tests, effort</p>
<p><b>Music</b></p>	<p>Students will be evaluated on their ability to interpret, appreciate and create music</p>	
<p><b>Visual Arts</b></p>	<p>Students will be evaluated on their ability to produce and appreciate individual and media works of art</p>	



## Grade 3&4

<b><u>English Language Arts</u></b>	Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills C1: Uses language to communicate and to learn 33% C2: Reads and listens to spoken, written and media texts 33% C3: Produces written and media texts 34%	<b>Grade 4 (15%) End-Of-Year exam</b>
<b><u>Mathematics</u> Grade 3&amp;4 Grade 5&amp;6</b>	Students will be evaluated on their ability to solve situational problems and use mathematical reasoning C1:Solves a situational problem Cycle 2-3 :30% C2: Uses math reasoning Cycle 2-3 :70%	<b>Grade 3-4 (15%) End-of-year exam Grade 5-6 (20%) End-of-year exam</b>
<b><u>Geography, History &amp; Citizenship Ed.</u> Cycles 2</b>	Students will be evaluated on their ability to understand different societies and their territories from a geographical and historical perspective, interpret changes that occur within a society and its territories and compare certain aspects of societies to appreciate their diversity	Evaluated every term.  Interactions, assignments, projects, quizzes, activities, tests
<b><u>Science &amp; Technology</u> Cycles 2</b>	Students will be evaluated on their ability to explain or solve scientific or technical problems,, use scientific and technical tools, objects and procedures and communicate in the language used in science and technology.	
<b><u>Visual Arts</u> Cycle 2</b>	Students will be evaluated on their ability to produce and appreciate individual and media works of art	
<b><u>Drama</u> Cycle 2</b>	Students will be evaluated on their ability to invent and interpret short scenes and to appreciate dramatic works	

## Grade 5&6

<b><u>English Language Arts</u></b>	Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills C1: Uses language to communicate and to learn 33% C2: Reads and listens to spoken, written and media texts 33% C3: Produces written and media texts 34%	<b>Grade 6 (20%) End-Of-Year exam</b>
<b><u>Geography, History &amp; Citizenship Ed.</u> Cycle 3</b>	Students will be evaluated on their ability to understand different societies and their territories from a geographical and historical perspective, interpret changes that occur within a society and its territories and compare certain aspects of societies to appreciate their diversity	Evaluated every term.  Interactions, assignments, projects, quizzes, activities, tests
<b><u>Science &amp; Technology</u> Cycle 3</b>	Students will be evaluated on their ability to explain or solve scientific or technical problems,, use scientific and technical tools, objects and procedures and communicate in the language used in science and technology.	
<b><u>Visual Arts</u></b>	Students will be evaluated on their ability to produce and appreciate individual and media works of art	
<b><u>Drama</u></b>	Students will be evaluated on their ability to invent and interpret short scenes and to appreciate dramatic works	

## Ethics and Religious Culture Elementary grade 1-6

<b><u>Ethics and Religious Culture</u> Elementary grade 1-6</b>	Students will be evaluated on their ability to reflect on ethical questions, understand the phenomenon of religion and participate in discussions. There is one mark on the Report Card. C1: Reflects on ethical questions / engages in dialogue – 50% C2: Demonstrates an understanding of the phenomenon of religion / engages in dialogue – 50%	Evaluation every term.  •Participation in classroom discussions  •completion of assignments
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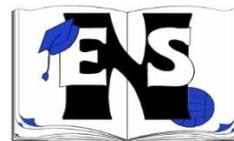


### Physical Education Elem. grade 3-6

<p><b><u>Physical Education</u></b> <b><u>Cycle 2 &amp; cycle 3</u></b></p>	<p>Students will be evaluated on their results in fitness testing, performance in sport, and preparedness for class.            C1: Performs movement skills in different physical activity settings            C2: Interacts with others in different activity settings            C3: Adopts a healthy, active lifestyle.            Safe Participation in physical activity and fair play.</p>	<p>Evaluation every term             Interaction, participation, behavior, understanding</p>
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### French Second Language Elementary grade 1-6

<p><b><u>French, Second</u></b> <b><u>Language</u></b>            Cycle 1            Cycle 2            Cycle 3</p>	<p>Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills            C1: Communicates in French 40%            C2: Understands oral and written texts in French 40%            C3: Produces oral and written texts in French 20%</p>	<p><b>Grade 3 (15%)</b> <b>end-of-year exam</b>  <b>Grade 5-6 (20%)</b> <b>End-of-year exam</b></p>
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## Mathematics secondary 1-5

Subject	Curriculum Overview	Evaluations/ Exams
<b><u>Mathematics 1</u></b>	Students will be evaluated on their ability to solve situational problems and use mathematical reasoning  C1: Solves a situational problem 30% C2: Uses mathematical reasoning 70%	Competency 1 not evaluated in term 1  <b>Final WQSB Exam TOTAL – 30% of the year (subject to change)</b>
<b><u>Mathematics 2</u></b>	Students will be evaluated on their ability to solve situational problems and use mathematical reasoning  C1: Solves a situational problem 30% C2: Uses math reasoning 70%	Competency 1 not evaluated in term 1  <b>June Exam 50% of Term 3 (30% of year mark) Uniform WQSB Exam</b>
<b><u>Mathematics 3</u></b>	Students will be evaluated on their ability to solve situational problems and use mathematical reasoning.  C1: Solves a situational problem 30% C2: Uses math reasoning 70%	Competency 1 not evaluated in term 1  <b>MaST June Exam 40%</b>
<b><u>Mathematics 4 CST</u></b>	Students will be evaluated on their ability to solve situational problems and use mathematical reasoning.  C1: Solves a situational problem 30% C2: Uses math reasoning 70%	Competency 1 not evaluated in term 1  <b>June Exam (MEES): 50% + moderation</b>
<b><u>Mathematics 5 CST</u></b>	Students will be evaluated on their ability to solve situational problems and use mathematical reasoning.  C1: Solves a situational problem 30%  C2: Uses math reasoning 70%	<b>Competency 1 not evaluated in term 1</b>  <b>MaST June Exam: 40%</b>

## English Language Arts Secondary 1-5

<b><u>English Language Arts Secondary 1 &amp; 2</u></b>	Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills. C1: Uses language to communicate and to learn 33% C2: Reads and listens to texts 33% C3: Produces spoken, written and media texts 34%	<b>Final WQSB Exam TOTAL 30% of Term 3</b>
<b><u>English Language Arts Secondary 3</u></b>	Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills C1: Uses language to communicate and to learn 33% C2: Reads and listens to texts 33% C3: Produces spoken, written and media texts 34%	<b>Final WQSB Exam TOTAL 50% of Term 3 (30% of year mark)</b>
<b><u>English Language Arts Secondary 4&amp;5</u></b>	Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills C1: Uses language to communicate and to learn 33% C2: Reads and listens to texts 33% C3: Produces spoken, written and media texts 34%	<b>Final WQSB / MEES Exam TOTAL – 50% of the year (subject to change)</b>

## Science Secondary 1-4

<p><b><u>Science &amp; Technology Secondary 1 / 2</u></b></p>	<p>Students will be evaluated on their ability to explain or solve scientific or technical problems, use scientific and technical tools, objects and procedures and communicate in the language used in science and technology. C1: Theory 70% C2: Practical 30%</p>	<p><b>June Exam 50% of Term 3 (30% of year mark) Uniform WQSB Exam</b></p>
<p><b><u>Science &amp; Technology 3</u></b></p>	<p>Students will be evaluated on their ability to make the most of their knowledge of science and technology, seek answers or solutions to scientific or technological problems and communicate in the language used in science and technology C1- Practical 40% C2- Theory 60%</p>	<p><b>MaST created June Exam (30%)</b></p>
<p><b><u>Science &amp; Technology 4</u></b></p>	<p>Students will be evaluated on their ability to make the most of their knowledge of science and technology, seek answers or solutions to scientific or technological problems and communicate in the language used in science and technology C1- Practical 40% C2- Theory 60%</p>	<p><b>June Exam (MEES): 50% + moderation</b></p>
<p><b><u>Science &amp; The Environment 4</u></b></p>	<p>Students will be evaluated on their ability to make the most of their knowledge of science and technology, seek answers or solutions to scientific or technological problems and communicate in the language used in science and technology C1- Practical 40% C2- Theory 60%</p>	<p><b>MaST Created June Exam 30% + moderation</b></p>
<p><b><u>Chemistry 5</u></b> <b><u>Physics 5</u></b></p>		

## Social Studies Secondary 1-5

<p><b><u>History Secondary 1 / 2</u></b></p>	<p>In Secondary Cycle One, students are encouraged to open up to the world. They use the historical method to examine and interpret social phenomena that constitute turning points in the history of the Western world, from prehistorical times to the present. They become aware of the importance of human action in social change.  C1: Examines social phenomena from a historical perspective, Interprets social phenomena using the historical method and Strengthens his/her exercise of citizenship through the study of history.</p>	<p><b>June Exam 50% of Term 3 (30% of year mark)</b></p>
<p><b><u>History 3</u></b></p>	<p>-Students examine and interpret social phenomena while addressing key periods in the history of Quebec and Canada. History 3 is studied chronologically.  -C1: Examines social phenomena from a historical perspective, interprets social phenomena using the historical method and strengthens his or her exercise of citizenship through the study of history.</p>	<p><b>June Exam 50% of Term 3 (30% of year mark)</b>  <b>Uniform WQSB Exam</b></p>

<p><b><u>History 4</u></b></p>	<p>-Students examine and interpret social phenomena while addressing key periods in the history of Quebec and Canada. History 4 is studied chronologically from 1840 to present day.</p> <p>-C1: Examines social phenomena from a historical perspective, interprets social phenomena using the historical method and strengthens his or her exercise of citizenship through the study of history.</p>	<p><b>June Exam</b> <b>50% of Year Mark</b></p> <p><b>Uniform Provincial Exam</b></p>
<p><b><u>Contemporary World secondary 5</u></b></p>	<p>Students will be evaluated on their ability to interpret contemporary world problems and to take a position on contemporary world issues (equal weighting.) There is one mark on the Report Card.</p> <p>C1: Interprets a contemporary problem (50%) C2: Takes a position on a contemporary world issue (50%)</p>	<p><b>Midterm exam 20%</b> Teacher created</p> <p><b>Final exam is 20%.</b> Teacher created</p>

### Financial Education 5

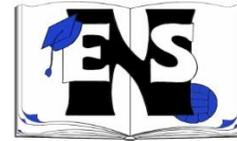
<p><b>Financial education 5</b></p>	<p>Takes a position on a financial issue</p> <p>Three financial issues: Consuming Goods and Services Entering the Workforce Pursuing an Education</p>	<p><b>TBA</b></p>
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### Ethics and Religious Culture 1&2, 4&5

<p><b><u>Ethics and Religious Culture Secondary 1 / 2</u></b></p>	<p>In ethics, the themes help students to further their reflection on the meaning of conduct and on the values and norms that the members of a given society or group adopt in order to guide or regulate their actions. Similarly, the prescribed themes in religious culture help students to better understand the main elements that make up religious traditions.</p> <p>C1: Reflects on ethical questions – 50% C2: Demonstrates an understanding of the phenomenon of Religion – 50%</p>	<p>Evaluation every term No end of year exam</p>
<p><b><u>Ethics and Religious Culture Secondary 4,5</u></b></p>	<p>Students will be evaluated on their ability to reflect on ethical questions, understand the phenomenon of religion and to participate in discussions. There is one mark on the Report Card.</p> <p>C1: Reflects on ethical questions / engages in dialogue (50%) C2: Demonstrates an understanding of the phenomenon of religion/ engages in dialogue (50%)</p>	<p>Classroom discussions, 20% Assignments, 50% Independent and/or Projects, 30%</p> <p>No end of year exam.</p>

### Geography secondary 1&2

<p><b><u>Geography 1-2</u></b></p>	<p>Students study how human beings use, occupy, and take possession of space and transform it into a territory.</p> <p>C1: Understands the organization of a territory interrupts a territorial issue and constructs his or her consciousness of global citizenship.</p>	<p><b>June Exam</b> <b>50% of Term 3</b> <b>(30% of year mark)</b></p>
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### Personal Orientation Project sec. 3

<p><b><u>Personal Orientation Project</u></b></p>	<p>POP is a unique opportunity to discover various occupations that may correspond to their aptitudes interests and aspirations.</p> <p>Students are reflecting on their skills, personalities, aptitudes, and interests and completing various in class assignments and a career exploration.</p>	<p>Evaluation every term No end-of-year evaluation</p>
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### Visual Arts and Drama secondary 1-5

<p><b><u>Visual Arts 1-5</u></b></p>	<p>Students will be evaluated on their ability to create and appreciate personal and media images C1: Creates Personal and Media Images 70% C2: Appreciates Art; cultural objects, media and personal images 30%</p>	<p><b>Final Cumulative Assignment</b> Art Journal Project <b>TOTAL – 50% of the year</b> (subject to change)</p>
<p><b><u>Drama Secondary 1 – 5</u></b></p>	<p>Students will be evaluated on their ability to create, perform and appreciate various dramatic works. The course requires both knowledge and application of knowledge. C1: Knowledge C2: Application of knowledge</p>	<p>Evaluation every term No end of year exam</p>

### Computer Media sec. 5

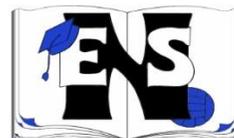
<p><b><u>Computer &amp; Media Applications</u></b></p>	<p>Students will be evaluated on their ability to follow the guidelines of the course. C1: Understands and uses appropriate computer production techniques 60% C2: Understands and interprets social, legal and ethical issues related to technology 40%</p>	<p><b>Final Cumulative Assignment</b> <b>TOTAL – 50% of the year</b></p>
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### Outdoor Education Program Sec. 5

<p><b><u>Outdoor Education Program V</u></b></p>	<p>Students will be evaluated on their ability to participate to every class.</p>	<p>Evaluation every term. No final exam</p>
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### French as Second language Secondary 1-5

<p><b><u>French, Second Language</u></b></p>	<p>Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills C1: Communicates in French 40% C2: Understands oral and written texts in French 30% C3: Produces oral and written texts in French 30%</p>	<p><b>Secondary 2 (30%)</b> <b>End-of-year exam (WQSB)</b>  <b>Secondary 5 (40%)</b> <b>End-of-year exam (MEES)</b></p>
<p><b><u>Physical Education</u></b></p>	<p>Students will be evaluated on their results in fitness testing, performance in various games, and preparedness for class.  C1: Performs movement skills in different physical activity settings C2: Interacts with others in different activity settings C3: Adopts a healthy, active lifestyle. Safe Participation in physical activity and fair play.</p>	<p>Class participation – 50% Class assignments and performances – 50%</p>



## Work Oriented Training Pathway : Prework (three-year program)

Subject	Types of Evaluations	Evaluations
<b><u>Preparation to Job Market</u></b> Competency 1: Establishes his/her personal and occupational profile Competency 2: Gains and understanding of the job market Competency 3: carries out a sociovocatioanl integration plan (year 3)	Portfolio Journal entries Class participation	Evaluation every term. No end of year exams.
<b><u>Autonomy and Social Participation</u></b> Competency 1: Demonstrates autonomy in everyday situations Competency 2: Takes an informed position on everyday issues	Portfolio Journal entries Class participation	Evaluation every term. No end of year exams.
<b><u>Introduction of World of Work</u></b> Competency 1: Develops specific competencies associated with one or more semiskilled trades Competency 2: Adopts attitudes and behaviours required in the workplace	Portfolio Journal entries Class participation	Evaluation every term. No end of year exams.

**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.

### Graduation requirements

#### MEES\*

Requirements for obtaining a Secondary School Diploma (SSD) in general education in the youth sector (J5 certification system) These standards have been in force since May 1, 2010.

- The pass mark for each course is 60%. A Secondary School Diploma is awarded to a student who has obtained at least 54 credits in Secondary IV and V, at least 20 of which are in Secondary V.

The student must pass the following courses:

- Secondary V language of instruction
- Secondary IV Mathematics
- Secondary V second language
- Secondary IV Science and Technology or Applied Science and Technology
- Secondary IV History and Citizenship Education
- Secondary IV Arts Education
- Secondary V Ethics and Religious Culture or Physical Education and Health

\*MEES : Ministère de l'Éducation et de l'Enseignement Supérieure

<http://www.education.gouv.qc.ca/>

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 the school.

*Amy Barker*

Principal



**Together we succeed**