

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



***Our Lady of Pompei School***

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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 2024-2025 school year.

**2024-2025 Elementary School Year**

**CYCLE ONE**

<p><b>ENGLISH LANGUAGE ARTS</b></p> <p><b>Cycle 1 Year 1</b></p> <p>Uses Language to Communicate and Learn (33%)</p> <p>Reads and Listens to Spoken, Written, and Media Texts (33%)</p> <p>Produces Written and Media Texts (34%)</p>	<p>Students will be evaluated on their ability to use language to communicate, read, and write. All three competencies will be evaluated throughout the year.</p> <p><b>Term One:</b> Uses Language to Communicate and Learn</p> <p><b>Term Two:</b> Reads and Listens to Spoken, Written and Media Texts Produces Written and Media Texts</p> <p><b>Term Three:</b> Uses Language to Communicate and Learn Reads and Listens to Spoken, Written and Media Texts Produces Written and Media Texts</p>	<p><b>Evaluation Tools:</b></p> <ul style="list-style-type: none"> <li>● Teacher observations</li> <li>● Class work</li> <li>● Tests/Quizzes</li> <li>● Oral presentations – projects</li> <li>● Rubrics</li> <li>● Assignments</li> </ul>
<p><b>ENGLISH LANGUAGE ARTS</b></p> <p><b>Cycle 1 Year 2</b></p> <p>Uses Language to Communicate and Learn (33%)</p> <p>Reads and Listens to Spoken, Written, and Media Texts (33%)</p> <p>Produces Written and Media Texts (34%)</p>	<p>Students will be evaluated on their ability to use language to communicate, read, and write. All three competencies will be evaluated throughout the year.</p> <p><b>Term One:</b> Uses Language to Communicate and Learn</p> <p><b>Term Two:</b> Reads and Listens to Spoken, Written and Media Texts Produces Written and Media Texts</p> <p><b>Term Three:</b> Uses Language to Communicate and Learn Reads and Listens to Spoken, Written and Media Texts Produces Written and Media Texts</p>	<p><b>Evaluation Tools:</b></p> <ul style="list-style-type: none"> <li>● Teacher observations</li> <li>● Class work</li> <li>● Tests/Quizzes</li> <li>● Oral presentations – projects</li> <li>● Rubrics</li> <li>● Assignments</li> </ul>

<p><b>MATHEMATICS</b></p> <p><b>Cycle 1 Year 1</b></p> <p>Solves a situational problem (20%)</p> <p>Uses mathematical reasoning (80%)</p>	<p>Students will be assessed and evaluated on their ability to solve situational problems and use mathematical reasoning by way of math games.</p> <p><b>Term One:</b> Uses math reasoning</p> <p><b>Term Two:</b> Solves a situational problem Uses math reasoning</p> <p><b>Term Three:</b> Uses math reasoning Solves a situational problem</p> <p>The students' mathematical knowledge of arithmetic, geometry, and measurement will be evaluated throughout the year.</p>	<p><b>Evaluation Tools:</b></p> <ul style="list-style-type: none"> <li>● Tests and quizzes</li> <li>● Rubrics</li> <li>● Class work</li> <li>● Group work</li> <li>● Informal/formal observations done in class</li> </ul>
<p><b>MATHEMATICS</b></p> <p><b>Cycle 1 Year 2</b></p> <p>Solves a situational problem (20%)</p> <p>Uses mathematical reasoning (80%)</p>	<p>Students will be evaluated on their ability to solve situational problems and use mathematical reasoning.</p> <p><b>Term One:</b> Uses math reasoning</p> <p><b>Term Two:</b> Solves a situational problem Uses math reasoning</p> <p><b>Term Three:</b> Uses math reasoning Solves a situational problem</p> <p>The students' mathematical knowledge of arithmetic, geometry, and measurement will be evaluated throughout the year.</p>	<p><b>Evaluation Tools:</b></p> <ul style="list-style-type: none"> <li>● Tests and quizzes</li> <li>● Rubrics</li> <li>● Class work</li> <li>● Group work</li> <li>● Informal/formal observations done in class</li> </ul>

<p style="text-align: center;"><b>FRENCH</b></p> <p style="text-align: center;"><b>Cycle 1 Year 1</b></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, read, and write. All three competencies will be evaluated throughout the year.</p> <p><b>Term One:</b> Uses Language to Communicate and Learn</p> <p><b>Term Two:</b> Reads and Listens to Spoken Texts Produces Written and Media Texts</p> <p><b>Term Three:</b> Uses Language to Communicate and Learn Reads and Listens to Spoken Texts Produces Written and Media Texts</p>	<p><b>Evaluation Tools:</b></p> <ul style="list-style-type: none"> <li>● Tests/Quizzes</li> <li>● Spelling</li> <li>● Rubrics</li> <li>● Observations</li> <li>● Class work</li> <li>● Oral Presentations</li> </ul>
<p style="text-align: center;"><b>FRENCH</b></p> <p style="text-align: center;"><b>Cycle 1 Year 2</b></p> <p>Uses Language to Communicate and Learn (33%)</p> <p>Reads and Listens to Spoken, Written, and Media Texts (33%)</p> <p>Produces Written and Media Texts (34%)</p>	<p>Students will be evaluated on their ability to use language to communicate, read, and write. All three competencies will be evaluated throughout the year.</p> <p><b>Term One:</b> Uses Language to Communicate and Learn</p> <p><b>Term Two:</b> Reads and Listens to Spoken Texts Produces Written and Media Texts</p> <p><b>Term Three:</b> Uses Language to Communicate and Learn Reads and Listens to Spoken Texts Produces Written and Media Texts</p>	<p><b>Evaluation Tools:</b></p> <ul style="list-style-type: none"> <li>● Tests/Quizzes</li> <li>● Spelling</li> <li>● Rubrics</li> <li>● Observations</li> <li>● Class work</li> <li>● Oral Presentations</li> </ul>

<p style="text-align: center;"><b>VISUAL ARTS</b></p> <p style="text-align: center;"><b>Cycle 1</b></p> <p>Produce individual and media works in the visual arts (70%)</p> <p>To 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>Transform media with the aid of tools and using gestures that they learn to control.</p> <p>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>Examine art works. Students will make connections between what they have felt and examined. Students will share their appreciation experience.</p> <p><b>Term One</b> – Competency 1 &amp; 2</p> <p><b>Term Two</b> – Competency 1 &amp; 2</p> <p><b>Term Three</b> – Competency 1 &amp; 2</p> <p><b>Only an overall Subject Mark will appear on the report card.</b></p>	<p><b>Evaluation Tools:</b></p> <ul style="list-style-type: none"> <li>● Art appreciation activities</li> <li>● Assignments</li> <li>● Class work</li> <li>● Observations</li> <li>● Participation &amp; effort</li> </ul>
<p style="text-align: center;"><b>MUSIC</b></p> <p style="text-align: center;"><b>Cycle 1</b></p> <p>Invent and interpret musical pieces (70%)</p> <p>Appreciate musical works, personal productions and those of classmates (30%)</p>	<p><b>Term One</b> – To appreciate musical works which will be evaluated</p> <p><b>Term Two</b> - To interpret, and to appreciate musical works which will be evaluated</p> <p><b>Term Three</b> – 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, 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, opinion, or to write texts about musical works.</p> <p><b>Only an overall Subject Mark will appear on each report card</b></p>	<p><b>Evaluation Tools:</b></p> <ul style="list-style-type: none"> <li>● Class participation and effort</li> <li>● Active participation on tasks</li> <li>● Practical skills instrumental and vocal</li> </ul>

<p><b>PHYSICAL EDUCATION &amp; HEALTH</b></p> <p><b>Cycle 1</b></p> <p>1-Perform movement skills in different physical activity settings</p> <p>2-Interact with others in different physical activity settings</p> <p>3-Adopt a healthy and active lifestyle</p> <p>(100%)</p>	<p>All three competencies will be evaluated throughout the year:</p> <p><b>Term 1:</b> Competency 1 will be evaluated.</p> <p><b>Term 2:</b> Competencies 2 and 3 will be evaluated.</p> <p><b>Term 3:</b> Competencies 1, 2 and 3 will be evaluated.</p> <p>Only an overall Subject Mark will appear on each report card.</p>	<p><b><u>Evaluation Tools:</u></b></p> <ul style="list-style-type: none"> <li>● Skills tests</li> <li>● Observations</li> <li>● Assignments in Health book</li> </ul>
<p><b>CULTURE &amp; CITIZENSHIP IN QUEBEC</b></p> <p><b>Cycle 1 Year 1 &amp; 2</b></p> <p>(100%)</p>	<p>The competency <i>Explores culture realities</i> will lead students to build and demonstrate their understanding of the culture realities in their immediate environment. Furthermore, students will engage in dialogue throughout the development of the competency.</p>	<p><b><u>Evaluation Tools:</u></b></p> <ul style="list-style-type: none"> <li>● Class dialogue/discussions</li> <li>● Teacher observations</li> <li>● Class assignments (work sheets)</li> <li>● Oral presentations - projects</li> <li>● Quizzes</li> </ul>

## Communication to Parents

Different means will be used to promote communication with parents: telephone calls, Google Classroom, Mozaik, emails, notes in the agenda, home assignments sent home and 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.

## Other Comments

<b>First Written Communication (Progress Report)</b>	The first written communication progress report, which will include comments on your child's learning and behaviour and will be issued on October 11 <sup>th</sup> , 2024.
<b>First Report Card (TERM 1)</b>	The first official report card will be issued on November 18 <sup>th</sup> , 2024. This report card will cover the period from August 29 <sup>th</sup> , 2024 to November 8 <sup>th</sup> , 2024 and will count for 20% of the final mark for the year.
<b>Second Report Card (TERM 2)</b>	The second official report card will be issued on February 24 <sup>th</sup> , 2025. This report card will cover the period from November 11 <sup>th</sup> , 2024 to February 14 <sup>th</sup> , 2025 and will count for 20% of the final mark for the year.
<b>Third Report Card (TERM 3)</b>	The third official report card will be issued on June 19 <sup>th</sup> , 2025. It will cover the period from February 17 <sup>th</sup> , 2025 to June 19 <sup>th</sup> , 2025 and will count for 60% of the final mark for the year.

## CONVERTING EVALUATION AND REPORTING SYMBOLS

(only percentages on report cards)

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