

**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 2024 – 2025 school year.

<b>2024 – 2025 Elementary School Year</b>		
<b>CYCLE TWO</b>		

<b>SUBJECT</b> <b>Competencies Targeted</b>	<b>DESCRIPTION</b>	<b>EVALUATION METHOD &amp; TIMELINE</b>
<p><b>ENGLISH LANGUAGE ARTS</b></p> <p><b>Cycle 2</b></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>	<p>Throughout the year, 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>Also, students will be evaluated on their ability to organize texts, to adapt writing for audience and purpose, to apply structures and features of texts and to apply language convention.</p> <p><b>In term 1</b>, students will be evaluated on reading and listening to spoken, written and media texts.</p> <p><b>In term 2</b>, students will be evaluated on using language to communicate and to learn <i>and</i> also producing written and media texts.</p> <p><b>In term 3</b>, students will be evaluated on all three competencies.</p> <p>In term three, the students (grade 4) will write a MELS compulsory exam. The weight of the exam on the final term mark will be 10%.</p>	<p><b><u>Evaluation Tools</u></b></p> <p>Evaluation will be formative and summative in the form of:</p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Checklists</li> <li>• Assignments &amp; Homework</li> <li>• Independent/group work</li> <li>• Tests /Quizzes</li> </ul>
<p><b>MATHEMATICS</b></p> <p><b>Cycle 2</b></p> <p>Solves a situational problem (30%)</p> <p>Uses mathematical reasoning (70%)</p>	<p>Students will be evaluated on their ability to solve situational problems and use mathematical reasoning/knowledge of various mathematical concepts such as arithmetic, geometry, and measurement throughout the year.</p> <p><b>In term 1</b>, students will be evaluated on using mathematical reasoning.</p> <p><b>In term 2</b>, students will be evaluated on mathematical reasoning &amp; solves a situational problem.</p> <p><b>In term 3</b>, students will be evaluated on both competencies.</p> <p>In term three, the students (grade 4) will write a School Board compulsory exam. The weight of the exam on the final term mark will be 10 %.</p>	<p><b><u>Evaluation Tools</u></b></p> <p>Evaluation will be formative and summative in the form of:</p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Assignments &amp; Homework</li> <li>• Independent/group work</li> <li>• Tests / Quizzes</li> </ul>

<p style="text-align: center;"><b>FRENCH</b></p> <p style="text-align: center;"><b>Cycle 2</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 communicate orally and in different written formats.</p> <p><b>In term 1</b>, students will be evaluated on understanding oral and written texts in French.</p> <p><b>In term 2</b>, students will be evaluated on communicating in French; <i>also</i> producing oral and written texts in French.</p> <p><b>In term 3</b>, students will be evaluated on all three competencies.</p> <p>In term three, the students (grade 4) will write a School Board compulsory exam. The weight of the exam on the final term mark will be 10%.</p>	<p><b><u>Evaluation Tools</u></b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Oral Presentations</li> <li>• Rubrics</li> <li>• Assignments</li> <li>• Group discussions</li> <li>• Tests / Quizzes</li> </ul>
<p style="text-align: center;"><b>SOCIAL STUDIES</b></p> <p style="text-align: center;"><b>Cycle 2</b></p> <p>Geography, History and Citizenship Education</p> <p style="text-align: center;">(100%)</p>	<p>Students will be evaluated on their ability to:</p> <p>Understand different societies and their territories from a geographic and historical perspective.</p> <p>Compare certain aspects of societies to appreciate their diversity.</p> <p>The progress of the social studies knowledge will be evaluated throughout the year, using timelines, textbook information, world maps, and group discussions.</p> <p><b>Only an overall Subject Mark will appear on each report.</b></p>	<p><b><u>Evaluation Tools</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Assignments</li> <li>• Tests / Quizzes</li> </ul>
<p style="text-align: center;"><b>SCIENCE &amp; TECHNOLOGY</b></p> <p style="text-align: center;"><b>Cycle 2</b></p> <p style="text-align: center;">(100%)</p>	<p>Students will be evaluated on their ability to propose explanations to scientific or technological problems by using the language specific to the subject.</p> <p>The students will be exploring these concepts based on three main themes: Univers vivant, Univers material, Terre et Espace.</p> <p><b>Only an overall Subject Mark will appear on each report.</b></p>	<p><b><u>Evaluation Tools</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Assignments</li> <li>• Tests</li> <li>• Rubrics</li> </ul>

<p style="text-align: center;"><b>ART</b></p> <p style="text-align: center;"><b>Cycle 2</b></p> <p>Produce individual and media works in 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>Transform with the aid of tools, using gestures that they learn to control.</p> <p>Use creative ideas inspired by stimulus for creation of media works. The student will use transforming gestures and elements of visual arts language according to the message and intended viewer.</p> <p>The student will examine an art work. The student will make connections between what he/she has felt and examined. The student will share his/her appreciation experience.</p> <p><b>Only an overall subject mark will appear on each report.</b></p>	<p><b><u>Evaluation Tools</u></b></p> <ul style="list-style-type: none"> <li>• Art Appreciation Activities</li> <li>• Assignments</li> <li>• Class Work</li> <li>• Observations</li> </ul>
<p style="text-align: center;"><b>MUSIC</b></p> <p style="text-align: center;"><b>Cycle 2</b></p> <p>Invent and interpret musical pieces (70%)</p> <p>Appreciate musical works, personal productions and those of classmates. (30%)</p>	<p>Term one– Appreciation of musical works will be evaluated</p> <p>Term two – Interpretation and Appreciation of musical works will be evaluated</p> <p>Term three – invention, Interpretation and appreciation of musical works will be evaluated</p> <p>Students will be evaluated on their ability to play Latin percussion and other instruments in the classroom and to prepare and present musical works to others. The student’s practical and theoretical knowledge of music theory.</p> <p>The student will use the elements of music learned to create and present a musical work. They will be asked to use listening and writing skills to critique their peer’s work.</p> <p><b>Only an overall Subject Mark will appear on each report card.</b></p>	<p><b><u>Evaluation Tools</u></b></p> <ul style="list-style-type: none"> <li>• Class work</li> <li>• Observation</li> <li>• Practical evaluations</li> <li>• Presentations</li> <li>• Tests</li> </ul>
<p style="text-align: center;"><b>CULTURE AND CITIZENSHIP IN QUEBEC</b></p> <p style="text-align: center;"><b>Cycle 2</b></p> <p style="text-align: center;">(100%)</p>	<p>Students will learn to evaluate sources, information and arguments, to identify the characteristics of culture and society in Quebec today, and to observe the related social relations.</p> <p>The objective is to lead students to develop their critical thinking skills and ability to engage freely in empathetic dialogue.</p> <p>One single competency will be developed and evaluated. In cycle two the competency developed is: <b>Examines Cultural Realities.</b></p> <p><b>An overall Subject Mark will appear on each report.</b></p>	<p><b><u>Evaluation Tools</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Class discussions</li> <li>• Assignments</li> <li>• Independent / Group Work</li> </ul>

<p style="text-align: center;"><b>PHYSICAL EDUCATION &amp; HEALTH</b></p> <p style="text-align: center;"><b>Cycle 2</b></p> <p>1- Perform movement skills in different physical activity settings.  2)-Interact with others in different physical activity settings.  3)-Adopt a healthy and active lifestyle.  (100%)</p>	<p>All three competencies will be evaluated throughout the year.</p> <p><b>Term one:</b> Competency 1 will be evaluated.</p> <p><b>Term two:</b> Competencies 2 and 3 will be evaluated</p> <p><b>Term three:</b> Competencies. 1, 2, and 3 will be evaluated</p> <p><b>Only an overall Subject Mark will appear on each report.</b></p>	<p><b><u>Evaluation Tools</u></b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Assignments in Health Book</li> <li>• Skills tests and Rubrics</li> </ul>
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**Communication to Parents**

Different means will be used to communicate with parents: notes in the agenda, email messages, telephone calls and/or Google Classroom. For the 2024-2025 academic year, students will receive a progress report and 3 term report cards.

**Other Comments**

<p style="text-align: center;"><b>First Written Communication (Progress Report)</b></p>	<p>The first written communication, which will include comments on your child's learning and behaviour, will be issued on <b>October 11<sup>th</sup>, 2024.</b></p>
<p style="text-align: center;"><b>First Report Card</b></p>	<p>The first official report card will be issued on <b>November 18<sup>th</sup>, 2024.</b> This report card will cover the period from August 29, 2024 to November 8<sup>th</sup>, 2024 and will count for 20% of the final mark for the year.</p>
<p style="text-align: center;"><b>Second Report Card</b></p>	<p>The second official report card will be issued on <b>February 24<sup>th</sup>, 2025.</b> 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.</p>
<p style="text-align: center;"><b>Third Report Card</b></p>	<p>The third official report card will be issued on <b>June 19<sup>th</sup>, 2025.</b> It will cover the period from February 17<sup>th</sup>, 2025 to June 20<sup>th</sup>, 2025 and will count for 60% 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+	<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>ACCEPTABLE</b> Meets requirement (performs basic task to a limited extent)	B+	79% - 77%	
B			76% - 74%		
3	C	5	73 % - 70%	73 % - 60%	
			69 % - 65%		
2+	<b>PARTIAL</b> Below requirement (performs task) with guidance)	C-	4		59 % - 58 %
					D+
2	D	3	54% - 52 %		
			1+	<b>MINIMAL</b> Well below requirement (performs task with constant help)	D-
E+	49 % - 47 %				
1	E	1	46 % - 44 %		