



STANDARDS & PROCEDURES
WORKSHEET

Department or Subject:	English Language Arts, Drama, Mathematics
Teacher:	Anna Maria Loggia
Cycle and Level	Cycle 1, Year 2
School Year:	2020-2021

Term 1 (20%)		
Competencies Targeted	Evaluation Methods	General Timeline
<p>English Language Arts: -Uses language to communicate and learn</p> <p>-Reads and listens to spoken, written and media texts</p> <p><i>Not evaluated: Produces written and media texts</i></p> <p>Drama: -To appreciate dramatic works</p> <p>-To interpret short scenes</p> <p>Mathematics -uses mathematical reasoning</p> <p><i>Not evaluated: Solves a situational problem</i></p>	<p>-Participation in classroom discussions and activities -Following instructions -Class work -Tests -Checklists, rubrics -Observations</p> <p>Routine assessment of reading level: -Spelling lists -Sight words -Phonics -Comprehension</p> <p>-Observations -Participation</p> <p>-Role-playing -Participation in plays</p> <p>- In class assignments - Homework - Quizzes and tests - Participation</p>	<p>Throughout the term</p>

Communication to Students and Parents	Other Pertinent Information	
<ul style="list-style-type: none"> -Throughout the term by communicating through notes in the agenda, telephone calls, or in person meetings (Zoom meeting) -Agenda needs to be checked daily -Tests need to be signed 	<p>Although evaluation is ongoing, only certain competencies appear on the report card each term.</p>	

Term 2 (20%)		
Competencies Targeted	Evaluation	General Timeline
<p>English Language Arts:</p> <ul style="list-style-type: none"> -Reads and listens to spoken, written and media texts -Produces written and media texts <p><i>Not evaluated: Uses language to communicate and learn</i></p> <p>Drama:</p> <ul style="list-style-type: none"> -To appreciate dramatic works -To interpret short scenes 	<ul style="list-style-type: none"> -Participation in classroom discussions and activities <p>Routine assessment of reading level:</p> <ul style="list-style-type: none"> -Spelling lists -Sight words -Phonics -Comprehension -Class work <ul style="list-style-type: none"> -In class writing activities (journals, class books, short stories) -Spelling tests -Rubrics, checklists <p>Observations</p> <ul style="list-style-type: none"> -Participation -Role-playing -Participation in plays 	<p>Throughout the term</p>

<p>Mathematics</p> <ul style="list-style-type: none"> -uses mathematical reasoning -Solves a situational problem 	<ul style="list-style-type: none"> - In class assignments - Homework - Quizzes and tests - Participation 	
<p>Communication to Students and Parents</p> <ul style="list-style-type: none"> -Throughout the term by communicating through notes in the agenda, telephone calls, or in person meetings (Zoom meeting) -Agenda needs to be checked daily -Tests need to be signed 	<p>Other Pertinent Information</p> <p>Although evaluation is ongoing, only certain competencies appear on the report card each term.</p>	

Term 3 (60%)		
Competencies Targeted	Evaluation Methods	General Timeline
<p>English Language Arts:</p> <ul style="list-style-type: none"> -Uses language to communicate and learn -Reads and listens to spoken, written and media texts -Produces written and media texts 	<ul style="list-style-type: none"> -Participation in classroom discussions and activities -Oral presentation <p>Routine assessment of reading level:</p> <ul style="list-style-type: none"> -Spelling lists -Sight words -Phonics -Comprehension -Class work <ul style="list-style-type: none"> -In class writing assignments -In class projects -Rubrics, checklists 	<p>Throughout the term</p>

<p>Drama: -To appreciate dramatic works -To interpret short scenes</p> <p>Mathematics -uses mathematical reasoning -Solves a situational problem</p>	<p>-Observations -Participation</p> <p>-Role-playing -Participation in plays</p> <p>- In class assignments - Homework - Quizzes and tests - Participation</p>	
<p>Communication to Students and Parents</p>	<p>End of Year Evaluation</p>	<p>Other Pertinent Information</p>
<p>Same as terms one and two</p> <p>Throughout the term by communicating through notes in the agenda, telephone calls, or in person meetings (Zoom meeting)</p> <p>-Agenda needs to be checked daily</p> <p>-Tests need to be signed</p>	<p>Tests and summative evaluations</p>	<p>How to help your child at home: -Go over the homework with your child -Read to your child every night and have them read to you.</p> <p>-Practice letters and sounds (including blends and diagraphs). Mastering will help them read.</p>

<p>First Written Communication (Progress Report)</p>	<p>The first written communication, which will include comments on the student's learning and behaviour, will be issued on October 9, 2020.</p>
<p>First Report Card</p>	<p>This report card will cover the period from August 31 to November 13, 2020 and will count for 20% of the final mark for the year.</p>
<p>Second Report Card</p>	<p>This report card will cover the period from November 16, 2020 to February 19, 2021 and will count for 20% of the final mark for the year.</p>
<p>Third Report Card</p>	<p>This report card will cover the period February 22 to June 23, 2021 and will count for 60% of the final mark for the year. It will include the End of Year Evaluation and any End of Cycle exams,</p>

