



Commission scolaire English-Montréal

English Montreal School Board

**STANDARDS & PROCEDURES
WORKSHEET**



Subject:	Français, Mathématiques
Teacher:	Alison Prendergast
Cycle and Level:	Cycle 1 Year 2
School Year:	2020-2021

Term 1 (20%)		
Competencies Targeted	Evaluation Methods	Communication
<p>Language Arts</p> <ul style="list-style-type: none"> • Uses language to communicate and learn • Reads and listens to spoken, written and media texts <p>NOT evaluated: <i>Produces written and media texts</i></p> <p>Drama</p> <ul style="list-style-type: none"> • To appreciate dramatic works • To interpret short scenes <p>Ethics and Religious Culture</p> <ul style="list-style-type: none"> • Engages in dialogue <p>Not evaluated: <i>Demonstrates an</i></p>	<ul style="list-style-type: none"> • Rubrics/checklists • Participation in classroom discussions and activities • Routine assessment of reading level (through teacher-student conference) <ul style="list-style-type: none"> ○ Sight words ○ Phonics ○ Fluency ○ Comprehension • Class work • Rubrics/checklists • Observation • Participation • Role-playing • Reader's Theatre • Participation in plays • Participation in classroom discussion • Classroom observations • Rubrics/ checklists • Observations • Participation en classe 	<ul style="list-style-type: none"> • Throughout the term through ClassDojo (preferred), by telephone call, notes in the agenda, or in person. • Progress report • Report card • Curriculum night, parent-teacher interviews • Meetings upon request

<p><i>understanding of religion</i></p> <p>Français</p> <ul style="list-style-type: none"> • Interagir en français <p><i>Pas évaluée: Produire les textes variés</i></p> <p>Mathématiques</p> <ul style="list-style-type: none"> • Reasonner à l'aide de concepts et de processus mathématiques • Communiquer à l'aide du langage mathématique <p><i>Pas évaluée: Résoudre une situation-problème</i></p>	<ul style="list-style-type: none"> • Présentation oral • Grilles d'évaluation • Observations • Participation • Travail scolaire • Tests mensuels • Grilles d'évaluation • Observations • Participation • Rubriques/ grilles d'évaluation 	
<p>Communication to Students and Parents</p>	<p>Other</p> <p>Although evaluation is ongoing, only certain competencies will appear on the report card each term, as reflected in this document.</p>	
Term 2 (20%)		
<p>Competencies Targeted</p>	<p>Evaluation Methods</p>	<p>Communication</p>
<p>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 • Rubrics/checklists • Routine assessment of reading level <ul style="list-style-type: none"> ○ Sight words ○ Phonics ○ Fluency ○ Comprehension • Class work • Rubrics/checklists • In-class writing assignments <ul style="list-style-type: none"> ○ Expository paragraphs • In-class projects 	<ul style="list-style-type: none"> • Throughout the term by ClassDojo, by telephone call, or in person • Progress report • Report card • Curriculum night, parent-teacher interviews • Meetings upon request

<p>Drama</p> <ul style="list-style-type: none"> • To appreciate dramatic works • To interpret short scenes <p>Ethics and Religious Culture</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the phenomenon of religion <p>Français</p> <ul style="list-style-type: none"> • Interagir en français • Produire des textes variés <p>Mathématiques</p> <ul style="list-style-type: none"> • Raisonner à l'aide de concepts et de processus mathématiques • Communiquer à l'aide du langage mathématique • Résoudre une 	<ul style="list-style-type: none"> • Rubrics/ checklists • Observation • Participation • Classroom discussion • Role-playing • Reader's Theatre • Participation in plays • Participation in classroom discussion • Classroom observations • Rubrics/ checklists • Observations • Participation en classe • Présentation oral • Grilles d'évaluation • Travail scolaire • Projets en classe • Travail écrite • Paragraphes informatives • Grilles d'évaluation • Observations • Participation • Travail scolaire • Tests mensuels • Grilles d'évaluation • Observations • Participation • Rubriques/ grilles d'évaluation • Rubriques/ grilles d'evaluation 	
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situation-problème mathématique		
Communication to Students and Parents	Other Although evaluation is ongoing, only certain competencies will appear on the report card each term, as reflected in this document.	
Term 3 (60%)		
Competencies Targeted	Evaluation Methods	Communication
Language Arts <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 Drama <ul style="list-style-type: none"> • To appreciate dramatic works • To interpret short scenes Ethics and Religious Culture	<ul style="list-style-type: none"> • Participation in classroom discussions and activities • Rubrics/checklists • <i>Oral presentation</i> • Routine assessment of reading level <ul style="list-style-type: none"> ○ Sight words ○ Phonics ○ Fluency ○ Comprehension • Class work • Rubrics/checklists • In-class writing assignments <ul style="list-style-type: none"> ○ Expository paragraphs ○ Narratives • In-class projects • Rubrics/ checklists • Observation • Participation • Classroom discussion • Role-playing • Reader's Theatre • Participation in plays • Participation in classroom discussion • Classroom observation • In-class assignments 	<ul style="list-style-type: none"> • Throughout the term by ClassDojo, by telephone call, or in person • Progress report • Report card • Curriculum night, parent-teacher interviews • Meetings upon request

<ul style="list-style-type: none"> • Engages in dialogue • Demonstrates an understanding of the phenomenon of religion <p>Français</p> <ul style="list-style-type: none"> • Interagir en français <ul style="list-style-type: none"> • Produire des textes variés <p>Mathématiques</p> <ul style="list-style-type: none"> • Raisonner à l'aide de concepts et de processus mathématiques • Communiquer à l'aide du langage mathématique • Résoudre une situation-problème mathématique 	<ul style="list-style-type: none"> • Rubrics/ checklists • Student conference <ul style="list-style-type: none"> • Observations • Participation en classe • Présentation oral • Grilles d'évaluation <ul style="list-style-type: none"> • Travail scolaire • Projets en classe • Travail écrite <ul style="list-style-type: none"> ○ Paragraphes informatives ○ Écriture narrative • Grilles d'évaluation <ul style="list-style-type: none"> • Observations • Participation • Travail scolaire • Tests mensuels • Grilles d'évaluation <ul style="list-style-type: none"> • Observations • Participation • Rubriques/ grilles d'évaluation <ul style="list-style-type: none"> • Rubriques/ grilles d'evaluation 	
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Communication to Students and Parents

Other
Although evaluation is ongoing, only certain competencies will appear on the report card each term, as reflected in this document.

<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 11th, 2019.</p>
<p>First Report Card</p>	<p>This report card will cover the period from September 3rd to November 14th, 2019 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 14th to February 24th, 2020 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 24th, 2020 to June 23rd, 2020 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>