École Edinburgh School

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CYCLE 2	**STANDARDS & PROCEDURES**	***2025-2026***
Progress Report	Issued on: *October 10, 2025*	The Progress Report contains comments from the teacher detailing the student's learning and behaviour
Term 1 Report (20% of final grade)	Issued on: *November 14, 2025*	The Report card will be issued on November 14th. It will cover the period from September 2nd to November 7th Parent-Teacher Interviews (by appointment) **November 20, 2025**
Term 2 Report (20% of final grade)	Issued on: *February 20, 2026*	The Report card will be issued on February 20th. It will cover the period from November 10th to February 13th. Parent-Teacher Interviews (by invitation only) **February 26, 2026**
Term 3 Report (60% of final grade)	Issued on: *June 23, 2026*	The Report card will be issued at the end of the school year. It will cover the period from February 16th to the end of the school year
Means of Communication with Parents	• Notes written in the Agenda/pocket folder (*pochette*) • Google Classroom for homework and student/parent resources for Grade 3 Mathematics and English Language Arts. • Hand-written notes, Phone-calls, Emails • Student work/evaluations sent home to be signed • Parent-Teacher Interviews (arranged by school on specific date or between parent and teacher upon request)	

End of Cycle Exams:

It is important to note that the End of Cycle exams for students in Grades 4 and 6 take place throughout the months of **April, May, and June**. If your child is absent during one of these evaluations, it will be impossible to make up (without

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valid medical documentation) and they will receive a mark of ZERO. Moreover, since each exam takes place over the course of a few days, missing a day during this period will have a significant impact on their final result.

Cycle 2 -- List of competencies to be evaluated by term

The following means for evaluation are subject to change based on the teacher's professional judgment

English Language Arts		(Gr 3) Helen Botsas & (Gr 4) Pina Trengia						
Competencies Targeted	**% of Term Mark**	**Grade 3**			**Grade 4**			**Evaluation Methods**
		Term 1	**Term 2**	**Term 3**	**Term 1**	**Term 2**	**Term 3**	
Uses language to communicate and to learn	33%	✓		✓	✓	✓	✓	In-class assignments, participation in small group and class discussions, in-class activities, daily observations, projects, independent work, partner & group work, reading comprehension quizzes, tests and exercises, self-evaluations & reflection activities, oral presentations, journals, language skills, narratives, and assigned exercises.
Reads and Listens to spoken, written and media texts	33%	✓	✓	✓	✓	✓	✓	
Produces written and media texts	34%		✓	✓	✓	✓	✓	

Français		(Gr 3) Juliane Pigeon & Emmanuel Hamel & (Gr 4) Petronilla Cerchiara						
Competencies Targeted	**% of Term Mark**	**Grade 3**			**Grade 4**			**Evaluation Methods**
		Term 1	**Term 2**	**Term 3**	**Term 1**	**Term 2**	**Term 3**	
Interagir en français (communication orale)	33%	✓	✓	✓	✓	✓	✓	Travaux réalisés en classe, participation dans les discussions et dans les activités de classe, observations quotidiennes, projets, quiz, tests, examens, travaux individuels, travaux d'équipe, présentations orales
Interagir en français (lire et comprendre textes)	34%	✓	✓	✓	✓	✓	✓	
Produire des textes variés	33%		✓	✓	✓	✓	✓	

Mathematics		(Gr 3) Helen Botsas & (Gr 4) Pina Trengia						
Competencies Targeted	**% of Term Mark**	**Grade 3**			**Grade 4**			**Evaluation Methods**
		Term 1	**Term 2**	**Term 3**	**Term 1**	**Term 2**	**Term 3**	
Solves a situational problem	30%		✓	✓		✓	✓	In class assignments, participation in discussions & in-class activities, daily observations, projects, independent work, partner & group work, quizzes & tests, self-evaluations & reflection activities, oral presentations, evaluating different situational problems corresponding to the Numbers program
Uses mathematical reasoning	70%	✓	✓	✓	✓	✓	✓	

Science et Technologie		Abdelghafour El Hama						
Competencies Targeted	**% of Term Mark**	**Grade 3**			**Grade 4**			**Evaluation Methods**
		Term 1	**Term 2**	**Term 3**	**Term 1**	**Term 2**	**Term 3**	
Proposer des explications ou des solutions à des problèmes d'ordre scientifique ou technologique	100%	✓	✓	✓	✓	✓	✓	SÉ de fin d'étape SAÉ

Mettre à profit les outils, objets et procédés de la science et de la technologie								Tests Projets / présentations orales Laboratoires (rapports)
Communiquer à l'aide des langages utilisés en science et en technologie								

Géographie, histoire et éd à la citoyenneté		(Gr 3) Juliane Pigeon & Emmanuel Hamel & (Gr 4) Petronilla Cerchiara						
Competencies Targeted	**% of Term Mark**	**Grade 3**			**Grade 4**			**Evaluation Methods**
		Term 1	**Term 2**	**Term 3**	**Term 1**	**Term 2**	**Term 3**	
Lire l'organisation d'une société sur son territoire	100%	✓	✓	✓	✓	✓	✓	Travaux réalisés en classe, participation dans les discussions et dans les activités de classe, observations quotidiennes, projets, quiz, tests, examens, travaux individuels, travaux d'équipe, présentations orales
Interpréter le changement dans une société et sur son territoire								
S'ouvrir à la diversité des sociétés et de leur territoire								

Arts plastiques		(Gr 3) Juliane Pigeon & Emmanuel Hamel & (Gr 4) Petronilla Cerchiara						
Competencies Targeted	**% of Term Mark**	**Grade 3**			**Grade 4**			**Evaluation Methods**
		Term 1	**Term 2**	**Term 3**	**Term 1**	**Term 2**	**Term 3**	
Réaliser des créations plastiques personnelles	70%		✓	✓		✓	✓	Travaux réalisés en classe, participation dans les discussions et dans les activités de classe, observations quotidiennes, projets, quiz, tests, examens, travaux individuels, travaux d'équipe, présentations orales
Réaliser des créations plastiques médiatiques								
Apprécier des œuvres d'art, des objets culturels du patrimoine artistique, des images médiatiques, ses réalisations et celles de ses camarades	30%		✓	✓		✓	✓	

Culture et citoyenneté québécoise		(Gr 3) Juliane Pigeon & Emmanuel Hamel & (Gr 4) Petronilla Cerchiara						
Competencies Targeted	**% of Term Mark**	**Grade 3**			**Grade 4**			**Evaluation Methods**
		Term 1	**Term 2**	**Term 3**	**Term 1**	**Term 2**	**Term 3**	
Explorer des réalités culturelles	100%	✓		✓		✓	✓	Travaux réalisés en classe, participation dans les discussions et dans les activités de classe, observations quotidiennes, projets, quiz, tests, examens, travaux individuels, travaux d'équipe, présentations orales

Musique		Radu Covaciu						
Competencies Targeted	**% of Term Mark**	**Grade 3**			**Grade 4**			**Evaluation Methods**
		Term 1	**Term 2**	**Term 3**	**Term 1**	**Term 2**	**Term 3**	
Inventer des pièces vocales ou instrumentales	70%		✓	✓		✓	✓	Examens de flûte à bec, de notes et rythmes, d'écoute, d'interprétation (interprétation de pièces à la flûte à bec, vocales et instruments de percussion) Projets de créations en équipes (utilisation des technologies de l'Information et de la communication) Autoévaluations
Interpréter des pièces musicales		✓		✓	✓		✓	
Apprécier des œuvres musicales	33%	✓	✓	✓	✓	✓	✓	
Attentes de fin de Cycle 2	**C1 Inventer:** À la fin du deuxième cycle, l'élève prend en considération les étapes de la démarche de création. Souvent guidée par des intérêts d'ordre affectif et social, il traduit dans sa réalisation les aspects dominants de la proposition de création. La pièce musicale est de durée variable, présente une organisation cohérente et exploite des combinaisons d'éléments.							

C2 Interpréter: À la fin du deuxième cycle, l'interprétation de l'élève est vocale et instrumentale. Elle est en accord avec le texte musical de la pièce choisie, laquelle est de plus longue durée. L'élève en respecte la structure, utilise généralement avec contrôle les éléments de techniques appropriés et tient compte de quelques règles relatives à la musique d'ensemble.

C3 Apprécier: À la fin du deuxième cycle, l'appréciation de l'élève est souvent guidée par des intérêts d'ordre affectif et social. En utilisant de façon pertinente le vocabulaire disciplinaire, l'élève décrit des éléments de contenu présents dans la réalisation ou dans l'œuvre musicale. Son propos contient des considérations d'ordre musical, personnel et parfois socioculturel.

Éducation physique et à la santé		**William Cho**						
Competencies Targeted	**% of Term Mark**	**Grade 3**			**Grade 4**			**Evaluation Methods**
		Term 1	**Term 2**	**Term 3**	**Term 1**	**Term 2**	**Term 3**	
Agir dans divers contextes de pratique d'activités physiques	100%	✓		✓	✓		✓	Students will be evaluated by observation during their participation in physical education. Occasionally, students will be asked to self-evaluate in order to give feedback about their performance. In the final term, students will be engaged in a gymnastics unit, as well as revisiting key sports and activities to consolidate attainment of all 3 competencies.
Interagir dans divers contextes de pratique d'activités physiques		✓	✓	✓	✓	✓	✓	
Adopter un mode de vie sain et actif			✓	✓		✓	✓	

Comments

*****Students should wear comfortable clothing that is appropriate for physical activity, i.e., shorts or sweatpants, t-shirt, and running shoes. Many classes will be taking place outside; please ensure that your child is dressed appropriately for the weather.**

Evaluation Rubrics:
We will be conducting formative evaluations throughout the terms using a rubric on a competency scale ranging from 1-5. We will be looking at the following aspects:

1. Effort
2. Teamwork and Cooperation
3. Skill Development

Effort:

1	2	3	4	5
The student does not demonstrate effort or participation during class activity	The student rarely demonstrates effort and participation during class activity	The student demonstrates occasional effort and participation during class activity	The student demonstrates consistent effort and participation during class activity	The student demonstrates maximum effort and participation during class activity

Teamwork and Cooperation:

1	2	3	4	5
The student never works well with other students in order to optimize team play and group success	The student rarely works well with other students in order to optimize team play and group success	The student occasionally works well with other students in order to optimize team play and group success	The student consistently works well with other students in order to optimize team play and group success	The student always works well with other students in order to optimize team play and group success

Skill development:

1	2	3	4	5
The student never demonstrates skill development to the best of their ability	The student rarely demonstrates skill development to the best of their ability	The student occasionally demonstrates skill development to the best of their ability	The student consistently demonstrates skill development to the best of their ability	The student always demonstrates skill development to the best of their ability

If there are any questions or concerns, please feel free to contact me at the following email address:

wcho@emsb.qc.ca

Cross-Curricular Competencies (evaluated in TERM 3 ONLY)							
Competencies	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Assessment Tools**

Organiser son travail	✓		✓	✓			Observations de l'enseignant / Classroom observations
Travail en équipe		✓			✓	✓	