



École Edinborough School

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CYCLE 3	STANDARDS & PROCEDURES	2025-2026
Progress Report	Issued on: <i>October 10, 2025</i>	The Progress Report contains comments from the teacher detailing the student's learning and behaviour
Term 1 Report (20% of final grade)	Issued on: <i>November 14, 2025</i>	The Report card will be issued on November 14 th . It will cover the period from September 2 th to November 7 th Parent-Teacher Interviews (by appointment) November 20, 2025
Term 2 Report (20% of final grade)	Issued on: <i>February 20, 2026</i>	The Report card will be issued on February 20 th . It will cover the period from November 10 th to February 13 th . Parent-Teacher Interviews (by invitation only) February 26, 2026
Term 3 Report (60% of final grade)	Issued on: <i>June 23, 2026</i>	The Report card will be issued at the end of the school year. It will cover the period from February 16 th to the end of the school year
Means of Communication with Parents	• Notes written in the Agenda/pocket folder (<i>pochette</i>) • Google Classroom for homework and student/parent resources. • 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 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.

As per the Quebec Educational Act published by the Ministère de l'éducation de Québec, this document is prepared before the first communication (Orientation night). If any amendments are necessary, a revised document will be published



Commission scolaire English-Montréal
English Montreal School Board

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

English Language Arts		(Gr 5) Diane Beauchamp & (Gr 6) Avra Wiesenthal						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			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 discussions & in-class activities (or online activities if applicable), daily observation, projects, independent & group work, quizzes & tests, self-evaluations & reflection, oral presentations
Reads and Listens to spoken, written and media texts	33%	✓	✓	✓	✓	✓	✓	
Produces written and media texts	34%		✓	✓		✓	✓	

Français		(Gr 5) Geneviève Hébert & (Gr 6) Jean-Michel Brunet						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Interagir en français (communication orale)	33%	✓		✓	✓		✓	Travaux en classe, participation aux discussions et activités en classe (ou en ligne activités le cas échéant), observations quotidiennes, projets, travail indépendant et en groupe tests, auto-évaluations et/ou réflexions, présentations orales
Interagir en français (lire et comprendre textes)	34%	✓	✓	✓	✓	✓	✓	
Produire des textes variés	33%		✓	✓		✓	✓	

Mathematics		(Gr 5) Diane Beauchamp & (Gr 6) Avra Wiesenthal						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			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 (or online activities if applicable), daily observation, projects, independent & group work, quizzes & tests, self-evaluations & reflection, oral presentations
Uses mathematical reasoning	70%	✓	✓	✓	✓	✓	✓	

Science & Technologie		Abdelghafour El Hama						
Compétencies Targeted	% of Term Mark	Grade 5			Grade 6			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 Tests Projets / présentations orales Laboratoires (rapports)
Mettre à profit les outils, objets et procédés de la science et de la technologie		✓	✓	✓	✓	✓	✓	
Communiquer à l'aide des langages utilisés en science et en technologie								

Géographie, histoire et éd à la citoyenneté		(Gr 5) Geneviève Hébert & (Gr 6) Jean-Michel Brunet						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Lire l’organisation d’une société sur son territoire	100%							Des contrôles, quiz, travaux en classe, discussions, l’observation de l’enseignant
Interpréter le changement dans une société et sur son territoire		✓	✓	✓	✓	✓	✓	
S’ouvrir à la diversité des sociétés et de leur territoire								

Arts plastiques		(Gr 5) Geneviève Hébert & (Gr 6) Jean-Michel Brunet						
Compétencies Targeted	% of Term Mark	Grade 5			Grade 6			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Réaliser des créations plastiques personnelles	70%	✓		✓	✓		✓	Réalisations des créations personnelles, travaux en classe, projets, observations de l'enseignant
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 5) Geneviève Hébert & (Gr 6) Jean-Michel Brunet						
Compétencies Targeted	% of Term Mark	Grade 5			Grade 6			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Réfléchir de façon critique sur des réalités culturelles			✓	✓		✓	✓	Travaux en classe, participation et discussions sur des réalités culturelles.

Musique		Radu Covaciu						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			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 3	C1 Inventer: À la fin du troisième cycle, l'élève utilise de façon consciente chacune des étapes de la démarche de création. Sa réalisation est guidée par des intérêts d'ordre affectif, social et cognitif. Elle démontre un rapport étroit entre les éléments du langage musical, les moyens sonores et les éléments de techniques exploités. La pièce musicale est d'une durée variable et présente une organisation complexe liée au développement de la proposition de création. C2 Interpréter: À la fin du troisième cycle, l'interprétation de l'élève est vocale et instrumentale. Elle contient des intentions expressives claires et est en accord avec le texte musical de la pièce choisie, laquelle est d'une durée variable. L'élève en respecte la structure, contrôle les éléments de techniques appropriés et tient compte des règles relatives à la musique d'ensemble. C3 Apprécier: À la fin du troisième cycle, l'appréciation de l'élève est souvent guidée par des intérêts d'ordre cognitif, 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 socioculturel.							

Éducation physique et à la santé		William Cho						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			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		✓			✓	✓	

