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Principal

ÉCOLE FACE SCHOOL

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION

Subject	PHE	**Course code**	543402-01
Cycle / Level	Secondary 4		
Class group(s)	10E	Date this document was shared with parents	Sept 17, 2026
Teacher Information: Name & Email contact	Katie Annan		
	kannan@emsb.qc.ca		

2. COURSE DESCRIPTION

Throughout the year, students are presented with a variety of learning and evaluation situations that enable them to develop their competency in performing movement skills and to interact with others in different physical activity settings. They will also be presented with opportunities to develop competency in adopting a healthy, active lifestyle. The Physical Education and Health program consists of three interrelated competencies:

1. Performs movement skills in different physical activity settings.
Students expand their repertoire of movement skills and increase their motor efficiency by participating in individual physical activities and by applying what they learned to new situations. Students use this competency when they analyze an individual activity in terms of the skills needed to carry it out. They assess their performance in order to determine their strengths and weaknesses and set goals in order to improve their performance.

2. Interacts with others in different physical activity settings.
Students further expand their repertoire of movement skills and develop their social skills by practicing group activities. They demonstrate this competency by developing group action plans by performing movement skills adapted to those of others during group physical activities and by assessing how these activities were carried out.

3. Adopts a healthy, active lifestyle.
Learning and evaluation situations are presented that enable the students to gather information from various sources on the impact of lifestyle habits on their health and well-being. They use critical judgment to apply it to their lives. They assess their fitness level based on observable facts about their own practices. They demonstrate this competency by developing and applying a plan that includes school and community services to improve some of their lifestyle habits, including regular physical activity

3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

Primary textbook or workbook	N/A
Supplementary materials	N/A
Digital platforms	Google Classroom code: zp6dbjk5
Daily required materials	PE/Dance FACE sport t-shirt, activewear pants/shorts, indoor shoes
Optional but recommended materials	
Replacement or fee information, if applicable	

4. COMMUNICATION WITH PARENTS AND STUDENTS

Required communications

Parents receive one written communication by October 15 and three report cards no later than November 20, March 15, and July 10. Additional communication will be provided when a student is at risk of not meeting expectations, when behaviour concerns arise, or when an individualized education plan requires it.

Communication may include:

■ Mozaïk Parent Portal	■ Email	☐ Agenda / planner
■ Phone calls	■ Meetings	☐ Other:
■ IEP	■ Virtual Platform (Google Class or TEAMS)	☐ Other:

Report Cards - Timeline for distribution to parents

Communication	Legal deadline	School target date to publish to parents	Notes
First written communication	*By October 15*	October 14, 2026	Focus on adjustment, progress, work habits, and early concerns.
Term 1 report card	*By November 20*	November 17, 2026	Counts for 20% of the final mark.
Term 2 report card	*By March 15*	February 16, 2027	Counts for 20% of the final mark.
Term 3 report card	*By July 10*	June 25, 2027	Counts for 60% of the final mark.

5. EVALUATION OVERVIEW

Important statement on evaluation

Evaluation is based on the development of competencies and on sufficient, varied, and relevant evidence of learning each are weighted according to the teacher's professional judgement and included as such in the term mark therefore a final judgment is not a simple term average of individual marks it is**.** It reflects the teacher's professional judgment, progress over time, and the overall level of competency development.

Evidence of learning may include:

☐ Assignments	■ Tests / quizzes	☐ Exams
■ Projects	■ Performance tasks	☐ Labs / practical tasks
■ Presentations	■ Portfolios	■ Observations
■ Classwork	☐ Conferences	■ Participation connected to competencies
■ Rubrics	■ LES *(Learning Evaluation Situation)*	☐ Other

6. COMPETENCIES AND METHODS OF EVALUATION

The competencies and % framework weighting listed below correspond to the same subject competencies listed in the school's Summary Standard & Procedure as per MEQ requirements. *(Reference: 26-27 Summary Standard & Procedures published by the school in June 2026*

Term 1 evaluation | Annual weighting: 20%

Competency	Framework wighting of the competency	Planned evidence of learning	Approximate timing	Emphasis / notes
1. Performs movement skills in different physical activity settings.	60 %	Performance task, observations, participation, rubrics, worksheets, test/quizzes	Sept-Nov	
3. Adopts a healthy, active lifestyle.	40 %	Performance task, observations, participation, rubrics, worksheets, test/quizzes	Sept-Nov	
	%			

Term 2 evaluation | Annual weighting: 20%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
2. Interacts with others in different physical activity settings.	60 %	Performance task, observations, participation, rubrics, worksheets, test/quizzes	Nov-Feb	
3. Adopts a healthy, active lifestyle.	40 %	Performance task, observations, participation, rubrics, worksheets, test/quizzes	Nov-Feb	
	%			

Term 3 evaluation | Annual weighting: 60%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
1. Performs movement skills in different physical activity settings.	35 %	Performance task, observations, participation, rubrics, worksheets, test/quizzes	Feb-June	
2. Interacts with others in different physical activity settings.	40 %	Performance task, observations, participation, rubrics, worksheets, test/quizzes	Feb-June	
3. Adopts a healthy, active lifestyle.	25 %	Performance task, observations, participation, rubrics, worksheets, test/quizzes	Feb-June	

7. GENERAL COMPETENCIES – Cross-Curricular Competencies

Report card comments

At least one general competency is commented on during the year. Schools may choose a common schedule by term.

This school year the cross-curricular competencies will be report on by the _____ teachers.

General competency	Term 1		Term 3
Exercises critical judgment			
Organizes work			
Communicates effectively			
Works in a team			

8. FINAL EVALUATIONS, SCHOOL BOARD EVALUATIONS, AND MEQ EXAMINATIONS

For all uniform exams, the teachers will be communicating the Exam Schedule when time comes.

Type of evaluation/examination	Applicable	How final evaluations are included	Important dates or timeline
School mid-year evaluation	No		
School end-of-year evaluation	No		
School board common evaluation	No		
MEQ examination	No		

9. TUTORIAL AND EXTRA HELP

Please find below the planned support *(subject to change throughout the school year. Each teacher will keep the students informed as needed)*

- Students are encouraged to seek clarification early.
- Extra help may support concept review, assignment completion, preparation for evaluations, and feedback on learning.

Planned Support		Time frame	

Schedule for Remediation periods to be communicated at a later date by the administration

Teacher Expectations
Students are expected to arrive to class prepared, engaged, and ready to participate. Success in Dance and Physical Education is based on consistent effort, a willingness to try new activities, and active participation in all learning experiences. Students must come prepared with the appropriate PE/Dance clothing and indoor athletic shoes to ensure their safety and comfort. Students are expected to work cooperatively with others, follow instructions, contribute positively to class activities, and help maintain a safe and inclusive space where everyone feels supported and encouraged to learn and grow.

Teacher expectations	

see above

Other supports			

10. STUDENT RESPONSIBILITIES AND CLASSROOM EXPECTATIONS

Attendance and participation	Regular attendance and active participation help students demonstrate competency development and provide sufficient evidence for evaluation. Students who are absent are expected to check in with the teacher upon their return to discuss any missed classwork, learning activities, or evaluations. It is the student's responsibility to arrange a time to complete any missed evaluations and to obtain information about work that was covered during their absence. Taking initiative and communicating promptly helps ensure continued success and progress in the course.
Homework and practice	Homework, practice, and preparation tasks support learning.
Academic integrity	Students must submit their own work, cite sources when required, and use digital tools, including AI tools, only as permitted by the teacher and the school's code of conduct.
Technology use	For academic purposes students may be asked/ allowed to use certain technological tools (Apps, cell phones, AI)
Learning behaviours	Effort, organization, collaboration, and respect for classroom expectations contribute to successful learning.

11. MISSED ASSIGNMENTS, LATE WORK, AND MISSED EVALUATIONS

Guiding principle

The goal is to gather enough valid evidence to evaluate competency development. Consequences for late or missing work must be applied consistently and should not replace professional judgment about what a student has demonstrated.

Missed assignments	Students are expected to submit assignments by the established deadline. In the case of absence, students must obtain missed work and complete it within a reasonable timeline determined with the teacher.
Persistent non-submission	Persistent non-submission will limit the teacher's ability to gather sufficient evidence of learning and may require additional communication with parents.
Missed tests or evaluations	A justified absence may require documentation. A make-up evaluation or alternative evidence may be scheduled at the teacher's discretion or school's procedure.
Unjustified absence from an evaluation	The teacher may use alternative evaluation, existing evidence, or note insufficient evidence, according to school procedures.
Extensions or accommodations	Students requiring accommodations should speak with the teacher.
Individualized Educational Plan (IEP)	Adaptations linked to an individualized education plan will be respected.