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Principal

ÉCOLE FACE SCHOOL

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION

Subject	Mathematics	**Course code**	563-126
Cycle / Level	Cycle I Year 1		
Class group(s)	7E	Date this document was shared with parents	September 17, 2026
Teacher Information: Name & Email contact	Chen, Yudan ychen@emsb.qc.ca		

2. COURSE DESCRIPTION

Students will develop their skills in two mathematical competencies:
- C1 – Solves a situational problem: Students apply mathematical knowledge and problem-solving strategies to understand situations, develop solutions, validate their results, and explain their reasoning.
- C2 – Uses mathematical reasoning: Students develop mathematical reasoning by exploring relationships, applying mathematical concepts and processes, making conjectures, and justifying their conclusions.

Throughout the course, students will develop knowledge and skills in integers, fractions, decimal numbers and their operations, proportionality, relationships between lines and angles, and geometric figures.

3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

Primary textbook or workbook	Mathematics 3000 Workbook (Secondary 1)
Supplementary materials	Secondary 1 Mathematics Workbook by Ms. T. Humphrey, MHS Course Pack
Digital platforms	Google Classroom
Daily required materials	Pencil case (pencils, eraser, ruler), calculator, binder, notebook
Optional but recommended materials	Pens, white out, highlighter, geometry set
Replacement or fee information, if applicable	

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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*	By October 14	Focus on adjustment, progress, work habits, and early concerns.
Term 1 report card	*By November 20*	By November 17	Counts for 20% of the final mark.
Term 2 report card	*By March 15*	By February 16	Counts for 20% of the final mark.
Term 3 report card	*By July 10*	By June 25	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
C1 – Solves a situational problem	30 %	C1 projects, classwork and participation	Throughout the term	
C2 – Uses mathematical reasoning	70 %	Assignments, quizzes, tests, and exams	Throughout the term	
	%			

Term 2 evaluation | Annual weighting: 20%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
C1 – Solves a situational problem	30 %	C1 projects, classwork and participation	Throughout the term	
C2 – Uses mathematical reasoning	70 %	Assignments, quizzes, tests, and exams	Throughout the term	
	%			

Term 3 evaluation | Annual weighting: 60%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
C1 – Solves a situational problem	30 %	C1 projects, classwork and participation	Throughout the term	
C2 – Uses mathematical reasoning	70 %	Assignments, quizzes, tests, and exams	Throughout the term	
	%			

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			
School end-of-year evaluation			
School board common evaluation	Yes	Results count for 20% of the year for the competency	Final exam session - May-June
MEQ examination			

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 come prepared with specific questions and participate actively.

Other supports			

Students may also email the teacher with questions or requests for clarification.

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 are expected to come to class prepared with the required materials and leave their workspace clean and organized at the end of class.
Homework and practice	Homework, practice, and preparation tasks support learning. Students are expected to make their best effort to complete assigned work.
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. Students are encouraged to support their classmates' learning by explaining concepts and sharing strategies without giving or completing the work for them.
Technology use	For academic purposes students may be asked/ allowed to use certain technological tools (Apps, cell phones, AI) Students should not use or have electronic devices.
Learning behaviours	Effort, organization, collaboration, and respect for classroom expectations contribute to successful learning. Students are expected to listen when others are speaking, raise their hand before speaking, remain properly seated according to the seating arrangement, use an appropriate voice level, respect personal boundaries and school property, and contribute to a safe, respectful, and inclusive classroom free from bullying and disruptive behaviour.

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.