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Principal

# ÉCOLE FACE SCHOOL

## Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

### 1. GENERAL INFORMATION

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|---|---|---|---|
| **Subject** | Vocal Music | **Course code** | 165544-04 |
| **Cycle / Level** | Secondary V (Grade 11) | | September 2026 |
| **Class group(s)** | Vocal Music, Chorale | Date this document was shared with parents | September 2026 |
| **Teacher Information: Name & Email contact** | Mishael Eusebio | | |
| | meusebio@emsb.qc.ca | | |

### 2. COURSE DESCRIPTION

The Secondary Vocal Music program develops students' musical competencies through choral singing, vocal technique, music literacy, creative activities, and musical appreciation. Students perform repertoire from a variety of musical styles including classical, jazz, contemporary, world music, and traditional music. Students strengthen individual vocal skills while learning ensemble performance, musicianship, and artistic expression.

### 3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

| | |
|---|---|
| **Primary textbook or workbook** | None required |
| **Supplementary materials** | Choral scores, sheet music and ear training material provided by the teacher, |
| **Digital platforms** | None |
| **Daily required materials** | Pencil, Binder for sheet music and scores, |
| **Optional but recommended materials** | |
| **Replacement or fee information, if applicable** | The student is responsible for replacing their own binder and music. |

## 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 15 | Focus on adjustment, progress, work habits, and early concerns. |
| **Term 1 report card** | *By November 20* | By November 20 | Counts for 20% of the final mark. |
| **Term 2 report card** | *By March 15* | By March 15 | Counts for 20% of the final mark. |
| **Term 3 report card** | *By July 10* | By July 10 | 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 |
|---|---|---|---|---|
| Interpreting Musical Works | 100 % | Continuous observation and assessment of students in class. Aural training in class | | Primary competency evaluated during Term 1. LES is done individually or as a group. Interpretation has emphasis on in-class evaluations which test the knowledge of the repertoire, memorization, and |
| | % | | | |
| | % | | | |

### Term 2 evaluation | Annual weighting: 20%

| Competency | Framework wighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| C1 & C2: Interpreting and creating Musical Works | 70 % | Continuous observation and assessment of students in class. Aural training in class | Throughout the term | Primary competency evaluated during Term 1. LES is done individually or as a group. Interpretation has emphasis on in-class evaluations which test the knowledge of the repertoire, memorization, and |
| C3: Appreciating Musical Works | 30 % | • In-class listening activities and individual reflection assignments• Possibility of writt | Throughout the term | Reflections assignments will be written in Listening Journals where students will record different musical styles from different periods (comparisons, self-reflections, making connections betwen the music |
| | % | | | |

### Term 3 evaluation | Annual weighting: 60%

| Competency | Framework wighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| C1 & C2: Interpreting and creating Musical Works | 70 % | Continuous observation and assessment of students in class. Aural training in class | Throughout the term | Primary competency evaluated during Term 1. LES is done individually or as a group. Interpretation has emphasis on in-class evaluations which test the knowledge of the repertoire, memorization, and |
| C3: Appreciating Musical Works | 30 % | • In-class listening activities and individual reflection papers • Possibility of written as | Throughout the term | Reflections assignments will be written in Listening Journals where students will record different musical styles from different periods (comparisons, self-reflections, making connections betwen the music |
| | % | | | |

## 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** | Yes | | School Final Exam Session - June |
| **School board common evaluation** | | | |
| **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** | |
|---|---|---|---|
| | | | |
| **Teacher expectations** | | | |
| | | | |
| **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. |
| **Homework and practice** | Homework, practice, and preparation tasks support learning.<br><br>Students must take the time at home to memorize the music. |
| **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)<br><br>No technology use is allowed (unless there is a medical or IEP exemption) |
| **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. |