Principal

# Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

## 1. GENERAL INFORMATION

| | | | |
|---|---|---|---|
| **Subject** | Drama | **Course code** | 670100 |
| **Cycle / Level** | Aim High | | |
| **Class group(s)** | Gr. 81, 82, 83 | Date this document was shared with parents | September, 2026 |
| **Teacher Information: Name & Email contact** | Matthew Braca<br>mbraca@emsb.qc.ca | | |

## 2. COURSE DESCRIPTION

he Aim high Drama course offers students an opportunity to develop and improve self-confidence and acting skills through a variety of theatre exercises. Students will have a chance in every class to apply their imaginations in these activities in order to perform with confidence, participate collaboratively, and use these skills to help them with oral presentations and other life situations. It also gives an opportunity for students to improve reading, writing and study skills.

## 3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

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|---|---|
| **Primary textbook or workbook** | N/A |
| **Supplementary materials** | Folder |
| **Digital platforms** | Google classroom |
| **Daily required materials** | Pencil, eraser, highlighter |
| **Optional but recommended materials** | N/A |
| **Replacement or fee information, if applicable** | N/A |

## 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 15 | Focus on adjustment, progress, work habits, and early concerns. |
| **Term 1 report card** | *By November 20* | November 20 | Counts for 20% of the final mark. |
| **Term 2 report card** | *By March 15* | March 15 | Counts for 20% of the final mark. |
| **Term 3 report card** | *By July 10* | 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 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 reflects the teacher's professional judgment, student's 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 |
|---|---|---|---|---|
| Performs & creates dramatic works | 70 % | Participation in activities & scenes, short script work | Weekly, monthly | None |
| Appreciates dramatic works | 30 % | Reflections, quizzes & assignments | Weekly, monthly | None |
| | % | | | |

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

| Competency | Framework wighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| Performs & creates dramatic works | 70 % | Participation in activities, development acting techniques | Weekly, monthly | None |
| Appreciates dramatic works | 30 % | Reflections, quizzes & assignments | Weekly, monthly | None |
| | % | | | |

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

| Competency | Framework wighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| Performs & creates dramatic works | 70 % | Participation in activities, development acting techniques | Weekly, monthly | None |
| Appreciates dramatic works | 30 % | Reflections, quizzes & assignments | Weekly, monthly | None |
| | % | | | |

## 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 | recuperation periods | **Time frame** | Day 2 & 5 at lunch |
|---|---|---|---|

Time provided fro students to catch up on missed work, complete assignments, ask questions, receive extra help, and review concepts they may be struggling with.

| **Teacher expectations** | | | |
|---|---|---|---|

Students must seek out help if needed. Do not wait until the end of the term.

| **Other supports** | | | |
|---|---|---|---|

## 10. STUDENT RESPONSIBILITIES AND CLASSROOM EXPECTATIONS

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|---|---|
| **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. |
| **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. |