Principal

# Standards and Procedures 2026-2027

## Secondary Evaluation Plan | Parent Information

### 1. GENERAL INFORMATION

| | | | |
|---|---|---|---|
| **Subject** | English and Literacy | **Course code** | 632100-81, 632100-82, 632100-83 |
| **Cycle / Level** | Aim High | | |
| **Class group(s)** | 81, 82 and 83 | Date this document was shared with parents | |
| **Teacher Information: Name & Email contact** | Hilary Torff<br>htorff@emsb.qc.ca | | |

### 2. COURSE DESCRIPTION

This course focuses on the development of the students' literacy, as well as oral and written expression in English. Students will read short stories, poems and novels and will write a variety of different types of texts that increase in length and structural requirements as they progress. The two periods per cycle that are dedicated to literacy will focus specifically on grammar, spelling and sentence structure. The curriculum is modified which means that evaluation is subject to change based on the needs and level of the students. However, each term is evaluated using writing assignments, projects, tests/ quizzes, presentations and participation.

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

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|---|---|
| **Primary textbook or workbook** | |
| **Supplementary materials** | |
| **Digital platforms** | Google Classroom |
| **Daily required materials** | Mesure laptop or Chromebook |
| **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* | | Focus on adjustment, progress, work habits, and early concerns. |
| **Term 1 report card** | *By November 20* | | Counts for 20% of the final mark. |
| **Term 2 report card** | *By March 15* | | Counts for 20% of the final mark. |
| **Term 3 report card** | *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 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 |
|---|---|---|---|---|
| Uses language/talk to communicate and to learn | 100 % | Presentations, classwork and class participation | | |
| | % | | | |
| | % | | | |

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

| Competency | Framework wighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| Uses language/talk to communicate and to learn | 50 % | Presentations, classwork and class participation | | |
| Reads and listens to written, spoken, and media texts | 50 % | Projects and assignments related to the course's reading material | | |
| | % | | | |

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

| Competency | Framework wighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| Uses language/talk to communicate and to learn | 33 % | Presentations, classwork and class participation | | |
| Reads and listens to written, spoken, and media texts | 33 % | Projects and assignments related to the course's reading material | | |
| Produces written, spoken and media texts | 33 % | Writing assignments | | |

## 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** | Yes | Results count for 30% of term 2 for the competency | School Mid-Term Session- January |
| **School end-of-year evaluation** | Yes | Results count for 30% of term 3 for the competency | School Final Exam Session - June |
| **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** | |
|---|---|---|---|

Lunchtime tutorials will be offered for all students with extra tutorial time scheduled before tests, quizzes and exams.

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

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

Students who need additional help beyond the course may also be referred to the program's speech and language pathologist for greater literacy support.

## 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.<br><br>There is very little homework in English, but students are expected to read for 30 minutes a day at home. |
| **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. |