Principal

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION

Subject	Science	**Course code**	555100
Cycle / Level	Aim High		
Class group(s)	81,82,83	Date this document was shared with parents	
Teacher Information: Name & Email contact	Simona Mignacca smignacca@emsb.qc.ca		

2. COURSE DESCRIPTION

It is aimed at helping students develop basic scientific and technological literacy that should be within everyone ' s reach. Encourage students to gradually build on this basic knowledge, to make them aware of how it can improve their ability to make informed decisions and to have them discover the enjoyment that can be derived from the study of science and technology.

3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

Primary textbook or workbook	Photocopied pages from " Worlds Workbook "
Supplementary materials	worksheets and activities
Digital platforms	videos
Daily required materials	google classroom and science folder
Optional but recommended materials	
Replacement or fee information, if applicable	

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
C2	100 %	Tests, quizzes, assignment	duration of term	
	%			
	%			

Term 2 evaluation | Annual weighting: 20%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
C2	100 %	Tests, quizzes, assignment	duration of term	
	%			
	%			

Term 3 evaluation | Annual weighting: 60%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
C2	100 %	Tests, quizzes, assignment	duration of 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	Yes	Results count for 20% of term 2 for the competency	Teacher Mid-Term - December or 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	tutorials	**Time frame**	tutorial time

Teacher expectations	

Students who require extra/individual support and remedial/additional activities must attend tutorials

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.
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.