

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION			
Subject	English Language Arts	Course code	6323R6
Cycle / Level	2		
Class group(s)	11	Date this document was shared with parents	Sept 3, 2026
Teacher Information: Name & Email contact	E. Casella ecasella@emsb.qc.ca		
2. COURSE DESCRIPTION			
The Secondary English Language Arts program for Cycle Two is first and foremost a literacy program. As such, it prepares students to make intellectual and aesthetic judgments, raise questions, articulate their thoughts and respect the ideas of others. Language is both a means of communicating feelings, ideas, values, beliefs and knowledge, and a medium that makes active participation in life and culture possible, as noted in the Quebec Education program. Throughout the last three years of secondary education, the program concentrates on the consolidation of the essential strategies, processes, knowledge and abilities that support lifelong learning.			
3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS			
Primary textbook or workbook	Various texts (novels, short stories, poems, articles, plays, audio and visual texts). In Secondary 3 we use a selection of classic and contemporary texts. Some examples of texts which may be used are: 'That Was Then, This Is Now', 'The Pearl', 'Tears of a Tiger' 'The Necklace'.		
Supplementary materials			
Digital platforms	Google Classroom		
Daily required materials	Copybook for vocabulary and grammar notes, loose-leaf for writing activities, binder for handouts		
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	<i>By October 15</i>	October 15	Focus on adjustment, progress, work habits, and early concerns.
Term 1 report card	<i>By November 20</i>	November 20	Counts for 20% of the final mark.
Term 2 report card	<i>By March 15</i>	February 17	Counts for 20% of the final mark.
Term 3 report card	<i>By July 10</i>	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 (<i>Learning Evaluation Situation</i>)	☐ 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 weighting of the competency	Planned evidence of learning	Approximate timing	Emphasis / notes
C1 Uses language to communicate and learn.	50 %	May include oral presentations/group discussions/ dramatic readings/interviews	Throughout the year	Clear communication and participation
C2 Reads and listens to written, spoken, and media texts.	50 %	May include written responses/ reading comprehension activities/tests	Throughout the year	Understands literary conventions in texts and supports ideas with evidence.
	%			

Term 2 evaluation | Annual weighting: 20%

Competency	Framework weighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
C2 Reads and listens to written, spoken, and media texts.	50 %	May include written responses/ reading comprehension activities/tests	Throughout the year	Understands literary conventions in texts, expands on author techniques, supports ideas with evidence.
C3 Produces texts for personal and social reasons.	50 %	May include opinion or argumentative writing/ creative projects/ Podcasting/ recording	Throughout the year	Focus on developing and organizing ideas clearly for a specific purpose and audience
	%			

Term 3 evaluation | Annual weighting: 60%

Competency	Framework weighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
C1 Uses language to communicate and learn.	33 %	May include oral presentations/group discussions/ dramatic readings/interviews	Throughout the year	Clear and effective communication and actively shares ideas
C2 Reads and listens to written, spoken, and media texts.	33 %	May include written responses/ reading comprehension activities/tests	Throughout the year	Understands literary conventions in texts, explores meanings/themes expands on author techniques, supports ideas with evidence.
C3 Produces texts for personal and social reasons.	34 %	May include opinion or argumentative writing/ creative projects/ Podcasting/ recording	Throughout the year	Focus on developing and organizing ideas clearly for a specific purpose and audience.



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 Math 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	Results count for 20% 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
Recuperation times to be posted on Google classroom.	

Teacher expectations
Keep up with homework, readings, and assignments on Google Classroom.

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. Students are required to bring their materials to each class. Students are responsible for completing any work missed due to an absence. When possible, students should notify the teacher by email in advance if they know they will be absent.
Homework and practice	Homework, practice, and preparation tasks support learning. Any assigned homework is intended to reinforce ideas and concepts introduced in class and to help students prepare for future evaluations.
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.

