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Principal

# ROSEMOUNT HIGH SCHOOL

## Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

### 1. GENERAL INFORMATION

| | | | |
|---|---|---|---|
| **Subject** | Visual Arts | **Course code** | 668304-01/668304-02 |
| **Cycle / Level** | Secondary 3 | | |
| **Class group(s)** | 304-01/304-02 | Date this document was shared with parents | |
| **Teacher Information: Name & Email contact** | Petruta,Georgiana gpetruta@emsb.qc.ca<br>Fundaro,Daniela dfundaro@emsb.qc.ca | | |

### 2. COURSE DESCRIPTION

The Visual Arts Secondary 3 course is designed to foster creativity, critical thinking, and artistic expression in students. Through a variety of projects and media, students will explore the elements and principles of art, develop technical skills, and express personal ideas visually. The course encourages experimentation with different materials and techniques, including drawing, painting, sculpture, and digital art. Students will analyze and reflect on their own work and the work of others, building an appreciation for diverse artistic traditions and contemporary practices.

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

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|---|---|
| **Primary textbook or workbook** | No required textbook; teacher-provided handouts |
| **Supplementary materials** | Artist examples, visual references, project sheets , rubrics |
| **Digital platforms** | School-approved digital platform(s): google classroom |
| **Daily required materials** | Sketchbook, pencil, eraser, and assigned art supplies |
| **Optional but recommended materials** | Pencil crayons, fine-tip markers |
| **Replacement or fee information, if applicable** | Students are responsible for taking care of school materials |

## 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 9, 2026 | Focus on adjustment, progress, work habits, and early concerns. |
| **Term 1 report card** | *By November 20* | November 20, 2026 | Counts for 20% of the final mark. |
| **Term 2 report card** | *By March 15* | February 19, 2027 | Counts for 20% of the final mark. |
| **Term 3 report card** | *By July 10* | June 25, 2027 | 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 |
|---|---|---|---|---|
| Creates personal images-creates media images | 70 % | Drawing,painting, mixed media, portfolio | September-November, 2026 | |
| Appreciates images | 30 % | Art reflections,class discussions, 1 quiz | September-November, 2026 | |
| | % | | | |

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

| Competency | Framework wighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| Creates personal images-creates media images | 70 % | Drawing, painting, mixed media, portfolio | November -February, 2027 | |
| Appreciates images | 30 % | Art reflections,class discussions, 1 quiz | November -February, 2027 | |
| | % | | | |

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

| Competency | Framework wighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| Creates personal images-creates media images | 70 % | Drawing, painting, mixed media, portfolio | February-June, 2027 | |
| Appreciates images | 30 % | Art reflections,class discussions, 1 quiz | February-June, 2027 | |
| | % | | | |

## 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 | Tutorial | Time frame | September-June, 2027 |
|---|---|---|---|

Tutorials will be offered on : Day 1,2,6,9 at Recess and Day 1,3,5 at Lunch for Mrs. Petruta / Day 5,6 at Recess and Day 5 to Day 9( 8:00-8:20AM) for Mrs. Fundaro. Tutorial support may focus on individual or small-group assistance,demonstrations, guided practice, review of skills and techniques,feedback for drawing, painting, and mixed-media projects

| Teacher expectations | | | |
|---|---|---|---|
| Students are expected to come prepared, participate actively, complete work on time , show effort and perseverance | | | |
| **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.<br>Regular attendance and active participation are essential |
| **Homework and practice** | Homework, practice, and preparation tasks support learning.<br>Students are expected to complete all assigned project tasks by the established deadlines. Assignments may include :sketchbook assignments, research on artists or art movements, preparation for projects, or practice of specific techniques introduced in class |
| **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.<br>Students are expected to complete and submit their own original work. This principle is essential for fair evaluation, personal growth, and the development of authentic artistic skills |
| **Technology use** | For academic purposes students may be asked/ allowed to use certain technological tools ( Apps, cell phones, AI)<br>Technology should only be used for academic and creative tasks. Personal use during class time is not allowed |
| **Learning behaviours** | Effort, organization, collaboration, and respect for classroom expectations contribute to successful learning.<br>Students are expected to demonstrate consistent effort in their creative work, showing perseverance and a willingness to try new techniques. Good organization—such as bringing required materials, meeting deadlines, and keeping track of assignments—helps students stay on top of their responsibilities |

## 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. |