

Robotics Secondary 3

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION			
Subject	Introduction to Robotics	Course code	562352
Cycle / Level	Cycle 2/Grade 9		
Class group(s)		Date this document was shared with parents	15/09/2026
Teacher Information: Name & Email contact	Evan Leclaire eleclaire@emsb.qc.ca		
2. COURSE DESCRIPTION			
The Secondary 3 Mechanical Engineering/Electrical Engineering and Robotics Option course is a concentration of the Science and Technology Program from the Quebec Education Program (QEP) through the Technological World, where students acquire and apply essential scientific and technological knowledge. Students will have the opportunity to analyze, build, create and design complex technical objects while understanding solutions to advance sophisticated technological problems. Students will learn how to apply this knowledge to technical objects, processes and various technological systems making explicit connections between human beings, technological environments and the day-to-day world. The students will learn to examine the influence of technology on the world around us by exploring a variety of programming languages and helps us understand how technology improves our world. By the end of the course, the students should grasp the idea of the technological world we live in, the co-existence of robots and artificial intelligence in development, and the application of these systems in a real-world project.			
3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS			
Primary textbook or workbook	None		
Supplementary materials	FIRST Tech Challenge Engineering Lessons & Guides		
Digital platforms	FIRST Robotics Block Programming Tutorials		
Daily required materials	Pencil Case, Pencils, Ruler, Pens, Eraser		
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 15th	Focus on adjustment, progress, work habits, and early concerns.
Term 1 report card	<i>By November 20</i>	November 19th	Counts for 20% of the final mark.
Term 2 report card	<i>By March 15</i>	February 19th	Counts for 20% of the final mark.
Term 3 report card	<i>By July 10</i>	June 23rd	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: Develop the essential knowledge of engineering principals in robotics applications; to understand technical objects, to analyze technological systems and create solutions to complex technological challenges.	50 %	Safety Test, Engineering Quiz, goBilda Parts test	Term	
C2: Demonstrate the engineering skills required to design, manufacture and program technical objects, mechanisms, and robotic systems; and apply those solutions to real world technological problems.	50 %	Physical Prototype Design, TinkerCad Design	Term	
	%	Physical Prototype Design, TinkerCad Design	Term	

Term 2 evaluation | Annual weighting: 20%

Competency	Framework weighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
C1: Develop the essential knowledge of engineering principals in robotics applications; to understand technical objects, to analyze technological systems and create solutions to complex technological challenges.	50 %	Physical Prototype Design, TinkerCad Design	Term	
C2: Demonstrate the engineering skills required to design, manufacture and program technical objects, mechanisms, and robotic systems; and apply those solutions to real world technological problems.	50 %	Physical Prototype Design, TinkerCad Design	Term	
	%	Physical Prototype Design, TinkerCad Design	Term	

Term 3 evaluation | Annual weighting: 60%

Competency	Framework weighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
C1: Develop the essential knowledge of engineering principals in robotics applications; to understand technical objects, to analyze technological systems and create solutions to complex technological challenges.	50 %	Physical Prototype Design, TinkerCad Design	Term	
C2: Demonstrate the engineering skills required to design, manufacture and program technical objects, mechanisms, and robotic systems; and apply those solutions to real world technological problems.	50 %	Physical Prototype Design, TinkerCad Design	Term	
	%	Physical Prototype Design, TinkerCad Design	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	No		
School end-of-year evaluation	No		
School board common evaluation	No		
MEQ examination	No		



Please find below the planned support *(subject to change throughout the school year. Each teacher will keep the students informed as needed)*

- | Planned Support | | Time frame | |
|-----------------|--|------------|--|
|-----------------|--|------------|--|

Teacher expectations	
----------------------	--

10. STUDENT RESPONSIBILITIES AND CLASSROOM EXPECTATIONS

Cells phones are not permitted

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.

