Principal

Marymount Academy International

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION

Subject	English Language Arts	**Course code**	
Cycle / Level	Cycle 2, Year 1		
Class group(s)		Date this document was shared with parents	
Teacher Information: Name & Email contact	Ms. Thomakos dthomakos@emsb.qc.ca, Ms. Iacobo: miacobo@emsb.qc.ca Mr. Dector sdector@emsb.qc.ca		

2. COURSE DESCRIPTION

The Secondary 3 English course focuses on the development of oral, reading, and written communication skills. Students will be required to demonstrate the ability to express their ideas with clarity and coherence. The course provides opportunities for the student to engage in speaking, to read for study and for pleasure, and to write for different purposes and audiences.

3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

Primary textbook or workbook	Student will be provided with all reading material for this course.
Supplementary materials	
Digital platforms	Microsoft Teams
Daily required materials	Binder, Copybook, dividers (Ms. Thomakos), loose leaf paper, Pencil Case with all necessary writing tools, such as highliighters, pen and pencils.
Optional but recommended materials	Thesaurus, dictionary , a translation dictionary
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*	October 15th, 2026	Focus on adjustment, progress, work habits, and early concerns.
Term 1 report card	*By November 20*	November 20th, 2026	Counts for 20% of the final mark.
Term 2 report card	*By March 15*	February 19th, 2027	Counts for 20% of the final mark.
Term 3 report card	*By July 10*	June 18th, 2026	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
Competency 1	50 %	Individual and Group Presentations, Classroom Discussions, and class participation	12 weeks	
Competency 2	50 %	Read and Analyze a variety of short stories, response to literature	12 weeks	
	%			

Term 2 evaluation | Annual weighting: 20%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
Competency 2	50 %	reading and responding to a variety of stories and longer texts, writing an in-class mi	11 weeks	
Competency 3	50 %	Reflections, Quick writes, Creative writing tasks in response to literature	11 weeks	
	%			

Term 3 evaluation | Annual weighting: 60%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
Competency 1	33 %	Group/Individual presentations including Public Speaking (TED), and classroom part	16 weeks	
Competency 2	33 %	Reading and responding to shorter and longer texts, preparing for the final literary re	16 weeks	
Competency 3	34 %	expository pieces such as ted talks, and creative writing in response to literature	16 weeks	

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- December
School end-of-year evaluation	Yes	Results count for 30% of term 3 for the competency	Other
School board common evaluation	No	Results count for 30% of the year for the competency	Other
MEQ examination			

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**	

Students can get extra help on days designated by their teachers either at lunch or after school. These tutorials will be posted outside and inside of the classrooms, and on Teams.
Also, this time can be used to complete homework, or complete and submit assignments that the student missed.

Teacher expectations
Students are expected to arrive to tutorials on time and with all necessary materials. Furthermore, this is extra time dedicated to learning and understanding. All students must use this time effectively in order to ensure their academic success.

Other supports			
If the teacher's tutorial times are not convenient for students, they must communicate with their teacher in order to schedule a time and date that works for all.			

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. Attendance is an important component of academic success. It is a student's responsibility to find out what they missed when they were absent. Students can communicate with their teacher on TEAMS.
Homework and practice	Homework, practice, and preparation tasks support learning. Students must complete homework that is assigned. Furthermore, they demonstrate understanding when they actively participate in classroom discussions and activities.
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. Copying the work of another without proper citation is plagiarism. Any student caught plagiarizing work will be given a result of zero. The use of AI to generate texts or content for assigned and evaluated work is also considered plagiarism, and is subject to the same.
Technology use	For academic purposes students may be asked/ allowed to use certain technological tools (Apps, cell phones, AI) The use of a cellular device is prohibited in the classroom.
Learning behaviours	Effort, organization, collaboration, and respect for classroom expectations contribute to successful learning. All students need to keep their material organized, in a binder. All students are encouraged to do their best in all of their tasks, and to seek help when they encounter difficulties.

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.