Principal

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION

Subject	English Language Arts	**Course code**	1-01, 1-05
Cycle / Level	Cycle I, Secondary I		
Class group(s)	01 and 05	Date this document was shared with parents	September 10, 2026
Teacher Information: Name & Email contact	E. Kuch ekuch@emsb.qc.ca		

2. COURSE DESCRIPTION

Literary appreciation and the ability to communicate effectively will be promoted through reading, writing, and oral response to texts studied during the year. There will be a focus on vocabulary development, language skills, narrative and expository writing, and analysis of texts using fictional elements.

3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

Primary textbook or workbook	The Outsiders, A Midsummer Night's Dream, various shorts stories and poems
Supplementary materials	grammar workbooks (a selection)
Digital platforms	Google Classrooms, Mozaik
Daily required materials	pencil, pens, notebooks
Optional but recommended materials	highlighters, white-out
Replacement or fee information, if applicable	N/A

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 16th, 202**	Counts for 20% of the final mark.
Term 2 report card	*By March 15*	**February 22nd, 2027**	Counts for 20% of the final mark.
Term 3 report card	*By July 10*	**End of June**	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 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 reflects the teacher's professional judgment, student's 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 Reading assessment

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 2: Reads and Listens to Texts	50 %	Summer Reading reflection and project, novel study= quizzes, tests	Sept-November	Reading comprehension, Understanding the fictional elements
	%	Reading Assessment October 21, 2026		Comprehension and inferencing
Competency 3: Produces Texts	50 %	narrative writing, Research project, grammar quiz		Communication through writing, research skills

Term 2 evaluation | Annual weighting: 20%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
Competency 1: Communicates to Learn	33 %	Group presentation, classparticipation	November-January	verbal communication skills
Competency 2: Reads and listens to Texts	33 %	Novel and short stories study - quizzes, assignments, tests, Midterm-tentative		Reading comprehension, inferencing, analysis
Competency 3: Produces Texts	34 %	narrative and expository writing, Research project, grammar quiz		Communicating through writing, Research Skills

Term 3 evaluation | Annual weighting: 60%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
Competency 1: Communicates to Learn	33 %	Public Speaking, Group presentations	February-June	Verbal communication skills
Competency 2: reads and listens to Texts	33 %	Study of a play- assignments, quizzes		Comprehension, analysis, vocabulary building
Competency 3: Produces Texts	34 %	narrative and expository writing, grammar quiz, poetry writing		Communication through writing

Additional information on assessment and evaluation

Both the Reading assessment and the (tentative) Mid-term will be Competency 2 evaluations.

All evaluated work will be done in school. Homework will consist of daily reading and preparation for tasks completed in class.

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 Science/ART 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 50% of term 2 for the competency	School Mid-Term Session- January
School end-of-year evaluation			
School board common evaluation			
MEQ examination			

Additional information:

Students are expected to submit their own work. The use of AI and/or another person's work will be considered plagiarism and will be penalized.

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	Day 3, 6, 7	Time frame	lunch

Teacher expectations
Students are expected to work quietly.

Other supports			
Questions can be written in Google Classrooms or via email to the teacher.			

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 expected to arrive prepared to participate in all classroom activities.
Homework and practice	Homework, practice, and preparation tasks support learning. All homework/schoolwork is expected to be completed by the assigned due date. Late work will be penalized.
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. Students are expected to submit their own work. The use of AI and/or another person's work will be considered plagiarism and will be penalized.
Technology use	For academic purposes students may be asked/ allowed to use certain technological tools (Apps, cell phones, AI) Students are expected to submit their own work. The use of AI and/or another person's work will be considered plagiarism and will be penalized.
Learning behaviours	Effort, organization, collaboration, and respect for classroom expectations contribute to successful learning. Students are expected to be respectful to everyone in the classroom at all times.

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.

Additional information

Students are expected to be present for all evaluations. When an unavoidable missed evaluation occurs, a parent/guardian must email the teacher indicating knowledge of the evaluation and that missing it was unavoidable. This must be done on or before the due date to avoid penalty and the reason will be judged as justifiable by the teacher.

All writing pieces will be completed in class. If a student needs more time they are welcome to come to remediation.