Principal

Royal West Academy

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION

Subject	English Language Arts	**Course code**	632106
Cycle / Level	Cycle 1, Year 1		
Class group(s)	04	Date this document was shared with parents	by Sept 30, 2026
Teacher Information: Name & Email contact	Ms. A. Montaque amontaque@emsb.qc.ca		

2. COURSE DESCRIPTION

To cultivate students' ability to appreciate literature and to communicate effectively. These skills will be promoted through reading, writing and oral response to texts studied throughout the year. There will be a focus on vocabulary development, grammar, and language skills.

3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

Primary textbook or workbook	Various short stories, poetry, Shakespeare, novels, other independent reading, grammar handouts
Supplementary materials	
Digital platforms	Google Classroom
Daily required materials	4 32-page Canada copy books, loose leaf, a duo-tang in specified colour, pencils & eraser, blue or black pens, red pen, white-out, highlighters, scissors, glue stick, large ziploc-style plastic bag,
Optional but recommended materials	Ruler, pencil crayons or markers, pencil sharpener
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 15, 2026	Focus on adjustment, progress, work habits, and early concerns.
Term 1 report card	*By November 20*	November 16, 2026	Counts for 20% of the final mark.
Term 2 report card	*By March 15*	February 22, 2027	Counts for 20% of the final mark.
Term 3 report card	*By July 10*	June 23, 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
C1: Uses language/talk to communicate and to learn.	33 %	Not evaluated in Term 1.		
C2: Reads and listens to written, spoken, and media texts.	33 %	Creative projects, response writing, literary analysis questions, reading assessment	Throughout the term	Reading Assessment on Oct. 21
C3: Produces texts for personal and social purposes.	34 %	Journal writing, narrative writing, vocabulary and grammar	Throughout the term	

Term 2 evaluation | Annual weighting: 20%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
C1: Uses language/talk to communicate and to learn.	33 %	Participation rubric and class presentation	Throughout the term	
C2: Reads and listens to written, spoken, and media texts.	33 %	Novel study, literary analysis questions, response writing	Throughout the term	C2 exam in January (TBD)
C3: Produces texts for personal and social purposes.	34 %	Journal writing, literary essay, grammar	Throughout the term	

Term 3 evaluation | Annual weighting: 60%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
C1: Uses language/talk to communicate and to learn.	33 %	Participation rubric, public speaking, dramatic performance	Throughout the term	
C2: Reads and listens to written, spoken, and media texts.	33 %	Shakespeare study, literary analysis questions, response writing	Throughout the term	
C3: Produces texts for personal and social purposes.	34 %	Journal writing, poetry, narrative writing	Throughout the 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 Science or Arts 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	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	Remediation periods	**Time frame**	Day 4 & 6 at lunch

Students can receive support in the completion of their work, to review course content, and to go over teacher feedback on assignments.

Teacher expectations	

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.
Homework and practice	Homework, practice, and preparation tasks support learning. When students have no other homework, they are expected to read for 30 minutes each evening.
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. Unless explicitly stated, all assignments are considered to be individual work. Unauthorized teamwork (including sharing work between different teams) will be considered plagiarism.
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.