Principal

# Standards and Procedures 2026-2027

## Secondary Evaluation Plan | Parent Information

### 1. GENERAL INFORMATION

| | | | |
|---|---|---|---|
| **Subject** | Drama | **Course code** | 670-204 |
| **Cycle / Level** | Cycle 1, Level 2 | | |
| **Class group(s)** | Drama 2-01 | Date this document was shared with parents | By September 30, 2026 |
| **Teacher Information: Name & Email contact** | Suzanne Amro<br>samro@emsb.qc.ca | | |

### 2. COURSE DESCRIPTION

Students will further develop their performance and collaboration skills through improvisation, skit writing and performance, exercises in character development, voice, and movement.

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

| | |
|---|---|
| **Primary textbook or workbook** | Various handouts |
| **Supplementary materials** | |
| **Digital platforms** | |
| **Daily required materials** | Loose-leaf paper, Pencil case, duo-tang for scripts |
| **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 | ■ Email | ■ Agenda / planner |
| ■ Portal Phone calls | ■ Meetings | ☐ Other: |
| ■ IEP | ■ Virtual Platform (Google Class or | ☐ 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
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:**

| | | |
|---|---|---|
| ■ Assignment | ■ Tests / | ☐ Exam |
| ■ Project | ■ Performance | ☐ Labs / practical |
| ■ Presentatio | ■ Portfolio | ■ Observatio |
| ■ Classwor | ■ Conference | ■ Participation connected to |
| ■ Rubric | ■ 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 weighting of the competency | Planned evidence of learning | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| C1 Creates and Performs Dramatic Works | 70 % | Collaborative activities, games, improv, skits, audience etiquette, self and peer evaluations, etc. | throughout the term | Focus for term 1 is on team work, collaboration, and audience etiquette. The key to a strong dramatic ensemble (class) is learning to work well (contribute, listen, share, be open minded, take creative risks) with every member of the group. |
| C2: Appreciates Dramatic Works | % | Not recorded in term 1 | throughout the term | |
| | % | | | |

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

| Competency | Framework weighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| C1 Creates and Performs Dramatic Works | 70 % | Various games, scene writing, monologues and dramatic readings, skits, prop, costu | throughout the term | |
| C2: Appreciates Dramatic Works | 30 % | Oral and written responses to dramatic performances (in class and formal theatre. S | throughout the term | Students will attend an in-school performance (Geordie productions TBD) and will be expected to attend the theatre production of "Frankenstein" (They may choose the most convenient evening out of the available dates: week of December 14, 2026) |
| | % | | | |

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

| Competency | Framework weighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| C1 Creates and Performs Dramatic Works | 70 % | Shared writing, directing, designing and editing of final production. Final production* | throughout the term | Students will be performing for classmates, friends, and family on May 19, 2027 (evening: time TBD) They will attend mandatory rehearsals (May 11, 2027. Other dates TBD) |
| C2: Appreciates Dramatic Works | 30 % | Oral and written responses to dramatic performances. | throughout the term | Students will be expected to attend the musical production of "The Addams Family" (They may choose the most convenient evening out of the available dates: week of April 6, 2027) |
| | % | | | |

### Additional information on assessment and evaluation

## 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 reported 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 | | |

**Additional information:**

## 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 | Time frame | Day 2 and Monday after school |
|---|---|---|---|
| **Teacher expectations** | | | |
| **Other supports** | | | |

## 10. STUDENT RESPONSIBILITIES AND CLASSROOM EXPECTATIONS

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|---|---|
| **Attendance and participation** | Regular attendance and active participation help students demonstrate competency development and provide sufficient evidence for evaluation.<br>Because Drama is often an ensemble activity, team work, participation, and attendance is key. |
| **Homework and practice** | Homework, practice, and preparation tasks support learning.<br>Homework usually consists of memorization, rehearsal, and some production work (set design, costumes, etc.) |
| **Academic integrity** | Students must submit their own work, cite sources when required, and use digital tools,<br>including AI tools, only as permitted by the teacher and the school's code of conduct. |
| **Technology use** | For academic purposes students may be asked/ allowed to use certain technological tools<br>( Apps, cell phones, AI) |
| **Learning behaviours** | Effort, organization, collaboration, and respect for classroom expectations contribute to<br>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. |

### Additional information