Principal

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION

Subject	Drama	**Course code**	3-01/4-01
Cycle / Level	Cycle II, Secondary 3/4		
Class group(s)	01	Date this document was shared with parents	September 30, 2026
Teacher Information: Name & Email contact	E. Kuch ekuch@emsb.qc.ca		

2. COURSE DESCRIPTION

A Dramatic Arts course involves the creation, performance, and analysis of drama, exploring theatrical history, dramatic literature, and the techniques of acting, directing, design, and stagecraft. Students engage in hands-on projects and creative exploration to develop skills in collaboration, performance, and critical thinking while understanding the role of theatre in society.

3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

Primary textbook or workbook	various Drama activities and scripts
Supplementary materials	
Digital platforms	Google Classrooms, Mozaik
Daily required materials	pencil, Small binder (or slot in a larger binder)
Optional but recommended materials	various props, costume pieces
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 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*	**End of June, 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:

■ 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: Creates and Performs Dramatic works	70 %	Drama Games, Tableau, Pantomime, Stage Combat	September-November	leadership skills, following instructions, body language and control
Competency 2: Appreciates Dramatic Works	30 %	Reflections, Theatre review		Reflecting on and observing theatrical works
	%			

Term 2 evaluation | Annual weighting: 20%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
Competency 1: Creates and Performs Dramatic works	70 %	Reader's Theatre, vocal elements, monologue	November-February	Communicating ideas and emotions through voice
Competency 2: Appreciates Dramatic Works	30 %	Theatre Review, Theatrical elements quiz, History of Theatre Research project		Appreciation of theatre through its history and elements
	%			

Term 3 evaluation | Annual weighting: 60%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
Competency 1: Creates and Performs Dramatic works	70 %	Script writing, character boxes, production of a play	March-June	collaboration, applying theatrical elements and creation of a play
Competency 2: Appreciates Dramatic Works	30 %	Theatre review, reflections on personal performances		Reflecting on the elements of dramatic works
	%			

Additional information on assessment and evaluation

The creation of dramatic works is completed primarily in class; therefore full attendance in class is essential.

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	No		
School end-of-year evaluation	Yes	Results count for 50% of term 3 for the competency	Other
School board common evaluation			
MEQ examination			

Additional information:

Terms 1 and 2 are the Drama Secondary III course. Term 3 is the Drama Secondary IV course. The final production performed in June is a summative assessment. The performance and all rehearsals prior (in class and after school) are mandatory and included in the evaluation.

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

Support for clairfication on instructions and/or concepts. Extra time to complete assignments.

Teacher expectations			

Students are to come to remediation ready to ask questions, learn, and to complete their work.

Other supports			

Students are welcome to email the teacher with questions as well as set up an appointment.

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 be present for all classes. Students are expected to be active and enthusiastic participants in all activities.
Homework and practice	Homework, practice, and preparation tasks support learning. Students are expected to complete assignments by assigned due dates.
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. Student must submit original work or cite sources.
Technology use	For academic purposes students may be asked/ allowed to use certain technological tools (Apps, cell phones, AI) Students may use technology onlly when the teacher specifically states it is allowed.
Learning behaviours	Effort, organization, collaboration, and respect for classroom expectations contribute to successful learning. Students are expected to be respectful to everyone in the class 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

Late or missed assignments will be penalized.