Principal

Royal West Academy

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION

Subject	English Language Arts	**Course code**	632306
Cycle / Level	Cycle 2, Year 1		
Class group(s)	02, 04, 06	Date this document was shared with parents	by Sept 30, 2026
Teacher Information: Name & Email contact	Julia Carley Faoro jfaoro@emsb.qc.ca		

2. COURSE DESCRIPTION

Students will build literary appreciation and strengthen their ability to communicate effectively through reading, writing, and oral responses to the texts studied throughout the year. The course places a strong emphasis on vocabulary development, grammar, and essential language skills to support clear, confident, and purposeful expression.

3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

Primary textbook or workbook	Various short stories, poetry, Shakespeare play, novels, other independent reading, grammar handouts
Supplementary materials	
Digital platforms	Google Classroom
Daily required materials	2 x 32-page Canada copy books, loose leaf, pencils & eraser, blue or black pens, red pen, white-out, highlighters, scissors, glue stick
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 %	Including but not limited to creative projects, response writing, literary analysis quest	Throughout the term	Reading Assessment: Oct. 21
C3: Produces texts for personal and social purposes.	34 %	Including but not limited to essay writing, grammar, creative work	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 %	Oral presentations, group discussions, classroom participation	Throughout the term	
C2: Reads and listens to written, spoken, and media texts.	33 %	Including but not limited to novel study, literary analysis questions, response writing	Throughout the term	C2 exam in January (TBD)
C3: Produces texts for personal and social purposes.	34 %	Including but not limited to essay writing, grammar, creative work	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 %	Oral presentations, group discussions, classroom participation	Throughout the term	
C2: Reads and listens to written, spoken, and media texts.	33 %	Including but not limited to Shakespeare study, literary analysis questions, response	Throughout the term	EMSB exam in May/June
C3: Produces texts for personal and social purposes.	34 %	Including but not limited to essay writing, grammar, creative work	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 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 2(lunch), 4(after school), 7(lunch)

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

Teacher expectations	

Students are expected to treat our shared classroom space with respect and to participate in learning with openness and curiosity, creating an environment where ideas can be exchanged and work can be done safely.

Other supports			

Resource Room/ Teacher Email

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 must provide appropriate written justification for any missed evaluation (such as a test or presentation) or for having missed a major due date (such as for an essay or project). Students must be prepared to complete the work upon their return.
Homework and practice	Homework, practice, and preparation tasks support learning. The majority of all written assignments for this course will be completed in class (outline, rough, peer-editing, and final draft) under the supervision of the teacher. All components of the writing process (outline, rough work, peer-editing) must be re-submitted with the final draft. Outlines and rough work may be brought home only with the teacher's permission. Students are encouraged to read independent material when there is no other homework assigned.
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. Teachers reserve the right to discuss student work with students in the event that the integrity of their work is in question.
Technology use	For academic purposes students may be asked/ allowed to use certain technological tools (Apps, cell phones, AI) At the teacher's discretion.
Learning behaviours	Effort, organization, collaboration, and respect for classroom expectations contribute to successful learning. Students who are absent are responsible for checking Google Classroom for missed work, instructions, and updates. In group assignments, each member is accountable for the quality and completeness of the work submitted.

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.