Principal

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION

Subject	Spanish as a Third Language	**Course code**	641-404
Cycle / Level	Cycle 2 year 2 or 3 (elective)		
Class group(s)	44-01 & 44-02	Date this document was shared with parents	By September 30, 2026
Teacher Information: Name & Email contact	C. Almeida aalmeida@emsb.qc.ca		

2. COURSE DESCRIPTION

The Spanish 44 course is an optional class offered to students who are interested in the Spanish language, the 4th most spoken language in the world, government service, travel and cultural opportunities.
The language will be taught through conversation-based elements such as discussion, group work/activities, in-class role-playing etc. We will also look at grammar that will cover the basic elements of vocabulary, verb conjugation and sentence structure. The use of the text, web, and audio-visual aids, etc. will complement learning.
At the end of this beginners' course, students will have gained a rudimentary knowledge of the Spanish language as well as Spanish and Latin American culture.

3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

Primary textbook or workbook	Encuentros 1
Supplementary materials	In-class resources (dictionaries, bescherelles)
Digital platforms	Google Classroom
Daily required materials	duo-tang or binder for handouts, Hilroy Notebook, looseleaf
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 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**	Focus on adjustment, progress, work habits, and early concerns.
Term 1 report card	*By November 20*	**November 16**	Counts for 20% of the final mark.
Term 2 report card	*By March 15*	**February 22**	Counts for 20% of the final mark.
Term 3 report card	*By July 10*	**June 23**	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
C2: Understands a variety of texts in Spanish	50 %	In-class oral comprehension activities and assignments, short articles/reading comprehension assignments	once every two to three weeks	
C3: Produces a variety of texts in Spanish	50 %	Vocabulary & grammar quizzes and dictées, written assignments	once every two to three weeks	
	%			

Term 2 evaluation | Annual weighting: 20%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
C1: Interacts in Spanish	40 %	In-class activities, skits and discussions, presentations	daily participation, monthly presentations	
C2: Understands a variety of texts in Spanish	30 %	In-class oral comprehension activities and assignments, short articles/reading compr	once every two to three weeks	
C3: Produces a variety of texts in Spanish	30 %	Vocabulary & grammar quizzes and dictées, written assignments	once every two to three weeks	

Term 3 evaluation | Annual weighting: 60%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
C1: Interacts in Spanish	40 %	In-class activities, skits and discussions, presentations	daily participation, monthly presentations	
C2: Understands a variety of texts in Spanish	30 %	In-class oral comprehension activities and assignments, short articles/reading compr	once every two to three weeks	
C3: Produces a variety of texts in Spanish	30 %	Vocabulary & grammar quizzes and dictées, written assignments	once every two to three weeks	

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 report on by the Science and 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	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 & 5 lunch, Day 7 15:00-15:05

Remediation is a time to review and ask questions. Extra support is provided for written assignments. Students are welcome to seek guidance or extra help during remediation times.

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. Students are to be responsible for their success in this course by keeping track of deadlines and evaluation criteria for each assignment and/or project. It is the student's responsibility to see the teacher for any missed work in the event of absence. Students must provide written justification from parent for any missed evaluation and must be prepared to complete the work upon return. For planned absences for extracurricular reasons, students should make arrangements with the teacher BEFORE the absence.
Homework and practice	Homework, practice, and preparation tasks support learning. Students must complete all the assignments on time and revise their workbook daily in order to practice the notions viewed in class. Learning a language takes discipline and consistency.
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.
Technology use	For academic purposes students may be asked/ allowed to use certain technological tools (Apps, cell phones, AI) Cell phones, smart watches, and airpods are not permitted. Occasionally, laptops are used with teacher permission.
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.

Additional information