Principal

Royal West Academy

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION

Subject	Chemistry	**Course code**	551504
Cycle / Level	Secondary V		
Class group(s)	01, 02, 04	Date this document was shared with parents	by Sept 30, 2026
Teacher Information: Name & Email contact	Anita Liscio aliscio@emsb.qc.ca		

2. COURSE DESCRIPTION

The chemistry science program is an introduction to the kind of theory and lab work that students will be seeing in future chemistry courses in CEGEP and university. Classes will include: lectures, project based learning, discussions and lab work.

The following modules will be completed:
1. Review: Nomenclature, significant figures, stoichiometry
2. Gases and their Applications
3. Energy in Chemical Reactions
4. Rate of Chemical Reactions
5. Equilibrium in Chemical Reactions
6. Extra topics may include: Limiting Reagents, Orbitals, Electrochemistry

3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

Primary textbook or workbook	Quantum Chemistry
Supplementary materials	
Digital platforms	TEAMS
Daily required materials	Notes Package in Binder, pen, pencil, ruler, eraser, non-programmable calculator, plastic lab duo-tang
Optional but recommended materials	
Replacement or fee information, if applicable	$ 132

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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
Practical	40 %	Lab reports	2 to 3 spread throughout term	Only appears on 2nd report card
Theory	60 %	tests, quizzes, assignments	3 to 4 spread throughout term	
	%			

Term 2 evaluation | Annual weighting: 20%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
Practical	40 %	Lab reports	2 to 3 spread throughout term	
Theory	60 %	tests, midterm(tentative)	2 tests: middle and end of term	
	%			

Term 3 evaluation | Annual weighting: 60%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
Practical	40 %	Lab reports	3 to 4 spread throughout term	
Theory	60 %	tests, quizzes, presentation	approximately 3 tests spread throughout term	Final exam(tentative)
	%			

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	Yes	Results count for 30% of term 3 for the competency	School Final Exam Session - June
School board common evaluation			
MEQ examination			

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 1 and 5 during lunch

Teacher expectations	

Students are invited to take part in the remediation sessions where the teacher will adjust to the needs of the students present.

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. The student must come to each class with all the necessary supplies and notes in order to take full advantage of the learning opportunities provided. The student is expected to work on worksheets distributed during class time and complete them for homework.
Homework and practice	Homework, practice, and preparation tasks support learning. Complete all worksheets for homework. Review notes and worksheets a few times per week to stay on top of school work.
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. Please refer to the school's assessment policy in the agenda.
Technology use	For academic purposes students may be asked/ allowed to use certain technological tools (Apps, cell phones, AI) TEAMS will be used to share documents and due dates.
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.