Principal

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION

Subject	English Language Arts	**Course code**	ELA 56-06
Cycle / Level	Cycle 2, Secondary 5		
Class group(s)	06	Date this document was shared with parents	September 30, 2026
Teacher Information: Name & Email contact	E. Kuch ekuch@emsb.qc.ca		

2. COURSE DESCRIPTION

Literary appreciation and analysis and the ability to communicate effectively will be promoted through reading, writing, and verbal response to texts studied during the year. There will be a focus on vocabulary development, language skills, response writing/ literary analysis, and expository writing.

3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

Primary textbook or workbook	Frankenstein, Inside Stories III, Hamlet
Supplementary materials	various other short stories and poems
Digital platforms	Google Classrooms, Mozaik
Daily required materials	pens (blue/black), notebook
Optional but recommended materials	highlighters, white-out
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, 2026**	Counts for 20% of the final mark.
Term 3 report card	*By July 10*	**End of June**	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 2: Reads and Listens to Texts	50 %	Summer Reading Test , Literary study of Frankenstein, quiz on literary devices	September-November	Literary appreciation and analysis using literary devices
Competency 3: Produces Text	50 %	Expository text on Summer Reading, Research project, slide presentation		Communicating ideas through writing, research skills, citation of sources, MLA
	%			

Term 2 evaluation | Annual weighting: 20%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
Competency 1: Communicates to Learn	33 %	Group Presentation on literature, class participation in discussions	November-January	Verbal communication skills and organization of ideas
Competency 2: Reads and Listens to Texts	33 %	Literary analysis of Frankenstein and various short stories, Mid-term exam		Inferencing and analysis skills
Competency 3: Produces Texts34	34 %	Literary essay(planning, outline, rough draft, editing, final product)		Written communication and organization of ideas

Term 3 evaluation | Annual weighting: 60%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
Competency 1: Communicates to Learn	33 %	Group presentation, class participation in discussions	February-June	Verbal communication skills and organization of ideas
Competency 2: Reads and Listens to Texts	33 %	Short story analysis, Literary study of Hamlet (tests, scene analysis)		Inferencing and analysis skills
Competency 3: Produces Texts	34 %	(script writing)Expository texts, scene production		Written communication skills, organization of ideas

Additional information on assessment and evaluation

Students are expected to be present for all evaluations. If there is an unavoidable absence for an evaluation it must be justified in writing by a parent, indicating knowledge of the evaluation. The teacher will decide if the justification is valid. There will be a penalty on all unjustified late assignments/tests/ presentations.

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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	Yes	Results count for 50% of term 2 for the competency	School Mid-Term Session- January
School end-of-year evaluation			
School board common evaluation			
MEQ examination	Yes	Results count for 50% of year for the competency	MEQ Final exam session - May-June

Additional information:

Mid-Term- TBD

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 clarification of instructions and/or concepts in assigned work or textx. 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 and/or see the teacher before Homeroom.

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. All written work must be done in class. Missed classes must be made up during remediation.
Homework and practice	Homework, practice, and preparation tasks support learning. Students are expected to complete all assigned homework. Reading homework must be completed by the assigned date.
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. Students are expected to submit their own work. The use of AI and/or another person's work will be considered plagiarism and will be penalized.
Technology use	For academic purposes students may be asked/ allowed to use certain technological tools (Apps, cell phones, AI) Students may use technology only 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 work to their abilities and be respectful to everyone 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

Students are expected to be present for all evaluations. If there is an unavoidable absence for an evaluation it must be justified in writing by a parent, indicating knowledge of the evaluation. The teacher will decide if the justification is valid. There will be a penalty on all unjustified late assignments/tests/ presentations.

In some cases, the order of presentations is relevant (Ie. scene or chapter analysis). If a student is absent for a presentation that impedes the flow of the class' schedule, they will be given another topic (later chapter/scene) only IF the absence is justified. This also applies for missed group work periods (50% or more missed periods).