Principal

SECONDARY 5 - PHYSICAL EDUCATION - AIKEN, R. (2026-2027)

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION

Subject	Physical Education	**Course code**	543502
Cycle / Level	Secondary 5		
Class group(s)	5-01; 5-06	Date this document was shared with parents	
Teacher Information: Name & Email contact	Mr. Aiken raiken@emsb.qc.ca		

2. COURSE DESCRIPTION

Physical Education is the opportunity for students to learn, develop, and improve physical and social skills. Students will participate in both team and individual activities throughout the year and have class 2 times on the 7 day cycle.

3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

Primary textbook or workbook	none
Supplementary materials	none
Digital platforms	Microsoft Teams
Daily required materials	Phys. Ed. uniform, including a change of shoes
Optional but recommended materials	Hair elastic for those with longer hair. Water bottle.
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: Parent-Teacher conferences
■ 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*		Focus on adjustment, progress, work habits, and early concerns.
Term 1 report card	*By November 20*		Counts for 20% of the final mark.
Term 2 report card	*By March 15*		Counts for 20% of the final mark.
Term 3 report card	*By July 10*		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
1 - To perform movement skills in different physical activity settings.	30 %	Participation, quizzes, rubrics, individual and game play evaluation, fitness testing	Sept. 1 - Nov. 6	Do what is asked of you.
2 - To interact with others in different physical activity settings.	50 %	Participation, quizzes, rubrics, individual and game play evaluation, fitness testing	Sept. 1 - Nov. 6	Treat each other well.
3 - To adopt a healthy, active, lifestyle.	20 %	Participation, quizzes, rubrics, individual and game play evaluation, fitness testing	Sept. 1 - Nov. 6	Work hard.

Term 2 evaluation | Annual weighting: 20%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
1 - To perform movement skills in different physical activity settings.	30 %	Participation, quizzes, rubrics, individual and game play evaluation, fitness testing	Nov. 10 - Jan. 22	Do what is asked of you.
2 - To interact with others in different physical activity settings.	50 %	Participation, quizzes, rubrics, individual and game play evaluation, fitness testing	Nov. 10 - Jan. 22	Treat each other well.
3 - To adopt a healthy, active, lifestyle.	20 %	Participation, quizzes, rubrics, individual and game play evaluation, fitness testing	Nov. 10 - Jan. 22	Work hard.

Term 3 evaluation | Annual weighting: 60%

Competency	Framework wighting of the competency	Planned evidence	Approximate timing	Emphasis / notes
1 - To perform movement skills in different physical activity settings.	30 %	Participation, quizzes, rubrics, individual and game play evaluation, fitness testing	Jan. 25 - June 11	Do what is asked of you.
2 - To interact with others in different physical activity settings.	50 %	Participation, quizzes, rubrics, individual and game play evaluation, fitness testing	Jan. 25 - June 11	Treat each other well.
3 - To adopt a healthy, active, lifestyle.	20 %	Participation, quizzes, rubrics, individual and game play evaluation, fitness testing	Jan. 25 - June 11	Work hard.

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 _____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 3: 3-4 & Day 6: 12:30-1:15

Students can always come to request additional help for a skill or a concept that they are struggling to understand or achieve. Times that are mutually convenient to both the student and the teacher can always be found.

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. Phys. Ed. classes are less frequent; each class is important.
Homework and practice	Homework, practice, and preparation tasks support learning.
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)
Learning behaviours	Effort, organization, collaboration, and respect for classroom expectations contribute to successful learning. All students should try their best on any given day. They should support and encourage one another. Giving our best effort, working well together and treating each other well are of the utmost importance.

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

All students are expected to participate, to the best of their ability, in all classes. Evaluation in physical education is ongoing; it occurs every class. A medical note should be provided to excuse students from missing multiple classes due to illness or injury.

Students should arrive to P.E. class wearing the proper phys. ed. uniform (including on "dress down" days). This includes: the Royal West burgundy t-shirt, Royal West grey or blue shorts, socks, and athletic footwear. Shoes need to be different than the ones worn for regular classes and must have laces. Nylons and tights are not permitted, but students may choose to wear RWA sweatshirts and/or sweatpants (including ECA apparel). Marking students' names or initials on their clothing is strongly encouraged.

Students will be given time to change in the available locker rooms at the beginning and end of each class. They are encouraged to bring a second lock to secure their belongings while class is ongoing. Once class is over, students must take their lock with them, as our phys. ed. lockers are limited.

Longer hair should be properly secured for the safety of the student. Most jewelry should be taken off before class.

No eating or chewing gum in the gymnasiums. Water fountains will be available to students. Bringing one's own water bottle is encouraged.