



Period of:	First Written Communication	Term 1 Report Card	Term 2 Report Card	Term 3 Report Card
Sent home by:	August 29 to October 7 October 14	August 29 to November 11 November 20	November 14 to February 16 February 26	February 20 to June 23 July 10
Term Mark will count for:	This written communication will include comments on how your child's year began in regards to his/her learning and behaviour.	20% of the final mark at the end of the school year.	20% of the final mark at the end of the school year.	60% of the final mark at the end of the school year*.

Subjects and Competencies Evaluated	Types of Evaluation	Exam/Evaluation Situation
<b>English Language Arts</b> C1: Uses language to communicate and learn (33%) C2: Reads and listens to spoken, written and media texts (33%) C3: Produces texts for personal and social purposes (34%)	Written assignments composing of Planning Texts, Reflective Texts, Narrative Texts, Explanatory Texts, Reports, Expository Texts and Learning and Evaluation Situations. Rubrics are used for all written and oral texts. Small & large group discussions; oral presentations; media-based presentations/projects, comprehension-type activities and multi-modal evaluation for novel studies; independent reading.	Exam/Evaluation Situation Sec III: ES 20% of final year mark Sec IV: ES 20% of final year mark Sec V: MEES Uniform Examination – 50% of year mark in C2 and C3
<b>Math</b> Solves a situational problem (30%) Uses math reasoning (70%)	Sec III: Learning and Evaluation Situations (LES); Situational problem-solving exercises & activities; homework assignments Sec IV: Content tests & quizzes; Learning and Evaluation Situations (LES); class work & assignments; presentation of work (rubrics) Sec V: Content tests & quizzes; Learning and Evaluation Situations (LES); class work & assignments; presentation of work (rubrics)	Sec III: Common/Baseline: 20% of Term 3 Sec IV: MEES ES - 50% of year mark Sec V: Common/Baseline: 20% of Term 3
<b>Français langue seconde : Base/enrichi</b> Communiquer en Français (base = 40% / enrichi = 33%) Comprendre des textes lues et entendus (base=30%/enrichi=34%) Produire des textes à l'oral et à l'écrit (base=40%/enrichi=33%)	Tests de lecture expressive (poésie, théâtre, histoire), conversation en équipe, en groupe ou avec l'enseignant en continu, présentations orales variées, projets intégratifs, SEA et SE. Projets littéraires et ou intégratifs, dictées, devoirs, Situation d'évaluation (SE) et Situation d'évaluation apprentissages (SEA)	Sec III: SE - compte pour un max de 20% de l'étape. Sec IV: ESSB SE - 20% of year mark Sec V: MEES SE - 50% of year mark
<b>History &amp; Citizenship Education (Sec III)</b>	Class assignments; chapter tests; Learning and Evaluation Situations (LES)	BCHS 20% of year mark
<b>Contemporary World History (Sec V)</b>	Class assignments & Presentations, Analysis of a contemporary world problem, Learning and Evaluation Situations (LES)	
<b>Applied Science &amp; Tech (Sec III course)</b>	Lab activities and reports, group projects, quizzes and tests, Learning and Evaluation Situations (LES), research projects, participation, homework assignments, Evaluation Situation (ES)	ESSB ES-20% of year mark

<b>Applied Science &amp; Tech (Sec IV on-line course)</b>	Practical: Class assignments, one LES, lab(s) and class participation; compulsory lab exam. Theory: Lab report(s), homework and tests	Theory: MEEES Uniform Examination - 50% of year mark
<b>Personal Orientation Project (Sec III)</b>	Each term will be evaluated based on homework that is assigned regularly, small class assignments that take place during class, labs and lab reports, as well as a series of LES and tests. A small percentage of the grade will be based on daily participation.	
<b>Physical &amp; Health Education (Sec III-IV)</b>	Written assignments, class presentations, class participation Rubrics for individual participation, group participation, communication, behavior, leadership skills, adopting a healthy lifestyle & attitude, speaking English, and year-end Evaluation Situation (ES).	N/A N/A
<b>Dance (Sec III-V)</b>	Class participation, effort, following instructions, research, production of artistic works, appreciation of artistic works	N/A
<b>Ethics &amp; Religious Culture (Sec V)</b>	Class assignments & presentations, class discussions, debates, researching ethical issues, researching religions	N/A
<b>Integrative Project (Sec V)</b>	Yearbook production; school-based projects; leadership	N/A

**Other Comments**

- The pass mark is 60% for all courses at all levels.
- Individualized Education Plans (IEPs) shall be made available on or before September 30<sup>th</sup>
- The report cards will also include comments on the following Cross-Curricular Competencies:

General Competencies	Term 1	Term 3
Exercises critical judgement	X	X
Organizes his/her work		
Communicates effectively		
Works in a team	X	X

**Clarifications**

You will be notified of any significant changes made during the school year regarding evaluation of student learning. For more information on evaluation, please do not hesitate to contact your child's teacher.

**Quebec High School Graduation Requirements**

The Minister shall award a Secondary School Diploma to students who earn at least 54 credits at the Secondary IV or V level. Among those credits, there must be at least 20 credits at the secondary V level and

1. 6 credits in Secondary V language of instruction;
2. 4 credits in Secondary V second language;
3. 4 credits in Secondary IV mathematics;
4. 4 credits in Secondary IV science and technology or 6 credits in Secondary IV applied science and technology;
5. 4 credits in Secondary IV history and citizenship education;
6. 2 credits in Secondary IV arts education;
7. 2 credits in Secondary V ethics and religious culture or phys ed. and health.

**CEGEP Entry Requirements**

Current minimum entry requirements for CEGEP are the same as for obtaining a high school diploma (DES) as above. Please pay attention to specific course pre-requisites for particular programs as they are indicated by each CEGEP. The CEGEPs have provided guidelines for all programs requiring Math and/or Science pre-requisites, based on the new QEP Math and Science pathways.

*Stephane Kohner*

Mr. Stephen Kohner, principal  
[stephen.kohner@cssb.qc.ca](mailto:stephen.kohner@cssb.qc.ca)  
 Update: September 2016