



**Beaconsfield**  
High School  
INFINITE POSSIBILITIES • INFINITE CHOICE

# **Evaluation & Reporting Plan**

***Standards & Procedures***

2024-2025

***Secondary School Document***

**Beaconsfield High School**

## ***INTRODUCTION***

Standards and procedures for the evaluation and reporting of student learning at Beaconsfield High School were prepared collaboratively by the principal and teachers. Their aim is to define specific actions when evaluating and reporting on student progress and achievement.

## ***FIELD OF APPLICATION***

The standards and procedures in this document apply to all grade levels. They cover each of the stages in the evaluation and reporting process, namely:

1. Planning for Evaluation & Reporting
2. Information Gathering and Interpretation (Student Learning)
3. Judgment
4. Decision/Action
5. Communication of Results

## ***GOVERNING BOARD***

The Governing Board is informed of the school team's work on standards and procedures for the evaluation and reporting of student learning during the October 2024 meeting.

## ***CHANGES***

Changes may be made to this document as new situations arise. The last update appears on the front cover of this document.

## PLANNING FOR EVALUATION AND REPORTING

Standards	Procedures
The planning of evaluation is done in compliance with the <i>Quebec Education Program</i> (QEP).	When planning for evaluation, our teachers will consider the evaluation of knowledge, subject-specific competencies and general competencies, and work closely with the MEES' <i>Progression of Learning and Evaluation Frameworks</i> .
The planning of evaluation is a responsibility shared by the principal, grade-level or same-subject teachers and the individual teacher.	Teachers will meet during one department meeting per term to discuss evaluation and reporting issues and will communicate with administrators if needed.  Teachers and administrators will meet once a year to discuss evaluation and reporting issues.
The planning for evaluation considers students with special needs with <i>Individual Education Plans</i> (IEPs).	In order to take into account, the specific situation of students with Individual Education Plans (IEPs), teachers – in collaboration with other school members and/or professionals involved – will include in their evaluation planning any <i>*Adaptations</i> or <i>**Modifications</i> required.
A summary of the <i>Evaluation and Reporting Plan</i> is prepared for parents early in the school year.	The administration will ensure that parents are provided with information about the main types of evaluation (including lab exams) that will be carried out and when they will take place during the school year. This information will be distributed to parents ( <i>or posted on school website</i> ) early in the school year.
The planning of midyear exams is a responsibility shared by the principal, vice-principals, and teachers.	Discussion will be held at Department Coordinator meetings.  An exam committee will be formed and will meet to decide on subjects that are evaluated using the recommendations of Department Coordinators.
The planning of program placement is a responsibility shared by the principal and teachers.	Program placement will be decided at promotion meetings with subject teachers and administrators.  This information will be shared with parents in the Evaluation and Reporting of Student Learning.

**\*Adaptation** involves making adjustments to learning and evaluation situations without modifying grade-level expectations/outcomes and what is evaluated. The student follows a regular program and is expected to take part in the same learning and evaluation situations as other students.

Examples: Extra time on an exam/evaluation, support of a reader (except when reading competency is evaluated), taking an exam in a separate location, etc.

**\*\*Modification** involves making changes to learning and evaluation situations by modifying grade-level expectations/outcomes and what is evaluated. The student does not follow the regular program and is not expected to complete the same learning and evaluation situations as other students. The modified program brings changes to the number and complexity of learning and evaluation situations relative to the regular grade-level program.

Examples: Assigning an easier task or situation that is different from that assigned to the other students, reading an exam to the student when the reading competency is being evaluated, etc.

*Important: The student must be given every opportunity to demonstrate the full extent of their learning within the regular grade-level program (with resources and supports in place) before consideration is given to changing the student to a modified program of study.*

## INFORMATION GATHERING & INTERPRETATION (STUDENT LEARNING)

Standards	Procedures
<p>The teacher is responsible for gathering and interpreting information, and may occasionally, involve other Professionals.</p>	<p>Teachers will gather, record, and interpret <i>information about student learning throughout the term.</i></p> <p>During department evaluation meetings, teachers will discuss and share their information gathering/interpretation practices (e.g. oral questioning techniques, rubrics, checklists, student work samples, tests/quizzes, etc.).</p> <p>Teachers will provide regular feedback to students (e.g. grades, tests, conversation, informal meeting, notes, etc.)</p> <p>Students will be given opportunities to use this feedback to improve.</p> <p>In the case of students with special needs, the resource teacher and/or Student Services Dept. professionals may assist classroom teachers in the gathering of information and its interpretation.</p>
<p>The interpretation of information is based on the evaluation criteria in the <i>Frameworks for the Evaluation of Learning.</i></p>	<p>Teachers will use evaluation tools based on the evaluation criteria in the <i>Frameworks for the Evaluation of Learning.</i></p> <p>Teachers in department meetings will work closely to adopt a common interpretation of the requirements in the Frameworks for the Evaluation of Learning.</p> <p>In the case of a student on a modified program, teachers will complete a Progress Report at the end of each term. The Progress Report will include a summary of student progress throughout the term and revise goals and objectives in the Individual Education Plan (IEP).</p>
<p>The planning of common exams is the responsibility of the department.</p>	<p>Common evaluations will take place at the end of each term in the following subjects: English, French, Science, Social Studies, and Mathematics.</p>

# JUDGEMENT

Standards	Procedures
<p>For Terms 1 and 2, the teacher makes a judgment that reflects the knowledge and competencies that a student has acquired – based on the evaluations carried out during those terms.</p>	<p>Teachers will use the <i>Progression of Learning</i> and the <i>Frameworks for the Evaluation of Learning</i> to make a professional judgment about student progress.</p> <p>In those subjects involving competencies, the principal and teachers will reach consensus on the competencies evaluated in Terms 1 and 2.</p> <p>A student who is failing three or more academic subjects at the end of the school year is at risk of repeating the year. Decisions will be made by administrators and teachers in a promotion meeting.</p> <p>Teacher uses professional judgment in student evaluation.</p> <p>Student grades are based on achievement and not student participation except in the cases where marks are based on communication and/or presentations and participation is essential.</p> <p>It is compulsory for teachers to report on all competencies at the end of Term 3.</p>
<p>For Term 3, the teacher makes a judgment that reflects the knowledge and competencies that a student has acquired – based on the evaluations carried out during the term and may include evaluations that cover the student’s learning as a whole for the year.</p>	<p>Teachers will use the <i>Progression of Learning</i> and the <i>Frameworks for the Evaluation of Learning</i> to make a judgment on the attainment of knowledge and competencies.</p> <p>As per MEES directives, teachers will evaluate all competencies in Term 3.</p> <p>In the case of a compulsory evaluation produced by MEES or the school board, teachers will use the accompanying evaluation guides.</p>

## DECISION

Standards	Procedures
<p>During the school year, varied pedagogical practices are taken to support and enrich student learning.</p>	<p>Teachers will determine the type of supports and approaches necessary to meet the specific needs of their students. This may involve the help of the resource teacher and/or LBPSB Professionals.</p>
<p>At the end of <u>each</u> year, decisions are made, and actions planned to ensure that the student makes a smooth transition to the next school year.</p>	<p>The principal and teachers will <i>set times for discussion and determine the information to be given</i> to ensure student learning is followed from one year to the next.</p> <p>Student placement will be discussed and decided at end of year promotion meetings with teachers and administrators.</p> <p>The classroom and resource teachers will keep detailed records of the student with special needs' learning and determine the support measures needed for the following year.</p> <p>IEPs will be updated at the beginning of the school year by communicating with the resource department.</p> <p>Program placement prerequisites:</p> <ul style="list-style-type: none"> <li>o <b>For placement in Secondary 4</b> <ul style="list-style-type: none"> <li>▪ Math SN and T&amp;S - Prerequisite : A minimum final result of 80% in Secondary 3 Math</li> <li>▪ This is a two year placement</li> <li>▪ Advanced Science - Prerequisites: 80% minimum mark in Secondary 3 Math and Science</li> <li>▪ teacher recommendation</li> </ul> </li> <li>• <b>BRIDGE Summer course: A minimum grade of 80% is required in order to be placed in sec 5 Math SN or T&amp;S</b></li> <li>o <b>For placement in Secondary 5:</b> <ul style="list-style-type: none"> <li>▪ Math SN and T&amp;S - Student must have successfully completed Math SN or T&amp;S in secondary 4</li> <li>▪ Physics and Chemistry - Prerequisite: 80% minimum mark in Secondary 4 Advanced Science and Math SN or T&amp;S</li> <li>▪ Math and Science teacher recommendation</li> </ul> </li> <li>o <b>Space availability</b></li> </ul>

## COMMUNICATION OF RESULTS

Standards	Procedures
<p>An informal written communication is prepared and issued to parents mid-term to inform them of their child's learning and behaviour.</p>	<p>The principal and teachers will select an appropriate communication tool (e.g. interim report) and distribute it to parents.</p> <p><b>BHS Interim reports will be made available to parents on October 11, 2024.</b></p>
<p>2 <i>MEES Uniform Report Cards</i> - with regulated term weightings and set timelines for distribution - are prepared and issued to students and parents during the school year.</p>	<p>The principal will ensure that all report cards are issued to students and parents as prescribed in the Basic School Regulation.</p> <p><b>BHS Report Cards will be made available to parents on the following dates:</b></p> <p><b>Term 1: November 22, 2024</b>  <b>Term 2: February 14, 2025</b>  <b>Term 3: June 27, 2025</b></p>
<p>For Terms 1 and 2, subject-specific competencies are evaluated and reported on in accordance with the frequency of evaluation proposed by the teachers in consultation with the school principal.</p>	<p>Teachers will work closely with the <i>Progression of Learning</i> and the <i>Evaluation Frameworks for the Evaluation of Learning</i> when determining grades for subject-specific competencies. The subject result is based on the competency weightings set by MEES.</p> <p>As needed, teachers will enter comments in Mozaik to indicate student strengths and challenges for each subject.</p>
<p>As prescribed by MEES, all subject-specific competencies are evaluated and reported on in terms 1 and 2.</p>	<p>Teachers will work closely with the <i>Progression of Learning</i> and the <i>Evaluation Frameworks for the Evaluation of Learning</i> when determining grades for all subject-specific competencies. The term subject result and final mark are based on the competency and term weightings set by MEES.</p> <p>As needed, teachers will enter comments in Mozaik to indicate student strengths and challenges for each subject.</p>
<p>As prescribed by MEES, all subject-specific competencies are evaluated and reported on in the 3<sup>rd</sup> Term.</p>	<p>Early in the school year, the principal and teachers will prepare an annual plan on the selection of <i>General Competencies</i> for each grade level.</p> <p>At the end of term 3 teachers will report on the agreed upon <i>General Competency</i> by grade level</p>

## ADDITIONAL INFORMATION

### RESTRICTED DAYS:

- In order to facilitate evaluations, BHS has restricted December 11 to the 22 for in-class and mid-term exams and May 6 to June 21 for mid-terms as well as final exams.
- Absence from these days may only be authorized for the following reasons:
  - Serious illness confirmed by a medical certificate or support document
  - Death in the family
  - Court Summons
- Documentation must be provided to the school on the first day of return.
- Restricted days are listed in the calendar on the BHS Website as “Grey Week” and “Exam Period”. All travel plans must take these dates into consideration, no exceptions.

### MEES and Board Compulsory Exams

- Students following regular programs or regular programs with adaptations must write all MEES and/or Board compulsory exams scheduled for their grade level.
- Absence from these exams may be authorized for the following reasons:
  - Serious illness confirmed by a medical certificate or support document
  - Death in the family
  - Court Summons

MEES will determine the rescheduled dates for these exams.

### CEGEP APPLICATIONS - GRADE 11:

- Many Quebec CEGEPS process application requests through SRAM (<https://www.sram.qc.ca/home>)
- It is important to note that some CEGEPS have their own registration systems, such as Dawson College and Marianopolis College
- When applying for CEGEP, students' marks will be transmitted by the school board to SRAM.
- Students are invited to meet with our Guidance Counselor for any questions pertaining to CEGEP applications and post-secondary pathways.

## Evaluation and Reporting of Student Learning 2024-2025

You will find information below concerning the evaluation and reporting of your child's progress.

Subject	Description	Types of Evaluations	Final Evaluation/ Exams	Weighting of Final Exams
<p><b><u>English Language Arts</u></b></p> <p>Uses language to communicate and to learn 33%</p> <p>Reads and listens to texts 33%</p> <p>Produces spoken, written and media texts 34%</p>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to use language to communicate.</li> <li>All 3 competencies will be evaluated and reported on at the end of every term</li> <li>The students' knowledge of language and texts will also be evaluated throughout the year</li> </ul>	<p>Assignments Projects Reports</p> <p>Oral Presentation</p> <p>Tests</p> <p>Learning &amp; Evaluation Situations</p>	<p>Grade 7 - 10: School Exams May/June</p> <p>Grade 11: Ministry Exams May/June</p>	<p>Grade 7 - 8: 30% of Term 3 for comp. 2 &amp; 3</p> <p>Grade 9: 30% of Term 3 for comp. 2 &amp; 3</p> <p>Grade 10: 40 % of Term 3 for comp. 2 &amp; 3</p> <p>Grade 11: 50% of the year for competencies 2 and 3</p>
<p><b><u>Mathematics</u></b></p> <p>Solves a situational problem 30%</p> <p>Uses math reasoning 70%</p>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to solve situational problems and use mathematical reasoning</li> <li>The students' mathematical knowledge of arithmetic, algebra, geometry, statistics and probability will also be evaluated throughout the year</li> <li>In cycle 1, only competency 2 is evaluated and reported on in Term 1. In Term 2 and Term 3, both competencies will be evaluated and reported on.</li> </ul>	<p>Tests</p> <p>Quizzes</p> <p>In-class work</p> <p>Learning &amp; Evaluation Situations</p>	<p>Grade 7: School Exams June</p> <p>Grade 8 Board Compulsory June</p> <p>Grade 9: School Exams June</p> <p>Grade 10: Ministry Exams June</p> <p>Grade 11 CST: Board Compulsory June</p> <p>Grade 11 T &amp; S - SN: School Exams June</p>	<p>Grade 7: 20% of Term 3 comp. 2</p> <p>Grade 8: 20% of Term 3 comp. 2</p> <p>Grade 9: 30% of Term 3 for comp. 2</p> <p>Grade 10: 50% of Reasoning mark for the YEAR (moderated)</p> <p>Grade 11: 50% of Term 3 mark for comp. 2</p>

Subject	Description	Types of Evaluation	Final Evaluation/ Exams	Weighting of Final Exams
<p><b><u>French, Second Language</u></b></p> <p>Communicates in French REG/IMM: 40% ENRICHED: 34%</p> <p>Understands oral and written texts in French REG/IMM:30% ENRICHED: 33%</p> <p>Produces oral and written texts in French REG/IMM: 30% ENRICHED: 33%</p>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills. Oral communication and reading comprehension will also be evaluated.</li> <li>In grade 7, 8 &amp; 11, all 3 competencies will be evaluated and reported on at the end of every term.</li> <li>In Grade 9, Term 1: Only the competency 'Communicate and Produce' will be evaluated. In terms 2 &amp; 3: all competencies are evaluated.</li> <li>In Grade 10, In term 1, only the competency 'Communicate and Produce' will be evaluated. In Term 2, only the competency 'Communicate and Produce' will be evaluated. In Term 3, all competencies are evaluated.</li> </ul>	<p>Assignments Projects</p> <p>Reports</p> <p>Oral Presentation</p> <p>Tests</p> <p>Learning &amp; Evaluation Situations</p>	<p>Grade 7 - 10: School Exams May/June</p> <p>Grade 11 Ministry Exams May/June</p>	<p>Grade 7 &amp; 8: 30% of Term 3 for comp. 1, 2 &amp; 3</p> <p>Grade 9: 30% of Term 3</p> <p>Grade 10: 40% of Term 3</p> <p>Grade 11: 50% of YEAR</p>

<p style="text-align: center;"><b><u>Science &amp; Technology</u></b></p> <p style="text-align: center;">Practical 40%</p> <p style="text-align: center;">Theory 60%</p>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to: <ul style="list-style-type: none"> <li>- seek answers or solutions to scientific or technological problems</li> <li>- make the most of their knowledge of science and technology</li> <li>- communicate in the language used in science and technology</li> </ul> </li> <li>• Both <i>Practical</i> and <i>Theory</i> components will be evaluated and reported on at the end of every term</li> <li>• The students' knowledge of the Material World, Living World, Earth and Space and the Technological World will also be evaluated throughout the year.</li> </ul>	<p style="text-align: center;">Tests</p> <p style="text-align: center;">Quizzes</p> <p style="text-align: center;">Projects</p> <p style="text-align: center;">Presentations</p> <p style="text-align: center;">Experimental Activities</p> <p style="text-align: center;">Technological Design Activities</p>	<p style="text-align: center;">Grade 7-8 School Exams June</p> <p style="text-align: center;">Grade 9 school board Exam</p> <p style="text-align: center;">Grade 10 Ministry Exams June</p>	<p style="text-align: center;">Grade 7 &amp; 8: 30% of Term 3 for THEORY Component</p> <p style="text-align: center;">Grade 9: 70% of Term 3 Theory mark</p> <p style="text-align: center;">Grade 10 50% of the YEAR for THEORY component (moderated and reported by MEES)</p>
<p style="text-align: center;"><b><u>Chemistry</u></b></p> <p style="text-align: center;">Practical 40%</p> <p style="text-align: center;">Theory 60%</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> <li>- seek answers or solutions to scientific or technological problems involving chemistry</li> <li>- makes the most of his/her knowledge of chemistry</li> <li>- communicates ideas relating to questions involving chemistry, using the languages associated with science and technology</li> </ul> <p>Both <i>Practical</i> and <i>Theory</i> components will be evaluated and reported on at the end of every term</p> <p>The students' knowledge of Chemistry will also be evaluated throughout the year</p>	<p style="text-align: center;">Tests</p> <p style="text-align: center;">Quizzes</p> <p style="text-align: center;">Projects</p> <p style="text-align: center;">Presentations</p> <p style="text-align: center;">Experimental Activities</p>	<p style="text-align: center;">June Exam/ Lab Exam</p>	<p style="text-align: center;">Grade 11 50% of the final term Theory Mark</p> <p style="text-align: center;">Lab exam: 50% of term 3 lab component</p>

Subject	Description	Types of Evaluation	Final Evaluations Exams	Weighting of Final Exams
<p><b>Physics</b></p> <p>Practical 40%</p> <p>Theory 60%</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> <li>- seek answers or solutions to scientific or technological problems</li> <li>- make the most of their knowledge of science and technology</li> <li>- communicate in the language used in science and technology</li> </ul> <p>Both <i>Practical and Theory</i> components will be evaluated and reported on at the end of every term</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Presentations</p> <p>Experimental or Design Activities</p>	<p>Exams June Lab Exam</p>	<p>50% of the final term Theory Mark</p> <p>Lab exams: 50% of term 3 lab component</p>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to: <ul style="list-style-type: none"> <li>- understand the organization of a territory</li> <li>- interpret a territorial issue</li> <li>- develop a greater awareness of geographic problems in the world</li> </ul> </li> <li>• The students' knowledge about different territories will also be evaluated throughout the year</li> <li>• Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Learning and Evaluation Situations</p>	<p>N/A</p>	<p>N/A</p>
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to : <ul style="list-style-type: none"> <li>- examine society, making connections with the past</li> <li>- explain important changes that have taken place in history</li> <li>- develop a greater awareness of his/her place as a citizen in society</li> </ul> </li> <li>• The students' knowledge about different societies will also be evaluated throughout the year</li> <li>• Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Learning and Evaluation Situations</p>	<p>Grade 7-8: School Exams June</p> <p>Grade 9: School board Exam June</p> <p>Grade 10: Ministry Exam June</p>	<p>Grade 7-8: 20 % of Term</p> <p>Grade 9: 20 % of Term 3</p> <p>Grade 10: 50 % of the year (moderated and reported by MEES)</p>
<p><b>Financial Literacy</b></p>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to : <ul style="list-style-type: none"> <li>- take a position on a financial issue</li> <li>- examine different options</li> <li>- consider the legal aspects of each position</li> </ul> </li> <li>• Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Learning and Evaluation Situations</p>	<p>N/A</p>	<p>N/A</p>

Subject	Description	Types of Evaluation	Final Evaluations Exams	Weighting of Final Exams
<u>Contemporary World</u>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to analyze and form opinions on contemporary issues:               <ul style="list-style-type: none"> <li>examine issues</li> <li>explain important ideas</li> <li>develop a greater awareness of his/her place as a citizen in society</li> </ul> </li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Tests Quizzes Projects Learning and Evaluation Situations	N/A	N/A
<u>Physical Education &amp; Health</u>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to:               <ul style="list-style-type: none"> <li>perform movement skills in different physical activity settings</li> <li>interact with others in different physical settings</li> <li>adopt a healthy and active lifestyle</li> </ul> </li> <li>The students' knowledge of different physical activities and strategies will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Participation Tests Performance / Movements	N/A	N/A

<u>Ethics and Religious Culture</u>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to reflect on ethical questions, understand the phenomenon of religion and the practice of dialogue</li> <li>The students' knowledge of the needs of human beings as individuals and in groups as well as the knowledge of different religions will also be evaluated throughout the year.</li> <li>An overall subject mark will appear on each report card.</li> </ul>	Participation Tests Projects Oral Presentations	N/A	N/A
<u>Culture and Citizenship in Quebec</u>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to reflect on ethical questions using situations involving values or norms and that present a problem to be solved or reflected on.</li> <li>The students' knowledge of the values and norms that society adopts in order to guide and regulate actions, as well as the needs of human beings as individuals and in groups will also be evaluated through the year.</li> <li>An overall subject mark will appear on each report card.</li> </ul>			
<u>Visual Arts</u>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to create and appreciate personal and media images</li> <li>The students' knowledge of the language of visual arts, transforming images, materials and tools will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on the report card</li> </ul>	Projects Presentations	N/A	N/A

Subject	Description	Types of Evaluations	Final Evaluations Exams	Weighting of Final Exams
<u>Drama</u>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to create, perform and appreciate dramatic works</li> <li>The students' knowledge of the language of drama, performance techniques and procedures will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Participation Performances/ Movements	N/A	N/A
<u>Music</u>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to create, perform and appreciate musical works</li> </ul>	Participation Performance Playing tests Written appreciation assignments	N/A	N/A
<u>Robotics</u> <u>Computer Science</u>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to design and create items constructed from wood.</li> </ul>	Participation Design technique Projects	N/A	N/A

### **Students with Special Needs**

The teachers, in collaboration with the school's resource department, develop Individual Education Plans (IEPs) that outline the individualized programs, strategies implemented, as well as resource support measures where appropriate and necessary.

### **Preparing for the Physics and Chemistry Option in Secondary V**

Students must have completed Environmental Science and either SN or T&S Math with averages of 80+ in each subject area to be considered for the High Science options.

Please note that you will receive the following official communications during the school year:

<b>Official Communications</b>	
<b>Interim Report</b>	On <u>October 11, 2024</u> you will receive an Interim Report which will include comments on your child's learning and behavior.
<b>Term 1 Report Card</b>	The Term 1 Report Card will be issued on <u>November 22, 2024</u> . This report card will cover the period from first day of school until November 8, 2024 and will count for 20% of the final mark for the year.
<b>Term 2 Report Card</b>	The Term 2 Report Card will be issued on <u>February 14, 2025</u> . This report card will cover the period from November 11 to January 31st 2025 and will count for 20% of the final mark for the year.
<b>Term 3 Report Card</b>	The Term 3 Report Card will be issued on <u>June 27, 2025</u> . It will cover from February 3, 2025 to the end of the year and will count for 60% of the final mark for the year. In some subjects, a final exam/evaluation covering the year's learning will be administered.

**Report Card Information:**

**Comments on Learning (by Subject)**

The report card will include a section for general teacher comments for each subject area. The comments will deal with the student's strengths, challenges, and progress.

**General Competencies**

The General Competency in the report card will be evaluated in term 3 for each student as follows:

Grade	General Competencies
7	Organizes work
8	Organizes work
9	Communicates effectively
10	Communicates effectively
11	Exercises critical judgement

**Plagiarism**

**IMPORTANT:** Although numerous tasks demand students to conduct research, it is essential that all sources are appropriately referenced following the citation guidelines provided by their instructors.

The utilization of generative AI is strictly forbidden. In the event that a student is found to have engaged in academic dishonesty, the submitted assignment will not be taken into consideration for assessment, and a discussion between the teacher and student will be arranged. Administration will be informed.

For further details, please consult the BHS Plagiarism Policy within our school's Code of Respect.

*If there are any changes made to the above evaluation and reporting information, an updated version of this document will be made available.*