

EFFECTIVE DATE	November 3, 2023
ID CODE	
APPROVAL REQUIRED	Educational Services
RESPONSIBILITY FOR FOLLOW-UP	Director of Educational Services

ROADMAP

ADOPTION		
UPDATE		
UPDATE		

TABLE OF CONTENTS

1. GENERAL	3
2. GUIDING PRINCIPLES	4
3. OBJECTIVES	4
4. EVALUATION PRACTICES	5
5. ROLES AND RESPONSIBILITIES	5
6. COMMUNICATION TO PARENTS	8
7. PROMOTION	9
7.1. Promotion from preschool to elementary (Responsibility of the school).....	9
7.2. Promotion from elementary school Cycle 1 to Cycle 2 and Cycle 2 to Cycle 3 (Responsibility of the school).....	9
7.3. Promotion of students from elementary to secondary (Responsibility of the school service centre).....	10
7.4. Promotion from the first year to the second year of Secondary Cycle 1 (Responsibility of the school)..	11
7.5. Promotion from secondary cycle 1 to secondary cycle 2 (Responsibility of the school service centre)..	12
8. APPENDIX.....	14
9. GLOSSARY	15

1. GENERAL

A collaborative approach to support learning and assess achievement.

In accordance with article 233 of the Education Act, this policy for the evaluation of learning and promotion is a collaborative effort between the school service centre and the schools to help with the development of a common vision of the evaluation of learning and to harmonize evaluation practices. Our policy vision is "Evaluate differently" making evaluation serve student learning and allow teachers to regulate their teaching.

The policy was developed by a team composed of school principals, director, and coordinator of Educational Services, teachers, pedagogical consultants. Both the French and English unions were also consulted.

To respect the needs of the milieu, and legal requirements, the following documents governed the creation of this policy:

- Education Act (EA) [Chapter I-13.3 – Education Act \(gouv.qc.ca\).](#)
- Basic School Regulation (BSR) [Chapter I-13.3, r. 8 - Basic school regulation for preschool, elementary and secondary education \(gouv.qc.ca\).](#)
- Annual Directives [2022-2023 Annual Directives from the Minister \(gouv.qc.ca\).](#)
- Policy on the Evaluation of Learning from the Ministère de l'Éducation et de l'Enseignement supérieur (MEES): last version 2003 [Policy on the Evaluation of Learning Abridged Version.](#)
- Littoral's Special Education Policy.
- Frameworks for the Evaluation of Learning (FEL) at preschool and elementary (removed in 2011): [elementary.](#)
- Frameworks for the Evaluation of Learning (FEL) at [secondary](#) (removed in 2011).
- Administrative Guide for the Certification of Studies Youth Sector [Guide de gestion - Édition 2015 - Sanction des études et épreuves ministérielles \(gouv.qc.ca\).](#)
- Minimum requirements for successful completion of the cycles at the elementary and secondary levels: The minimum requirements for the end of the cycles correspond to step 3 of the scales of competency levels for [elementary](#), [secondary cycle 1](#) and [secondary cycle 2](#). It should be noted that these scales are no longer prescribed by the basic school regulation but are still available to teachers to support their pedagogical interventions.
- *Québec Education Program (QEP).*
- *Competency Levels by Cycle (Elementary).*
- *Scales of Competency Levels (Secondary).*

This policy is to be innovative and to serve learning and teaching. Competency-based curricula have many implications on evaluation practices.

The purpose of this policy is to:

- Ensure coherence and transparency in the promotion decisions of students while facilitating the continuity of their learning.

- Allow for a common language in relation to evaluation and equitable rules for the promotion from one cycle to another in each of our schools via the standards and procedures of evaluation.
- Provide rules for the promotion from elementary to secondary and from secondary cycle 1 to secondary cycle 2.

The Centre de services scolaire du Littoral reserves the right to modify this policy at any time following changes announced by the Ministère de l'Éducation du Québec (MEQ) or at the request of teachers or principals.

2. GUIDING PRINCIPLES

The following statements guide our policy:

- Student success is the priority.
- Evaluation is divided in 4 stages: *planning, interpretation, judgment, and decision-action*.
- The planning of the teachers is under the supervision and support of the principal. Traces are collected throughout the learning process. This collection of information and its frequency must be provided for in the standards and procedures of evaluation of each school team.
- The competency scale grids can be used during learning and at the end of each term to make an informed and fair judgment.
- The teacher's judgment is based on the level of competency acquired by the student from the traces collected before the end of each term and will be reported on the term and end-of-year report cards.
- The evaluation also involves a transfer of information to students and parents by any means chosen by the school, as stipulated in the standards and procedures of evaluation and a standardized report card.
- The principals of each school are responsible for ensuring that the evaluation criteria are respected and that the end-of-cycle requirements indicated in the education program are met.
- The director of Educational Services is responsible for ensuring that each school respects the legal frameworks related to evaluation.
- The education programs are built on the development of competencies throughout the cycle. Students must therefore benefit from both years of the cycle to achieve the level of competencies.
- The policy applies to the youth sector of the Centre de services scolaire du Littoral.

3. OBJECTIVES

The school service centre's Policy on the Evaluation of Learning and Promotion, like that of the MEQ, is based on the fundamental values of Justice, Equality, and Equity. In conformity with the principle of **Justice**, students have the right to examinations adapted to their level of competency, adaptive measures set out in the intervention plan, where applicable, rewrites, and a grade review. **Equality** requires that all students have an equal opportunity to demonstrate what they have learned. Each student must be able to demonstrate the development of his competencies through different means.

This policy will establish the roles and responsibilities of students, parents, teachers, principals, and the school service centre in the evaluation of learning and promotion.

4. EVALUATION PRACTICES

Evaluation is the process of making a judgment on a student's learning, based on information collected, sufficient, analyzed and interpreted, with the purpose of making pedagogical and, where appropriate, administrative decisions (BSR, Section 28). The judgement is always based on a set of traces that reflect the student's level of competency.

Evaluation during learning must meet set targets: advanced, thorough, acceptable, partial, minimal (explorer).

The **standardized report card** is based on numerical results. The correlation between the achievement of each of the competencies must be made. (See Evaluation Grids)

Grade review is a process available to students and parents. This request for review must be made formally, in writing, to the principal with a reason for the request within 10 working days of the communication of the result to the student or parents. The principal has 30 days following receipt of the written request from the student or parent to respond. The review may result in the grade being maintained, increased, or decreased (section 96.15 or section 110.12 of the Education Act (chapter I-13.3). If the parent or student is not satisfied with the processing of their request for review, the parent must contact the director of Educational Services in writing to have his or her request heard within 10 working days of the principal's response to the request for review.

Learning is described in terms of competencies to be developed. A **competency** is the ability to carry out a task using a variety of resources including essential knowledge, strategies, techniques, attitudes, and perceptions.

Essential knowledge is one of the elements of the program and must be taught to enable the student to perform complex tasks in different learning and evaluating situations. No demonstration of skills can be successful without the appropriate essential knowledge. However, the development of competencies cannot be judged exclusively on the acquisition of essential knowledge.

5. ROLES AND RESPONSIBILITIES

Students are responsible for their learning and progress by actively thinking about and setting personal goals, participating in class, completing, and submitting assignments and homework on time, and being present at the appropriate time and place for classes and examinations.

Parents play a key role in their child's success. Parents' observations of their child's learning progress are often a source of additional information that all stakeholders can consider in taking appropriate action. The parent has the responsibility to:

- Play an active role in the progress of their child's learning.
- Provide a stimulating learning environment at home.
- Ensure their child's school attendance.
- Assist the child in achieving personal goals.
- Inform themselves as to their child's progress.
- Consider the recommendations of the teacher, principal, and school team regarding student promotion.
- Participate in the child's intervention plan (IEP) process, if applicable.

Teachers are responsible for assessing learning and advising the principal on the promotion of students. The teacher has the responsibility to:

- Evaluate competencies as prescribed in the programs of study and use a report card that is consistent with the BSR.
- Propose and adhere to the standards and procedures for the evaluation of learning as agreed upon at the school level, and as approved by the principal (EA, Section 96.15) and apply them.
- Inform parents and students of the standards and procedures of evaluation at the beginning of the school year and of any changes during the year.
- Use instructional interventions that are appropriate to the needs and goals of each group or student assigned to the school (EA, Section 19).
- Choose evaluation tools to measure and evaluate the needs and achievement of each student assigned to the school on an ongoing and periodic basis, based on progress (EA, Section 19).
- Provide students with opportunities to demonstrate knowledge, skills, attitudes, and competencies as prescribed in the QEP, triangulation of traces.
- Provide ongoing feedback from a variety of sources to enable students to set new goals for learning with the aim of self-improvement. These may include observation, self/peer evaluation, and any other evaluation strategies inspired from the FEL.
- Where necessary, use the Competency Levels by Cycle, as a reference tool to help determine overall competency development in elementary education.
- Where necessary, use the Scales of Competency Levels - Secondary School Education Cycle 1, as a reference tool to determine the overall development of competencies in the cycle and when preparing the end of cycle one learning assessment.
- Differentiated instruction ([differentiation](#), click on the link to access the most recent document) is aimed at enabling students with various learning styles, origin, and aptitudes to achieve the objectives. Therefore, evaluation practices must be flexible and be adapted to the needs of students without modifying the outcomes except for students benefiting from the modification of expectations in relation to subject requirements, as set out in their intervention plan.
- Participate in the development, implementation, and progressive application of the IEP.
- Provide information at least once a month to parents whose child has an intervention plan. The means of communication is at the discretion of the teacher. It is good practice to keep track of these communications and document the dates on which they took place.
- Follow the guidelines of confidentiality and thoroughness in relation to MEQ examinations.

Principals play an important role in promoting the evaluation process by supervising and assisting teachers in carrying out their teaching functions. The principal has the responsibility to:

- Approve under the recommendations of the teachers, or staff members, the standards and procedures for the evaluation of learning (EA, Section 96.15). This proposal must be made within 10 working days following the request made by the principal, failing which the principal may act without such proposal.
- Organize the annual review of the standards and procedures of evaluation in conjunction with the teaching staff. During the school year, the principal is also responsible for monitoring its application.
- Approve the rules governing the placement of students and their promotion from one cycle to another at the elementary level based on the rules prescribed by the BSR (EA, Section 96.15).

- Support teachers in the evaluation of cross-curricular competencies in all subjects at each level as prescribed in the BSR and in the annual directives.
- Coordinate and ensure timeliness and communication to parents.
- Enforce support measures and adaptations in the IEP that support the student's attaining certification of studies or, in certain circumstances, modifications which may have an impact on certification. (Education Act, Section 96.14)
- Create a student promotion committee.
- Follow the guidelines for the administration of MEQ examinations.
- Request to Educational Services of the School Service Centre, after consulting with the student's parents and subject to the rules governing certification of studies prescribed by the BSR, to exempt a student who needs special support services in the language of instruction, second language or mathematics program from a subject prescribed by the basic school regulation. (Education Act, Section 222.1)

Finally, **Educational Services from the Centre de services scolaire du Littoral** supports schools in the evaluation process through professional development activities at the request of principals, standardized tools, and the development of internal examinations where appropriate. Educational Services has the responsibility to:

- Apply the basic school regulation, BSR section 459 (Education Act, Section 222).
- Ensure that each school evaluates student achievement and administers the examinations imposed by the Minister (EA, Section 231).
- Impose internal examinations in the subjects it determines at elementary and secondary levels (EA, Section 231).
- Establish collaborative marking teams for ministerial examinations and ensure the validation process for marking is respected.
- Consult the Parents' Committee on the rules governing promotion from elementary school to secondary school, and from first cycle to second cycle of the secondary level, subject to the rules prescribed by the BSR (Sections 31, 32, 33, 33.1 and 34) (Education Act, Section 233).
- Ensure that the report card meets the requirements of the BSR.
- Initiate, at the request of the principal, communications with the MEQ concerning any request for exemption in connection with the certification of studies (EA, Section 222.1).
- Exempting a student who needs special support services in the language of instruction, second language or mathematics program from a subject prescribed by the BSR; at the request of a principal, after consulting with the student's parents and subject to the rules governing the certification of studies prescribed by the BSR, no exemption may be granted however, in those programs (EA, Section 222.1).
- Exempt a student from the compulsory school attendance if the student is receiving appropriate homeschooling and benefits from an educational experience (EA, Section 15).
- Exempt a student from the application of a provision of the basic school regulation for humanitarian reasons or to avoid serious harm to a student, following a request with reasons made by the parents, by the student of full age, or by the principal. In the case of an exemption from the rules governing the certification of studies under section 460, the request must be sent to the Minister. (EA, Section 222).

6. COMMUNICATION TO PARENTS

To inform parents about their child's academic progress, the school must send for each student:

- Three report cards (issued to parents at the end of each term, no later than November 20, March 15, and July 10 of each year (BSR, Section 29.1).
- First written communication to parents before October 15.
- Monthly communication for children with special needs who have an IEP or any student at risk of failing to progress to the next cycle or any student with behavioural problems that affects their learning.
- Each communication to parents or report cards must be supported by a collection of data (traces) that demonstrate the student's level of skill development. This data should include simple tasks, assignments, complex learning situations, and examinations that demonstrate the level of competency achieved. Evaluation is based on criteria specified in the various frameworks for the evaluation of learning prescribed by the Minister. Grades on all three report cards must have been planned in the standards and procedures of evaluation and given to parents before the first written communication.
- The template for the communication is outlined in each school's standards and procedures of evaluation and must be a written communication.
- Marks on report card.
- Each disciplinary skills must be assessed on at least two of the three report cards.
- Section 3 of the report card must include comments on two of the following four competencies for **Term 1 and Term 3**: exercises critical judgment, organizes their work, communicates effectively, and works in a team.
- In exceptional circumstances, the principal may make a written request to the director of educational services to indicate "NE (Non-evaluated)" on a student's report card. The request must indicate the reasons justifying its request and the means taken by the teacher and the school leading to such a request to grant exemption from the BSR, which implies that this student will not receive a report card in compliance with section 222 of the Education Act. The director of Educational Services has 30 days to respond. After analyzing the request, if the request is granted, the director of Educational Services will indicate "NE" on the student's report card, with or without comments, depending on the decision of the director of Educational Services, and will inform the school principal.
 - Any "NE" value on the report card is equivalent to a blank box. Thus, the calculation of the group average at this time will be based on the results of all other students.

For students in **Secondary IV and V**:

- **Moderation** issues arise only for uniform examinations. There is no moderation that applies when only local results are required.
- **For subjects in Secondary IV and V where a uniform examination is required**, either the student is eligible to take the examination (has followed the program and was enrolled as his course code indicates) or is not eligible to take the examination (has not followed the program because they were absent or because they benefited from the change in expectations in relation to the requirements and was therefore not enrolled in that course code). See section 31 of the BSR for full details.
- If the student is deemed too absent to conclude that they have completed the program, the program should be deactivated, and the student would automatically not have access to the ministerial examination. The subject would then disappear from their report card. By removing the subject

completely, this ensures that there will be no transmission of results to Charlemagne and on the achievement record.

7. PROMOTION

In the context where curriculum is organized by cycle, the promotion from one cycle to another will be based on the evaluation of students at the end of each level of education (elementary and secondary) and at the end of each cycle (three cycles at the elementary level and two cycles at the secondary level). The notion of cycle and promotion in preschool does not exist. See the BSR [Exceptional cases for admission to preschool](#). In addition, from Secondary III onwards, promotion is by subject. Students cannot repeat a subject they have already passed for another year.

Any decision to retain a student in a year in any cycle **is exceptional** and applies only if there are reasonable grounds to believe that such a measure is necessary to foster the child's academic progress (EA, Sections 96.17 and 96.18, BSR, Section 13.1). The IEP must support this decision. The decision must be made by a multidisciplinary team including the parent. The additional year must be sufficient for the student to achieve the expected level. Measures must be put in place during the additional year to support the achievement of the missing competencies. The final decision remains with principals.

The promotion rules described in sections 7.1., 7.2., and 7.4. of this policy are intended to provide guidance to the promotion committee, since decisions fall under their jurisdiction.

All promotion decisions must be recorded on the last report card of each year by the school principal until the end of the 2nd year of secondary school (section 5 of the report card).

7.1. Promotion from preschool to elementary (Responsibility of the school)

7.1.1. Preschool **is not mandatory**.

7.1.2. A student who has met the minimum requirements for the majority of the five preschool competencies continues to elementary school. See the end-of-cycle expectations of the preschool program for each skill. Remember that a 6-year-old who has not attended kindergarten (ages 4 or 5) will automatically be enrolled in grade 1.

7.2. Promotion from elementary school Cycle 1 to Cycle 2 and Cycle 2 to Cycle 3 (Responsibility of the school)

7.2.1. School attendance for children who have reached the age of 6 before October 1st of the current school year **is mandatory** (BSR, Section 12).

7.2.2. The rules of promotion are determined in the standards and procedures of evaluation of each school, as a cycle team. The standards and procedures of evaluation are proposed by the teachers and approved by the principal. (EA, Section 96.15). They are given to parents at the beginning of the school year no later than October 15 of each year (BSR, Section 20-4) and any change must be communicated to parents.

7.2.3. To be promoted to the next cycle, it is proposed that the student must have achieved competencies in:

- Language of instruction.
- Mathematics.
- Second language or science or social studies.
- Another subject in the student's profile.

7.2.4. The concerned promotion team (composed of teachers, specialists, professionals, guidance counsellor, and principal) will decide based on the content of the various curricula and learning progressions, frameworks for the evaluation of learning, cumulative traces, and the type of assistance offered. The decision will be among these three choices:

- The student is promoted to the next cycle if he or she has successfully completed all the subjects stipulated in point 7.2.3.
- The student continues in the next cycle if he or she has already repeated a year in the elementary level or if this additional year will not ensure success likely to facilitate his or her academic progress as stipulated in the EA, Sections 96.17 and 96.18, BSR, Section 13.1.
- The student continues for an additional year in the cycle to achieve the expected level of competencies (repeat school year).
- When a student continues for an additional year. Specific areas of intervention must be determined to identify a progression, or a higher level of assistance required to be offered to the student. A structured, and documented approach allowing a follow-up of the student's progress.

7.2.5. Any decision rendered will apply if the student changes schools within our school service centre.

7.2.6. Any student who is promoted to a higher grade may not be demoted to a lower grade.

7.2.7 The final decision as to whether to promote a student at the end of a cycle remains with the school principal which bases its decision on the legal framework in force, notably the standards and procedures of evaluation of their school, which is approved at the beginning of the school year, after consulting the parents and the school team or promotion committee working with the student. This decision must be recorded on the student's June report card (section 5).

7.3. Promotion of students from elementary to secondary (Responsibility of the school service centre)

7.3.1. In general, after six years of attendance at the elementary level, a student is promoted to the secondary level if he/she has attained the objectives of the Ministry of Education's program of studies.

7.3.2. Exceptionally, a student who has achieved all the objectives of the Ministry of Education program, has sufficient emotional and social maturity, and the academic capacity may receive an advanced promotion to secondary school after 5 years of attendance at the elementary level.

7.3.3. A student is promoted to secondary school if they met the minimum passing mark of competencies of the end of cycle 3 of elementary:

- Language of instruction.
- Mathematics.
- Second language or science or social studies.
- Another subject in the student's profile.

7.3.4. The concerned promotion team (composed of teachers, specialists, guidance counsellor, professionals, and principal) will decide based on the content of various programs and learning progressions, framework for the evaluation of learning, accumulated traces and the type of support offered. The decision may be:

- The student is promoted to secondary school if he/she has successfully completed all the subjects stipulated in 7.3.3.
- The student continues in secondary school if he/she has already repeated a year in elementary school or if this additional year will not ensure them a level of achievement likely to bring them up to the competency level as stipulated in the EA, Sections 96.17 and 96.18, BSR, Section 13.1.
- The student continues for an additional year in elementary school to attain the expected level of competencies (repeat school year or extension of elementary).
- When a student continues for an additional year, pre- and post-tests must be administered to target the skills to be developed and to offer the necessary support according to the needs identified.

7.3.5. Any decision rendered will apply if the student changes schools within our school service centre.

7.3.6. Any student who is promoted to a higher grade may not be demoted at a lower grade.

7.3.7. The final decision on whether to promote a student at the end of elementary is the responsibility of the principal based on the rules established by the School Service Centre, after consulting with the parents and members of the school team or promotion committee. This decision must be recorded on the student's June report card (section 5).

7.4. Promotion from the first year to the second year of Secondary Cycle 1 (Responsibility of the school)

7.4.1. The rules of promotion are determined in the standards and procedures of evaluation of each school, as a cycle team. The standards and procedures of evaluation are proposed by the teachers and approved by the principal. (EA, Section 96.15). They are given to parents at the beginning of the school year (BSR, Section 20-4) and any change must be communicated to parents.

7.4.2. A student is promoted to cycle 1, year 2 of secondary if they met the minimum passing mark in the following subjects:

- Language of instruction.
- Mathematics.
- Second language, or science, or social studies.
- Another subject in the student's profile.

7.4.3. The concerned promotion team (including teachers, specialists, guidance counsellor, professionals, and management) will decide based on the content of various programs and learning progressions, framework for the evaluation of learning, accumulated traces and the type of support offered. The decision may be:

- The student is promoted to cycle 1, year 2 of secondary if he/she has successfully completed all the subjects stipulated in 7.4.2.
- The student continues to the cycle 1, year 2 of secondary if an additional year will not ensure them a level of achievement likely to bring them up to the competency level as stipulated in the EA, Sections 96.17 and 96.18, BSR, Section 13.1.
- The student, with an intervention plan in place, continues for an additional year in Secondary 1 to achieve the expected level of competency (repeat school year).

- When a student continues for an additional year, pre- and post-tests must be administered to target the competencies to be developed and to offer the necessary support according to the needs identified.

7.4.4. Any decision rendered will apply if the student changes schools within our school service centre.

7.4.5. Any student who is promoted to a higher grade may not be demoted to a lower grade.

7.4.6. The final decision on whether to promote a student at the end of a cycle is the responsibility of the principal based on the rules established by the School Service Centre as stipulated at point 7.4.2., after consulting with the parents and members of the school team or promotion committee. This decision must be recorded on the student's June report card (section 5).

7.5. Promotion from secondary cycle 1 to secondary cycle 2 (Responsibility of the school service centre)

7.5.1. Promotion from cycle 1 to cycle 2 **may be automatic** if the student has obtained 60% or more in all subjects.

7.5.2. Promotion from cycle 1 to cycle 2 **may be partial** if the student has obtained 60% or more in 2 of the 3 core subjects: langue of instruction, mathematics, second language, and at least 6 units in the other subjects.

An intervention plan must be put in place to help the student recover in the failed subject.

7.5.3. Promotion from cycle 1 to cycle 2 **may be exceptional** and geared towards a career-oriented path. This recommendation is based on the analysis of the promotion committee, the intervention plan, the student's interest, and the analysis of one or more professional. The parental authorization form for enrolment in such a program must be signed by the school principal and the parent/guardian.

7.5.4. In special circumstances, the school principal may decide to keep the student in cycle 1 if this is in the student's best interest and will facilitate his or her academic progress. This decision must be based on the student's profile, his or her individualized education plan, the recommendations of the promotion committee and the report of one or more professionals.

7.5.5. The final decision on whether to promote a student is the responsibility of the principal based on the rules for promotion from cycle 1 and cycle 2 of secondary established by the School Service Centre, after consulting with the parents and members of the school team or the promotion committee.

From secondary cycle 2 and onwards (the Secondary III June report card), promotion is by subject, as stipulated in the legal frameworks.

It is important to remember that, despite overlapping at more than one level, a student's profile must include all the compulsory courses stipulated in the basic school regulation.

In accordance with article 222.1, 2nd paragraph of the EA, *a school service centre may, at the request of a school principal, after consulting with the student's parents and subject to the rules governing certification of studies prescribed by the basic school regulation, exempt a student who needs special support services in the language of instruction, second language or mathematics program from a subject prescribed by the basic school regulation; no exemption may be granted, however, in respect of those programs.*

For promotion after secondary V

To obtain a high school diploma, a student must accumulate, in addition to the specific subjects, the number of units required in Secondary 4 and Secondary 5 as prescribed by the basic school regulation.

It is mandatory for the teachers to participate in the collective marking for the uniform examination of Secondary V English Language Arts to ensure equity for our students with the entire province. A collective marking center is available to teachers to avoid travel.

8. APPENDIX

Example of evaluation grids based on skill level scales (Ref: Karine Dubé, CSS du Littoral)

Scales of Competency Level					Elementary Education – Cycle 2
C1. To read and listen to literary, popular and information-based texts					English Language Arts
A ADVANCED 100% - 90%	B THOROUGH 85% - 75%	C ACCEPTABLE 70% - 60%	D PARTIAL 55% - 45%	E MINIMAL 40% - 0%	
<p>The student effectively mobilizes the full range of resources: he/she performs the tasks in a remarkable manner.</p> <p>* Extends the range of preferred books and reads an increasing variety of text types.</p> <p>* Predicts, infers and identifies essential ideas in texts.</p> <p>* Seeks clarification to enrich understanding of the text.</p> <p>* Discusses significant ideas from texts and offers ideas from own reading experiences.</p> <p>* Refers to a rubric and exemplars to assess own reading development.</p> <p>* Discusses own reading preferences and sets goals for self as a reader.</p>	<p>The student mobilizes the full range of resources: he/she performs the tasks correctly.</p> <p>* Selects and sustains reading with preferred text type or author.</p> <p>* Adjusts reading pace when required to clarify meaning.</p> <p>* Demonstrates knowledge and understanding of organization of texts.</p> <p>* Discusses structures and features of familiar text types to interpret texts.</p> <p>* Compares texts to note similarities, differences and related ideas.</p> <p>* Makes connections to own experiences and other texts, including media.</p> <p>* Provides evidence to support judgments offered about characters and events.</p> <p>* Talks about self as reader.</p> <p>* Refers to a rubric and exemplars to assess own reading development.</p>	<p>The student mobilizes the main resources: he/she performs the basic tasks.</p> <p>* Reads familiar text types such as fairytales, legends and information-based texts and identifies their structures and features.</p> <p>* Asks questions to clarify understanding.</p> <p>* Uses self-correction strategies such as rereading/reviewing or skipping ahead to find textual cues when constructing meaning and to locate information.</p> <p>* Expresses opinions about texts read or listened to through talk, writing or media productions.</p> <p>* Identifies significant ideas when discussing texts and draws on prior knowledge to support own views.</p> <p>* Talks about preferred texts in teacher-student conferences.</p> <p>* Sets reading goals.</p> <p>* Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.</p>	<p>The student mobilizes some of the resources, with guidance: he/she has trouble performing the tasks.</p> <p>* Contributes to discussion in collaborative activities when prompted by the teacher.</p> <p>* Retells events from own experiences.</p> <p>* Asks questions of peers with prompting and answers questions when directly addressed.</p> <p>* Presents a book talk or a report or suggests a solution to a problem, with support.</p> <p>* Sets goals to improve or increase communication, with guidance.</p>	<p>The student mobilizes few resources: he/she partially performs the tasks or performs them with constant help.</p> <p>* Reads familiar text types with one-to-one assistance.</p> <p>* Retells general events when prompted.</p> <p>* Recognizes high frequency words.</p> <p>* Relies on visual cues to make predictions about texts, when directed.</p> <p>* Expresses likes and dislikes when questioned.</p>	

Work completed ☐ without help ☐ with measures indicated in the IEP ☐ with help (see back)

Note that the levels are inclusive, i.e., an aspect of competence that is deemed to have been acquired at a given level is implicit in the descriptions of the higher levels.

Flexibility


Learning and assessment situations in which students are offered a various options according to their pace or cognitive styles. These choices must not alter the level of difficulty of the tasks to be carried out, the criteria for assessing the competences concerned or the requirements.


Adaptation


Essential accommodations that take into account the characteristics and prerequisites of a student in order to demonstrate competencies and continue learning. The content of the situation remains the same, as do the evaluation criteria and requirements. The adaptations must not in any way reduce the requirements or change what is assessed.


Modification


Essential changes that take into account the characteristics and prerequisites of a student in order for him/her to demonstrate his/her competencies and continue learning. Consequently, the level of difficulty of the situations is modified. When the ministerial tests are taken, for the purposes of certification, no changes may be made.



Time


Environment


Material


Task


Direct Support


Product

Comment :

Css Littoral, 2023 – Adaptation des travaux de Karine Dubé, école St-Joseph, Port-Menier

9. GLOSSARY

Adaptation: Adjustments accepted by the *Direction de la sanction des études* at the time of ministerial examinations. To be accepted, these adjustments must already have been implemented in the in the learning and evaluation situations, so that the student is familiar with them and can complete the tasks more successfully. They must be recorded in the IEP, Adaptations do not change the situations or their content, the evaluation, the evaluation criteria or lower the task requirements.

Assessment of learning: A final assessment of the level of competency attained provided in the last report card period of the cycle; helps determine promotion and establish support or enrichment measures for students who need them in the next cycle.

Authentic Assessment: Task to be performed for evaluation involving assessment of student achievement and performance in situations that closely match experiences of the world outside the classroom.

Competency: The ability to act based on the mobilization and effective use of a set of resources. In each situation, the application of prior and new knowledge and resources to problem-solve in real-life situations that are progressive, durable, and transferable (FEL, 2002). In other words, competency development is the ability to transfer knowledge and skills and to use them in new and challenging situations.

Competency Level Scales (Elementary): Cumulative guide that provides a description of proficiency levels for each cycle. The levels reflect the evolving development of disciplinary and cross-curricular competencies; learning objects from a lower level are not repeated at a higher level but are still tacit.

Competency Level Scales (Secondary Education): Mandatory reference points that form the basis for end-of-cycle assessment of the levels of competency development attained by the end of cycle 1; facilitates recognition of student's competencies as provided in the Basic school regulation.

Data: Information collected on an individual student or group of students.

Derogation: Authorization that bypasses an established rule, temporary or permanent exemption from part of the regulations.

Descriptive Scale: Tool used to evaluate student work based on descriptive criteria in a grading scale. It gives students a clear picture of what is expected of them in each task. It also assists teachers in the placement of students established for the program.

Differentiated instruction: Differentiated instruction is aimed at helping all students achieve educational success. It is achieved through interaction between teaching, learning and evaluation. It consists in adjusting teaching to the diverse abilities, needs and interests of students of different ages, backgrounds, aptitudes, and skills, thus enabling them to make optimal progress in developing the competencies targeted by the program.

End-of-cycle expectations: Guidelines on what is expected of a student at the end of a cycle; identification of the major steps in the process of developing a competency.

Essential Knowledge: Processes, strategies, skills, and basic learnings mandatory for the development and application of a competency.

Evaluation criteria: Observable standards for supporting and judging the development of the competency (QEP p. 9).

Evaluation situation (ES): Complex task designed to evaluate the level of competency development; can be done during a cycle for regulation, or at the end of a cycle for judgment.

Evidence: Student work demonstrating a level of competence achieved or in development. Everything students do, say, and create in class, an observation, a conversation are potential traces of learning.

Evidence of Learning: Evidence of learning includes student productions, observations, and conversations. Digital tools are gradually being used to facilitate the collection of more evidence (written, audio, visual etc...). Everything students do, say, and create in class is potential evidence of learning. Allows the student to express what they know in the way they can. Evidence is the collected evidence that will be used in the teacher's judgment. Evidence of learning can also be useful in adapting teaching and learning strategies to better meet the needs of students.

Exemption: Removal of a student from a course or program of study requirement.

Judgment: The process of making judgments regarding the development of competencies (FEL, 2002).

Individual Education Plan (IEP): Formal and legal tool for planning joint action that provides a specific response to the needs of a student with academic or behavioral difficulties, in developing the competencies required for success.

Information gathering: Stage in the evaluation process that involves the rigorous gathering of sufficient amount of relevant information to support the decision to be made or the action to be taken.

Learning and Evaluation Situations (LES): Integrated learning activities and complex tasks designed to evaluate the level of competency development according to the expectations prescribed in the QEP and to guide subsequent instruction.

Modality: Explanation of the application of a standard to be met that guide evaluation strategies and indicates the means of action to be taken.

Modification: Modality designed to foster the development of the competencies indicated in the QEP for a student who is unable to meet the requirements of this program in one or more subjects. The decision to modify expectations for a student involves a prior analysis of the subject(s) affected. Modifying expectations associated with QEP requirements may be considered for students with handicaps or learning or adjustment difficulties. It may also be considered for students whose French language skills temporarily prevent them from learning in French, or from fully demonstrating their ability to do so. In the case of students with special needs, the decision is made within the framework of the individualized education plan. In the case of students receiving French-language reception and learning support services, the decision is part of a multidisciplinary analysis. Personalized expectations for the student, based on QEP requirements, then determine the teaching and assessment for the subject in question. [Adaptation strategy and Modification of expectations](#)

Personalized student directory: Tool in which students keep numerous and varied records of their reading. These traces take the form, among other things, of reviews, excerpts, bibliographic records, comparisons between works, reports on activities carried out with books.

Planning: Organized intentions of the learning and evaluation process.

Portfolio/Student Profile: Collection of works selected by the student and/or teacher, based on criteria, to demonstrate the development of student's competencies.

Promotion Committee: This committee, formed by the school principal, may include the multidisciplinary team and the guidance counsellor.

Québec Education Program (QEP): Mandatory curriculum (program of studies) for the province of Québec.

Report Card: A formal communication used to present and record the judgment made by the teacher concerning the student competency development during learning or at the end of the cycle.

Standard: Common reference measurement resulting from a consensus of the school team; prescriptive but revisable.

Success: Demonstration of knowledge, reasoning ability, competencies, production process and attitudes related to the curriculum standards by cycle.

Triangulation of Evidence of Learning (The) helps make connections between the different types of evidence of learning left by the student. It also helps the teacher to get a complete and more accurate picture of their students' abilities and skills. The triangulation of traces is beneficial because it increases the fidelity and validity of assessment of student learning while providing what the student knows what he can do or what he can express allowing the teacher to facilitate the implementation of pedagogical differentiation with different tools. The triangulation of the traces allows us to make informed decisions, to orient our teaching and to allow the student to receive quick feedback on his learning.