Howard S. Billing High School
210 rue McLeod
Châteauguay, Québec
J6J 2H4

Standards and Procedures 2024-2025
Principals and Teachers Document

Howard S. Billings High School

Standards and Procedures for the Evaluation of Learning: Principals & Teachers Document

2024-2025

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Commission scolaire New Frontiers
New Frontiers School Board

214 McLeod, Châteauguay, Québec, J6J 2H4
450.691.1440 • 800.461.1440 • Fax 450.691.0643
www.nfsb.qc.ca

INTRODUCTION

The *Standards and Procedures for the Evaluation and Reporting of Student Learning* at Howard S. Billings High School were proposed by a committee of teachers and approved by the school principal. Their aim is to define concrete actions undertaken at the secondary school to ensure that evaluation and reporting on student progress and achievement are practices that align with the vision of evaluation adopted in the Quebec Education Program and the Work-Oriented Training Path. This approach allowed the entire staff to develop a common understanding of the school's evaluation and reporting practices and helped to facilitate the development of a parent information document early in the school year.

FIELD OF APPLICATION

The standards and procedures summarized in this document apply to the first cycle of secondary school, the second cycle of secondary school general education path, and the second cycle of secondary school work-oriented training path. They cover each of the stages in the evaluation and reporting process, namely:

1. Planning for Evaluation and Reporting
2. Information Gathering and Interpretation (Student Learning)
3. Professional Judgement
4. Decision/Action
5. Evaluation and Reporting

STANDARDS AND PROCEDURES COMMITTEE

All members of School Council and Melanie Primeau

EFFECTIVE DATE

January 28, 2025

GOVERNING BOARD

The Governing Board was informed of the school team's work on standards and procedures for the evaluation and reporting of student learning on January 28, 2025

CHANGES

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

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Table 1: Planning for Evaluation and Reporting		
Standards	**Procedures**	**Legal Framework**
1.1a (Cycles I and II, General Education Path [GEP]) The planning of evaluation is done in compliance with the _Quebec Education Program (QEP)_. 1.1c (Cycle II, WOTP) The planning of evaluation is done in compliance with the _Work-Oriented Training Path (WOTP)_.	1.1.1a (Cycle I) When planning for evaluation teachers will consider the evaluation of knowledge, subject-specific competencies and the general (or cross-curricular) competencies, and work closely with the _Ministry of Education of Quebec (MEQ)_ subject-specific _Progression of Learning (PoL)_, the subject-specific _Framework for the Evaluation of Learning_ and the _Scales of Competency Level Secondary School Education Cycle I_. 1.1.1b (Cycle II, GEP) When planning for evaluation teachers will consider the evaluation of knowledge, subject-specific competencies and the general (or cross-curricular) competencies, and work closely with the _MEQ_ subject-specific _PoL_, the subject-specific _Framework for the Evaluation of Learning_ and the _Scales of Competency Level Secondary School Education Cycle II_. 1.1.1c (Cycle II, WOTP) When planning for evaluation teachers will consider the evaluation of knowledge, subject-specific competencies, and work closely with the MEQ subject-specific _PoL_ and the _Framework for the Evaluation of Learning_.	_Basic School Regulation for Preschool, Elementary, and Secondary Education (BSR)_ section 22 BSR section 23 BSR section 23.1 BSR section 23.3 BSR section 23.5 _Education Act (EA)_ 230 EA section 461 EA section 462
1.2 The planning of assessment and evaluation is a responsibility shared by the principal, grade-level/subject team and the individual teacher.	1.2.1 Teachers incorporate grade-level/subject planning decisions into their own classroom planning when applicable. 1.2.2 The grade-level/subject team prepares an overall assessment and evaluation plan. The plan includes, among other things, the main subject competencies targeted for a given term, the types of assessments and evaluations to be carried out, and when they will take place. Educational consultants from the Instructional Services Department may lend support or guidance during the planning process. 1.2.3 The grade-level/subject team adopts a planning model for Learning and Evaluation Situations (LES) and Evaluation Situations (ES).	BSR section 20 subparagraph (4) EA section 19

	1.2.4 Using the grade-level/subject team's overall plan, the individual teacher prepares their own assessment and evaluation plan. 1.2.5 The members of the grade-level/subject teams meet to follow up on the assessment and evaluation of planning at least once per term. Department Heads meet with the principal to discuss evaluation and assessment in the school. 1.2.6 Teachers and the principal will communicate annually about evaluation and reporting. This plan includes which terms specific competencies will be evaluated.	
1.3 Pedagogical flexibility applied during learning and evaluation situations is an integral part of the planning process for all students.	1.3.1. To meet the characteristics of the individuals in the group, the teacher differentiates by content, process, learning environment, and products.	*EA section 96.14*
1.4 A summary of *the Evaluation and Reporting Plan* is prepared for parents early in the school year.	1.4.1 The principal will ensure that parents and guardians are provided information on the main types of assessments and evaluations that will be carried out and when they will take place during the school year. This information will be made available to parents and guardians early in the school year.	*BSR section 20 subparagraph (4)*
1.5 Adaptations and/or modifications applied during assessment and evaluation are an integral part of the planning process and considers students with special needs on an individualized education plan (IEP).	1.5.1. To adapt for students with major difficulties or limitations, the teacher—in collaboration with other school members and/or professionals involved—provides an intervention or adaptation strategy that enables the student to pursue their learning with QEP requirements. Adaptations do not modify what is expected of the student. 1.5.2 In exceptional circumstances, for students who are unable to meet the QEP requirements for one or more school subjects, the expectations may be modified. As a result, the expectations	*EA section 96.14* *Differentiated Instruction: Helping All Students Achieve Educational Success* *Info-Sanction* 21-22-11, Annex I and Annex II

	tailored to the student, based on QEP requirements, determine how the subject in question is taught and evaluated. That means that a different result is expected from this student, compared with what is expected of Québec students in general at the same educational level, in one or more subjects. It does not necessarily mean, however, that the student will never be re-integrated into the regular learning path. The decision should be reviewed periodically to ensure that it is still the best choice.	*Info-Sanction* 23-24-43, Annex I and Annex II
1.6 The planning for assessment and evaluation considers students with special needs on an IEP.	1.6.1 Teachers, in collaboration with other school members and/or professionals, will include in their assessment and evaluation plan any adaptations or modifications required for students with IEPs. 1.6.2 During local evaluations, only those adaptations used regularly throughout the school year can be called upon as the student must be familiar with it and capable of working independently without it hindering their success.	*EA section 96.14* *Differentiated Instruction: Helping All Students Achieve Educational Success* *Info-Sanction* 21-22-11, Annex I and Annex II *Info-Sanction* 23-24-43, Annex I and Annex II

Table 2: Information Gathering and Interpretation (Student Learning)		
Standards	**Procedures**	**Legal Framework**
2.1 The teacher is responsible for gathering and interpreting information and may occasionally involve other staff members and professionals	2.1.1 The teacher gathers, records, and interprets information and evidence of competence that is varied, relevant, sufficient, and spread throughout the term and the year. 2.1.2 The teacher chooses or produces appropriate tools for gathering information and evidence (oral questioning techniques, learning and evaluation files, etc.) and for interpreting it (rubrics, checklists, quizzes, etc.). During the collaborative meetings, these pedagogical decisions made by the teacher will be shared and discussed. 2.1.3 Teachers will provide regular feedback to students—not always in the form of marks (e.g. conversation, informal meeting, notes, etc.). 2.1.4 In the case of students with special needs, the resource teacher may assist the classroom teacher in gathering and interpreting information for assessment and evaluation.	*BSR section 28* *EA section 19* *EA section 19.1* *EA section 96.14* *Differentiated Instruction: Helping All Students Achieve Educational Success*
2.2 Information and evidence are gathered during the learning process and at the end of the year.	2.2.1 The teacher gathers and records information and evidence regularly on the students' learning during classroom activities. 2.2.2 The teacher gathers information using the appropriate tools to report on the development of competency at the end of each term and throughout the school year.	*BSR section 28* *EA section 19* *EA section 19.1*
2.3a Information and evidence are gathered by various methods that consider the needs of the students. 2.3b Information and evidence are gathered by various methods that consider the needs of students with an IEP.	2.3.1 During collaborative time with their grade-level/subject teams, teachers will come to a common understanding of what is considered as "varied and sufficient information of student learning." 2.3.2 The teacher draws upon informal methods (observations, conversations, etc.) to gather information and evidence.	*BSR section 28* *EA section 19* *EA section 19.1*

	2.3.3 The teacher draws upon formal methods (evaluation rubrics, checklists, analysis of student productions, etc.) to gather and record information and evidence.	*Differentiated Instruction: Helping All Students Achieve Educational Success*
	2.3.4 If needed, the teacher notes any specific support given during the task.	*Info-Sanction* 21-22-11, Annex I and Annex II
	2.3.5 The teacher gathers and records information through formative assessments and summative evaluations by observing the students' learning activities.	*Info-Sanction* 23-24-43, Annex I and Annex II
	2.3.6 Teachers should meet on a regular basis to share the tools they use to gather and record information and evidence of the students' learning.	
	2.3.7 The teacher uses evaluation tools (evaluation rubrics, self-evaluation forms, etc.) agreed upon by the grade-level/subject teams designed in accordance with the evaluation criteria, the *Framework for the Evaluation of Learning,* and the *PoL* as described in the *QEP*.	
	2.3.8 The teacher respects the adaptations in the IEP while gathering information and evidence of student learning.	
	2.3.9 If needed, the teacher notes any specific support given during the task and adapts the information and evidence gathering methods accordingly.	
2.4a (Cycles I and II, GEP) The interpretation of information is based on the criteria outlined in the subject-specific *Frameworks for the Evaluation of Learning* and the *PoL* documents found in the *QEP*. 2.4b (Cycle II, WOTP) The interpretation of information is based on the criteria outlined in the *Frameworks for the Evaluation of Learning* found in the *WOTP*.	2.4.1a (Cycles I and II, GEP) Teachers of a give subject adopt a common interpretation of the requirements stemming from the level/subject-specific *Frameworks for the Evaluation of Learning,* by identifying observable indicators. 2.4.1b (Cycle II, WOTP) Teachers of a give subject adopt a common interpretation of the requirements stemming from the *Frameworks for the Evaluation of Learning,* by identifying observable indicators.	BSR section 28 EA section 19 EA section 19.1 *Differentiated Instruction: Helping All*

	2.4.2 The teacher informs the student what is expected of them at the beginning, as well as during the task (criteria and other requirements) with respect to the activities or tasks to be carried out.	*Students Achieve Educational Success* *Info-Sanction* 21-22-11, Annex I and Annex II
	2.4.3 The teacher records any assessment and evaluation adaptations in the IEP to meet the student's needs.	*Info-Sanction* 23-24-43, Annex I and Annex II
	2.4.4 In the case of a student on a modified program, the teacher records any changes that have been made to the evaluation criteria in a student's IEP to meet the students' needs in identified subject areas. This adapted plan is also recorded in the student's report card.	

Table 3: Professional Judgement		
Standards	**Procedures**	*Legal Framework*
3.1 The teacher is responsible for making a judgement based on relevant, varied, and sufficient information/evidence that reflects student learning.	3.1.1 School subject/level teams come to a common understanding of the relevance and sufficiency of the information needed to make a judgement during and at the end of the school year. 3.1.2 The teacher makes a judgement based on the information gathered and interpreted using formal and informal tools. This judgement is predicated on a common understanding of the relevance and sufficiency of the information needed to make a judgement during and at the end of the school year, as previously decided upon by the grade-level/subject teams. 3.1.3a (Cycles I and II, GEP) The teacher refers to the subject/level-specific *PoL* and the subject/level-specific evaluation criteria established in the *Framework for the Evaluation of Learning* and consults the *New Frontiers School Board (NFSB) Conversion Grid* when making a judgement on a students' progress. 3.1.3 (Cycle II, WOTP) The teacher refers to the evaluation criteria established in the *Framework for the Evaluation of Learning* and consults the *New Frontiers School Board (NFSB) Conversion Grid* when making a judgement on a students' progress.	*BSR section 28* *BSR section 28.1* *EA section 19* *EA section 19.1*
3.2 During Terms 1 and 2, judgements are made on students' progress with respect to the development of the subject-specific competencies.	3.2.1 Teachers in each department will reach consensus on the competencies evaluated in Terms 1 and 2 with guidance from the Department Head. Additional guidance may be offered by the consultants from Educational Services Department, if needed. 3.2.2 It is possible that a competency may be reported as not-evaluated (NE) either in Term 1 or Term 2. Each competency must be reported on at least twice per year, including at the end of Term 3. If the teacher chooses not to report on a competency during one of these terms, they must: 1. Discuss it with the principal.	*BSR section 28* *BSR section 28.1* *BSR section 30.1* *EA section 19* *EA section 19.1* *Info-Sanction 23-24-44*

	2. Ensure that other groups in that same grade level are reporting in the same way. 3.2.3 Competencies that are not evaluated should still include instruction and the gathering of information and observations. 3.2.4 The management and validation of student absences during local evaluations is dealt with by the principal and the school team. Medical notes from a physician are no longer required to justify a student's absence during a local evaluation if the absence is for known medical reasons and does not extend beyond 5 days.	
3.3 In the final term (Term 3), a judgement is made that reflects the knowledge and the 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 for the year.	3.3.1 All subject-specific competencies must be evaluated in Term 3. 3.3.2a (Cycles I and II, GEP) The teacher refers to the subject/level-specific *PoL* and the subject/level-specific evaluation criteria set in the *Framework for the Evaluation of Learning* and uses the *NFSB Conversion Grid* when making a judgement on the attainment of knowledge and competencies. 3.3.2b (Cycle II, WOTP) The teacher refers to the evaluation criteria set in the *Framework for the Evaluation of Learning* and uses the *NFSB Conversion Grid* when making a judgement on the attainment of knowledge and competencies. 3.3.3 The management and validation of student absences during local evaluations is dealt with by the principal and the school team. Medical notes from a physician are no longer required to justify a student's absence during a local evaluation if the absence is for known medical reasons and does not go beyond 5 days. 3.3.4a In grade 8 or secondary II, students registered in French, language of instruction (français, langue d'enseignement) must complete and succeed a compulsory Ministry examination. 3.3.4b In grade 10 or secondary IV, students must complete and succeed the uniform Ministry examinations in History of Quebec	*BSR section 28* *BSR section 28.1* *BSR section 31* *BSR section 32* *BSR section 34* *EA section 249* *EA section 470* *Info-Sanction 23-24-44*

and Canada (Histoire du Québec et du Canada), in Mathematics (Science Option or Cultural, Social and Technical Option), and in Science & Technology to qualify for a Secondary School Diploma (SSD).

3.3.4c In grade 11 or secondary V, students must complete and succeed the uniform Ministry examinations in English Language Arts and in either French, language of instruction (français, langue d'enseignement), or in French, second language core program (français, langue seconde, programme de base), or in French, second language enriched program (français, langue seconde, programme enrichi) to qualify for a SSD.

3.3.4d In grade 11, students taking French, language of instruction (français, langue d'enseignement) must not only receive a final mark of at least 60% to pass and qualify for a SSD, but they must also obtain an average of at least 50% on each of the three evaluated competencies to obtain their SSD.

3.3.5a (Cycle I) The management and validation of student absences for a compulsory Ministry evaluation is dealt with locally by the principal and the school team. It is not necessary to communicate these absences with the Direction de la sanction des études other than in very exceptional cases.

The following reasons could be used to justify a student's absence on the day of a compulsory Ministry examination:
- Serious illness or infection
- Accident of major binding event
- Death of a parent or a close relative
- Court summoning
- Participation in a major event

3.3.5b (Cycle II, GEP) The management and validation of student absences on the day of a uniform Ministry evaluation necessarily involves communicating with the Direction de la sanction des études (DSE). Justificative documents and the anticipated return date of the absentees must be submitted on Charlemagne so that

a date for a derogation of the examination may be set as soon as possible.

The following reasons could be used to justify a student's absence on the day of a compulsory Ministry examination:
- Serious illness or infection
- Accident of major binding event
- Death of a parent or a close relative
- Court summoning
- Participation in a major event

3.3.6 (Cycle I) If a student is absent for a compulsory Ministry examination for medical reasons, there are three potential outcomes that should be considered by the principal:

- In the case where a student visits a doctor for a known medical condition on the day of a compulsory Ministry examination, the student should present a medical note to the principal to justify their absence.
- In the case where a student becomes ill on the day of a compulsory examination and does not have a medical note to justify their absence, the principal may nonetheless motivate the absence using their professional judgement to ascertain the situation.
- If the situation warrants it, a medical note may be requested to justify a student's absence on the day of a compulsory Ministry examination. It is the responsibility of the principal or the school team to request these documents if they are required to validate the absence.

3.3.7 (Cycle I) If a student is absent on the day of a compulsory Ministry examination and the absence cannot be motivated, then the student must receive a grade of 0% on that compulsory Ministry examination.

3.3.8 (Cycle II, GEP) Whether a student is absent for a justifiable reason or not on the day of a uniform Ministry examination, the code ABS must be used to indicate their absence. **A grade of 0%**

	must NOT be attributed to the absentees of a uniform Ministry examination. If the absence is motivated, the code ABS will be replaced in Charlemagne by the student's result following the derogation of their examination. 3.3.9 (Cycle II, GEP) For all student absences on the day of a uniform Ministry examination that are validated due to medical conditions, a medical note is required. • In the case where a student visits a doctor for a known medical condition on the day of a uniform Ministry examination, the student must present a medical note to the principal to justify their absence. • In the case where a student becomes ill on the day of a uniform Ministry examination, the student must present a medical note to the principal to justify their absence. 3.3.10 (Cycle II, GEP) If a student falls ill during a uniform Ministry examination, the principal may rely on their professional judgement to request a derogation for the examination with the individual responsible for the certification of studies.	
3.4 Cumulatively, at the end of Terms 1 and 3, information is provided for the 4 General Competencies (Cross-Curricular Competencies)	3.4.1 Early in the school year, the principal and the school council will prepare an annual plan on the selection of General Competencies to be reported on for each grade level. 3.4.2 All four of the cross-curricular competencies will be evaluated each school year for every student in the secondary grades. They will be reported in each of these terms. The four Cross-Curricular competencies are: • Exercises critical judgement • Organizes their work • Communicates effectively • Works in a team	*BSR section 20 subparagraph 4* *EA section 96.15*

3.5 At the end of each year, decisions are made, and actions planned to ensure that the student makes a smooth transition to the next school year.[1]	3.5.1 Information is shared regarding student progress and challenges to support successful transitions for the following year.	BSR section 13.1 BSR section 28 *Policy IKE*
3.6 The review of a student's result requested by either the student or their parents/guardians involves re-examining the evaluation. This process does require a retake of the evaluation. The initial result may be maintained, increased, or reduced following the review. A review of an examination requires taking a critical look at the evaluation either in whole or in part. It could also involve the review of several evaluations if the result of a course, a term, a subject, a skill, or a component are to be considered in the review process.	3.6.1 Students, parents or guardians must submit a written request for the review of a result to the principal of the school within 10 working day of taking cognizance of it. The request may only cover evaluations from the most recent term. Further, the request for a review must include in writing: the name of the student, the name of the teacher, the course code or title or the concerned subject, an identification of the evaluation under review or the concerned part of the evaluation, the reason for the request, and documents that support the request, including the evaluation if it was given to the student. For evaluations held no later than the last day of school, a request for review may be submitted until July 15th at latest. 3.6.2 Once the request for a review is complete, the principal sends it without delay the teacher whose care the student is entrusted and requests the teacher to review the result. 3.6.3 Within five working days, the teacher gives to the principal, in writing, the result of the reviewed evaluation as well as justifications for the decisions made. The principal then shares the result and the reasons without delay to the student, the student's parents, or guardians. The principal also informs them of their right to consult the documents. 3.6.4 If the teacher whose care the student is entrusted is scheduled to be absent for at least 10 working days, the principal must communicate with the teacher to see whether they can review the result or not within the prescribed timeframe.	EA section 19.1 EA section 96.15 EA section 470 *Regulation Respecting the Conditions and Procedures Governing the Review of a Result* section 2 section 3 section 4 section 5 section 6 section 7 section 8 section 10 section 11

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[1] Refer to policy IKE to determine the placement and promotion of students from one cycle to the next.

	If the teacher does not respond within five days, the principal entrusts the review to another teacher whose expertise allows them to exert the professional judgement required to complete the review within the given delays.	

Table 4: Decision/Action		
Standards	**Procedures**	**Legal Framework**
4.1 During the school year, varied pedagogical practices are implemented, such as differentiation, Universal Design for Learning (UDL), and/or Response to Intervention (RTI), to support and enrich student learning.	4.1.1 The teacher determines the type and level of supports/approaches necessary to meet the specific needs of their students. This may involve the help of the resource teacher and/or professionals.	*EA section 96.14* The UDL Guidelines
4.2 At the end of each school year, decisions are made, and actions planned to ensure that the student makes a smooth transition to the next year.	4.2.1 The classroom and resource teachers will keep detailed records of the students with special needs' learning and identifying the support measures needed for the following cycle. At the end of the school year, the teacher provides an update on the IEP and determines the support measures needed for the following school year. 4.2.2 The Vice Principal and grade level/subject teams meet to discuss and determine the information to be given to the next cycles' teachers in order to ensure student learning is followed from one cycle to the next, specialized pathways like the work-oriented transition program (WOTP), Transition École/Vie Active (TEVA) or the specialized sector (i.e. Adult Education) may be recommended.	*BSR section 23.3* *BSR section 23.4* *BSR section 23.5* *EA section 96.14* Transition from School to Active Life (MEQ)

Table 5: Evaluation and Reporting		
Standards	**Procedures**	**Legal Framework**
5.1 A summary of the *Standards and Procedures for the Evaluation of Student Learning* is provided to the parents at the beginning of the school year.	5.1.1 Parents and guardians are provided with a course syllabus during Curriculum Night. Parents and guardians are notified of the main evaluations that will be caried out and when they will take place during the school year. 5.1.2 This information should be made available to parents and guardians as of September 30th.	*BSR* section 20 subparagraph 4 *EA* section 96.15
5.2 In order to inform a student's parents or guardians of the student's learning and behaviour, the school provides one written communication, other than a report card, to the parents **no later than** October 15th.	5.2.1 The *Interim Report* will be made available to parents and guardians through the NFSB Parent Portal as of mid-October each year. 5.2.2 The *Interim Report* is a written communication that reports on learning and behaviour. It is not meant to evaluate the subject-specific competencies.	*BSR* section 29
5.3a (Cycle I) MEQ Uniform Report Cards—with regulated term weightings and set timelines for distribution—are prepared and issued to students and parents or guardians during the school year. 5.3b (Cycle II GEP & WOTP) MEQ Uniform Report Cards—with regulated term weightings and set timelines for distribution—are prepared and issued to students and parents during the school year.	5.3.1 The principal will ensure that all report cards are issued to students and parents or guardians by the following dates: Term 1—by November 20th Term 2—by March 15th Term 3—by July 10th 5.3.2 Term reporting weights are 20% for Term 1, 20% for Term 2, and 60% for Term 3.	*BSR* section 29.1 *BSR* section 30.2
5.4a (Cycle I) The uniform report card communicates, in the form of percentage grades, the student's development of subject-specific competencies at the end of each term throughout the year. 5.4b (Cycle II GEP) The uniform report card communicates, in the form of percentage grades, the student's development of subject-specific competencies at the end of each term throughout the year.	5.4.1a (Cycle I) The school will use the uniform report card developed and prescribed by the MEQ. 5.4.1b (Cycle II GEP & WOTP) The school will use the uniform report card developed and prescribed by the MEQ. 5.4.2 Teachers will provide comments regarding students' strengths, challenges, and/or progress.	*BSR* section 30.1 *BSR* section 30.2 Differentiated Instruction Helping All Students Achieve Educational Success

5.4c (Cycle II WOTP) The uniform report card communicates, **in the form of alphabetic grades (A, B, C, or D),** the student's development of subject-specific competencies at the end of each term throughout the year, in **the pre-work training program** as outlined in the *Framework for the Evaluation of Learning* of the WOTP. The uniform report card communicates, **in the form of percentages,** the student's development of subject-specific competencies at the end of each term throughout the year, in the training for a **semi-skilled trade program** as outlined in the *Framework for the Evaluation of Learning* of the WOTP.	5.4.3 The school team may choose from a bank of comments that can be used to describe students' strengths, challenges, and/or progress with respect to subject-specific competencies. 5.4.4 The school team develops a bank of comments that can be used to evaluate students' development of the cross-curricular competencies. 5.4.5 Teachers must indicate students who are following a modified program when reporting to parents.	*EA section 96.14* (Cycle II WOTP) *Framework for the Evaluation of Learning*
5.5 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 grade-level/subject teams.	5.5.1a (Cycle I & II GEP) Teachers refer to the *QEP,* the subject-specific *PoL,* and the subject-specific *Framework for the Evaluation of Learning,* and the *NFSB Conversion Grid* when determining grades for all subject-specific competencies. Teachers may also refer to the *Scales of Competency.* The subject result is based on the competency weightings set by the MEQ. 5.5.1b (Cycle II WOTP) Teachers refer to the *WOTP* and the *Framework for the Evaluation of Learning* when determining grades for all subject-specific competencies. Teachers may also refer to the *Scales of Competency.* The subject result is based on the competency weightings set by the MEQ.	*BSR section 30.1* Instruction Annuelle du Ministre 2024-2025
5.6 As prescribed by the MEQ, **all-subject specific competencies are evaluated and reported on in the 3ʳᵈ Term,** to indicate the level of knowledge and competency attained at the end of the school year.	5.6.1a (Cycle I & II GEP) Teachers refer to the *QEP,* the subject-specific *PoL,* and the subject-specific *Framework for the Evaluation of Learning,* and the *NFSB Conversion Grid* when determining grades for all subject-specific competencies. Teachers may also refer to the *Scales of Competency.* The subject result and final mark are based on the competency and term weightings set by MEQ. 5.6.1b (Cycle II WOTP) Teachers refer to the *WOTP* and the *Framework for the Evaluation of Learning* when determining grades for all subject-specific competencies. Teachers may also	*BSR section 30.1*

	refer to the *Scales of Competency.* The subject result is based on the competency weightings set by the MEQ.	
5.7 Parents and guardians of students with an IEP receive a communication at least once a month throughout the school year.	5.7.1 Parents and guardians of students with special needs or who are at-risk receive a communication at least once a month (e.g. note in the agenda, phone call, e-mail, meeting, etc.)	BSR section 29.2

Glossary Related to Differentiated Instruction

Pedagogical flexibility is the first form of differentiated instruction. It allows **all** students to perform the activities proposed in the classroom, and to progress their learning in line with the *QEP* requirements for their group class level. It should be applied to all subjects, as a means of promoting educational success.

Adaptations is the second form of differentiated instruction. Adaptations included in an IEP process are designed to help the student to acquire and demonstrate the same learning as other students. Adaptations respect the principle of equality in so much that they allow the student to meet *QEP* requirements. Further, adaptations respect the principle of equity since they are designed to mitigate any obstacles the student may encounter because of his or her personal characteristics. Finally, adaptations do not change the nature or requirements of learning or evaluation situations.

A **modification** is the third form of differentiated instruction. A modification is included in the IEP as a means of helping the student progress to the best of his or her ability towards the learning set out in the *QEP* for the academic level of his or her classroom group. It involves reducing anticipated outcomes in connection with the *QEP* requirements. Modifications may apply to one or two competencies or one or two subjects. Information concerning the modification will be included in the comments area of the report card. A distinctive indicator will also be used to denote the fact that anticipated outcomes in connection with the *QEP* requirements have been modified for the student, and the student's results will not be included when calculating the group average for the subject. Ongoing discussions are held throughout the school year, to ensure, first, that the choices made are still relevant and effective, and second, that the student continues to progress.

Formative Assessments and Summative Evaluations

The *Policy on the Evaluation of Learning* (Ministry of Education, 2003) specifies that there two primary purposes of evaluation: support for learning and recognition of competencies.

The *Vanier CÉGEP/College Institutional Policy on the Evaluation of Student Achievement (IPESA)* offers more insight into this matter with the information shared in the following table:

Evaluation Type	Definition	Purpose for the Students	Purpose for the Teacher
Formative	A non-graded tool or activity used to monitor and provide feedback on student understanding and learning. Can enhance the learning process and make the learning stronger. It can be ongoing and informal.	Helps students identify their strengths and weaknesses towards attaining the competency (ies) and identifies the target areas that need their attention.	Identifies misunderstandings and learning obstacles. Provides the teachers with information for clarifying and enhancing the learning process.
Summative	A formal, graded tool or activity that assesses the progress or the attainment of one or several learning outcomes of the course [subject], or of some of its components. These evaluations should be paced strategically to lead students to successful completion of the course learning outcomes and competency (ies).	Provides students with a grade that identifies how they stand with regards to the attainment of the course [subject] learning outcomes and competency (ies).	Measures the degree to which students have achieved one or more course learning outcomes or competency (ies).

Evidence of Learning[2]
Examples of Formative Assessments and Summative Evaluations (Cycle I)

English Language Arts (ELA) Program—Cycle One PoL Framework for the Evaluation of Learning	-G.R.A.D.E. -Whole or small-group discussions -Collaborative learning activities (e.g. Socratic circles, jigsaw, etc.) -Talk productions (e.g. presentation, speech, spoken word, etc.) -Check for understanding (e.g. exit cards, etc.) -Varied written texts (e.g. planning tools, drafts, published pieces, etc.) -Response to literature tasks -Reader's/Writer's notebook -Learning and Evaluation Situations -Evaluation Situations -Self-evaluations -Peer-evaluations -One on one conferences -Tests -Projects -Portfolio -Uniform Ministry Examination (Secondary V or Grade 11)	
French, second language (core and enriched) Programme d'études de base et d'enrichi du 1er cycle Progression des apprentissages (base)	-Whole or small-group discussions, one on one conferences (Competency 1) -Oral presentations (Competency 3) -Varied written texts -Varied reading tasks -Tests (grammar, etc.) -Dictations -Literary analyses, reports -Diverse comprehension, reaction, interpretation, and critical judgement tasks -Reading circles -Journals	-Discussions de classe, en sous-groupes, et entrevues individuelles (compétence 1) -Présentations orales (compétence 3) -Diverses productions écrites -Tâches de lecture variées -Tests (grammaire, etc.) -Dictées variées -Analyses littéraires, comptes-rendus -Diverses activités de compréhension, réaction, interprétation et jugement critique -Cercles de lecture -Journal d'écriture

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[2] Teachers should feel free to add or remove any formative assessments or summative evaluations which correspond to their specific subject needs throughout the school year, in the Standards and Procedures document presented to parents and guardians. These examples are not exhaustive, nor should they be entirely copied-pasted into the Standards and Procedures without reflection.

Progression des apprentissages (enrichi) **Cadre d'évaluation des apprentissages** **Français, langue d'enseignement** **Programme d'études du 1er cycle** **Progression des apprentissages** **Cadre d'évaluation des apprentissages**	-Reflective feedback -Projects (research, etc.) -Self-Evaluations -Peer-Evaluations -Observation rubrics -Skits -LES, ES -Uniform Ministry Examination (Grade 8 or secondary II for FLE)	-Retour réflexif -Projets (recherches, etc.) -Auto-évaluation et évaluation par les pairs -Grilles d'observation -Saynètes -Pastiches -SAÉ, SÉ -Épreuve ministérielle unique (secondaire 2 pour FLE)
Mathematics **Program (Cycle One)** **PoL** **Framework for the Evaluation of Learning**	-Check Your Understanding Questions (i.e. homework, IXL and Interactive Exercises) -Self-Evaluations -Peer-Evaluations -In class workbook exercises -Group discussions and work to engage students in critical thinking. -Mind-mapping concepts together -Quizzes -Projects -End of Chapter Tests -End of Term Examinations -End of Year Evaluations -Situational Problems	
Science & Technology **Program (Cycle One)** **PoL** **Framework for the Evaluation of Learning (Cycle One)**	-Check Your Understanding Questions (i.e. homework, Interactive Exercises) -Self-Evaluations -Peer-Evaluations -In class workbook exercises -Group discussions and work to engage students in critical thinking. -Mind-mapping concepts together -Scientific Investigations -Lab Reports -Projects -Quizzes	

	-Uniform Ministry Examination, Secondary IV (Grade 10), Theory	
Social Sciences	**Geography** -Create maps -Analyse maps -Analyse primary source documents -Complete Projects and Research -Oral Presentations (e.g. debates) -Create pamphlet -Create Powerpoints -Quizzes and Exams -Exit tickets Program PoL Framework for the Evaluation of Learning	**History and Citizenship Education** -Create a timeline -Create maps -Analyse maps -Analyse primary source documents -Complete Projects and Research -Oral Presentations (e.g. debates) -Create Powerpoints -Quizzes and Exams -Create Venn Diagrams -Create concept-maps -Create graphic organizers -Complete Final Examination -Document based intellectual operation questions -Exit tickets Program PoL Framework for the Evaluation of Learning

Arts Education	**Drama** Program (Cycle One) PoL Framework for the Evaluation of Learning	**Visual Arts** Program (Cycle One) PoL Framework for the Evaluation of Learning	**Dance** Program (Cycle One) PoL Framework for the Evaluation of Learning	**Music** Program (Cycle One) PoL Framework for the Evaluation of Learning

Personal Development	**Physical Education and Health** Program (Cycle One) PoL Framework for the Evaluation of Learning	**Culture and Citizenship in Quebec** Program of Study PoL Framework for the Evaluation of Learning

NEW FRONTIERS

Examples of Formative Assessments and Summative Evaluations (Cycle II GEP)

English Language Arts (ELA) **Program—Cycle Two** **PoL** **Framework for the Evaluation of Learning**	-G.R.A.D.E. -Whole or small-group discussions -Collaborative learning activities (e.g. Socratic circles, jigsaw, etc.) -Talk productions (e.g. presentation, speech, spoken word, etc.) -Check for understanding (e.g. exit cards, etc.) -Varied written texts (e.g. planning tools, drafts, published pieces, etc.) -Response to literature tasks -Reader's/Writer's notebook -Learning and Evaluation Situations -Evaluation Situations -Self-evaluations -Peer-evaluations -One on one conferences -Tests -Projects -Portfolio -Uniform Ministry Examination (Grade 11 or Secondary V)	
French, second language (core and enriched) **Programme d'études de base du 2ᵉ cycle** **Programme d'études enrichi du 2ᵉ cycle** **Progression des apprentissages (base)** **Progression des apprentissages (enrichi)**	-Whole or small-group discussions, one on one conferences (Competency 1) -Oral presentations (Competency 3) -Varied written texts -Varied reading tasks -Tests (grammar, etc.) -Dictations -Literary analyses, reports -Diverse comprehension, reaction, interpretation, and critical judgement tasks -Reading circles -Journals -Reflective feedback -Projects (research, etc.) -Self-Evaluations -Peer-Evaluations -Observation rubrics	-Discussions de classe, en sous-groupes, et entrevues individuelles (compétence 1) -Présentations orales (compétence 3) -Diverses productions écrites -Tâches de lecture variées -Tests (grammaire, etc.) -Dictées variées -Analyses littéraires, comptes-rendus -Diverses activités de compréhension, réaction, interprétation et jugement critique -Cercles de lecture -Journal d'écriture -Retour réflexif -Projets (recherches, etc.) -Auto-évaluation et évaluation par les pairs -Grilles d'observation -Saynètes

Cadre d'évaluation des apprentissages **Français, langue d'enseignement** **Programme d'études du 2e cycle** **Progression des apprentissages** **Cadre d'évaluation des apprentissages**	-Skits -LES, ES -Uniform Ministry Examinations (Grade 11 or secondary V for all French programs)	-Pastiches -SAÉ, SÉ -Épreuves ministérielles uniques (secondaire 5 pour tous les programmes de français)
Mathematics, Science & Technology **Program Mathematics (Cycle Two)** **PoL Mathematics** **Framework for the Evaluation of Learning Mathematics** **Program Science & Technology (Cycle Two)** **PoL Science and Technology (Cycle Two) & Environmental Sciences**	**Mathematics (Secondary III or Grade 9)** **Mathematics, Culture, Social, and Technical Option (Secondary IV and V or Grades 10 and 11)** **Mathematics, Science Option (Secondary IV and V or Grades 10 and 11)** -Check Your Understanding Questions (i.e. homework, IXL and Interactive Exercises) -Self-Evaluations -Peer-Evaluations -In class workbook exercises -Group discussions and work to engage students in critical thinking. -Mind-mapping concepts together -Quizzes -Projects -End of Chapter Tests -End of Term Examinations -End of Year Evaluations -Situational Problems -Uniform Ministry Examination (Secondary IV or Grade 10)	
	Science & Technology (Secondary III and IV or Grades 9 and 10) -Check Your Understanding Questions (i.e. homework, Interactive Exercises) -Self-Evaluations	**Environmental Sciences (Secondary IV or Grade 10)** -Check Your Understanding Questions (i.e. homework, Interactive Exercises) -Self-Evaluations

Framework for the Evaluation of Learning Science and Technology (Cycle Two) & Environmental Sciences	-Peer-Evaluations -In class workbook exercises -Group discussions and work to engage students in critical thinking. -Mind-mapping concepts together -Scientific Investigations -Lab Reports -Projects -Quizzes -Uniform Ministry Examination, Secondary IV (Grade 10), Theory	-Peer-Evaluations -In class workbook exercises -Group discussions and work to engage students in critical thinking. -Mind-mapping concepts together -Scientific Investigations -Lab Reports -Projects -Quizzes
	Chemistry -Check Your Understanding Questions (i.e. homework, Interactive Exercises) -Self-Evaluations -Peer-Evaluations -In class workbook exercises -Group discussions and work to engage students in critical thinking. -Mind-mapping concepts together -Scientific Investigations -Lab Reports -Projects -Quizzes Program PoL Framework for the Evaluation of Learning	**Physics** -Check Your Understanding Questions (i.e. homework, Interactive Exercises) -Self-Evaluations -Peer-Evaluations -In class workbook exercises -Group discussions and work to engage students in critical thinking. -Mind-mapping concepts together -Scientific Investigations -Lab Reports -Projects -Quizzes Program PoL Framework for the Evaluation of Learning

Social Sciences	**History of Quebec and Canada (Grades 9 and 10)** -Create a timeline -Create maps -Analyse maps -Analyse primary source documents -Complete Projects and Research -Oral Presentations (e.g. debates)	**Contemporary World (Grade 11)** -Create a timeline -Create maps -Analyse maps -Analyse primary source documents -Complete Projects and Research -Oral Presentations (e.g. debates) -Create Powerpoints	**Financial Education (Grade 11)** -Create a budget -Response to a career fair -Job shadowing -Projects (e.g. analysis of education and career path) -Oral Presentations -Debates

	-Create Powerpoints -Quizzes and Exams -Create Venn Diagrams -Create concept-maps -Create graphic organizers -Complete Final Examination -Document based intellectual operation questions -Exit tickets -Uniform Ministry examination (grade 10 or secondary IV) Program Framework for the Evaluation of Learning	-Quizzes -Create Venn Diagrams -Create concept-maps -Create graphic organizers -Document based intellectual operation questions -Exit tickets Program (2 credits) Learning to be Acquired (2 credits) Framework for the Evaluation of Learning	-Analysis of consumer advertising Program Framework for the Evaluation of Learning	
Arts Education	**Drama** Program (Cycle Two) PoL Framework for the Evaluation of Learning	**Visual Arts** Program (Cycle Two) PoL Framework for the Evaluation of Learning	**Dance** Program (Cycle Two) PoL Framework for the Evaluation of Learning	**Music** Program (Cycle Two) PoL Framework for the Evaluation of Learning
Personal Development	**Physical Education and Health** Program (Cycle Two) PoL Framework for the Evaluation of Learning		**Culture and Citizenship in Quebec** Program PoL Framework for the Evaluation of Learning	
Integrative Project	Program Framework for the Evaluation of Learning			

Examples of Formative Assessments and Summative Evaluations (Cycle II WOTP)

English Language Arts (ELA) **Program: Pre-Work Training** **Program: Training for a Semi-Skilled Trade**	-G.R.A.D.E. -Whole or small-group discussions -Collaborative learning activities (e.g. Socratic circles, jigsaw, etc.) -Talk productions (e.g. presentation, speech, spoken word, etc.) -Check for understanding (e.g. exit cards, etc.) -Varied written texts (e.g. planning tools, drafts, published pieces, etc.) -Response to literature tasks -Reader's/Writer's notebook -Learning and Evaluation Situations -Evaluation Situations -Self-evaluations -Peer-evaluations -One on one conferences -Tests -Projects -Portfolio	
French, second language **Programme: Formation préparatoire au travail** **Programme : Formation menant à l'exercice d'un métier semi-spécialisé[3]** **Français, langue d'enseignement**	-Whole or small-group discussions, one on one conferences (Competency 1) -Oral presentations (Competency 3) -Varied written texts -Varied reading tasks -Tests (grammar, etc.) -Dictations -Literary analyses, reports -Diverse comprehension, reaction, interpretation, and critical judgement tasks -Reading circles -Journals -Reflective feedback -Projects (research, etc.) -Self-Evaluations -Peer-Evaluations	-Discussions de classe, en sous-groupes, et entrevues individuelles (compétence 1) -Présentations orales (compétence 3) -Diverses productions écrites -Tâches de lecture variées -Tests (grammaire, etc.) -Dictées variées -Analyses littéraires, comptes-rendus -Diverses activités de compréhension, réaction, interprétation et jugement critique -Cercles de lecture -Journal d'écriture -Retour réflexif -Projets (recherches, etc.) -Auto-évaluation et évaluation par les pairs -Grilles d'observation

[3] Ce programme est identique à celui du 1er cycle du secondaire.

Programme : **Formation** **péparatoire au travail** **Programme :** **Formation menant à** **l'exercice d'un métier** **semi-spécialisé[4]**	-Observation rubrics -Skits -LES, ES	-Saynètes -Pastiches -SAÉ, SÉ
Mathematics **Program: Pre-Work** **Training** **Program: Training for a** **Semi-Skilled Trade[5]**	-Check Your Understanding Questions (i.e. homework, IXL and Interactive Exercises) -Self-Evaluations -Peer-Evaluations -In class workbook exercises -Group discussions and work to engage students in critical thinking. -Mind-mapping concepts together -Quizzes -Projects -End of Chapter Tests -End of Term Examinations -End of Year Evaluations -Situational Problems	
Technological and **Scientific** **Experimentation** **Program: Pre-Work** **Training**	-Check Your Understanding Questions (i.e. homework, Interactive Exercises) -Self-Evaluations -Peer-Evaluations -In class workbook exercises -Group discussions and work to engage students in critical thinking. -Mind-mapping concepts together -Scientific Investigations -Lab Reports -Projects -Quizzes	

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[4] Ce programme est identique à celui du 1er cycle du secondaire.
[5] This program is identical to the Secondary Cycle One program.

Geography, History and Citizenship Education **Program: Pre-Work Training**	-Create a timeline -Create maps -Analyse maps -Analyse images -Complete Projects and Research -Oral Presentations -Create Powerpoints -Quizzes and Exams -Create Venn Diagrams -Create concept-maps -Create graphic organizers -Document based intellectual operation questions -Exit tickets	
Personal Development	**Physical Education and Health** **Program: Pre-Work Training**	**Autonomy and Social Participation** **Program: Pre-Work Training**
Practical Training	**Preparation for the Job Market** **Program: Pre-Work Training** **Program: Training for a Semi-Skilled Trade**	**World of Work Orientation** **Program: Pre-Work Training**
	Work Skills **Program: Pre-Work Training**	**Preparation for a Semi-Skilled Trade** **Program: Training for a Semi-Skilled Trade**

Table 6: NFSB Conversion Grid					
Level of competency	Conversion on report card[6]	Profile of competency		Indicators	Percentage Grade Range
5+	98%	Advanced competency development	Competency development is above the requirements	-The student completes the requirements of the learning activities in a remarkable manner while working independently. -The student demonstrates an excellent understanding of the concepts being taught. -The student applies learning strategies with ease. -The student rarely encounters difficulties with the tasks.	95% - 100%
5	92%				88% - 94%
4+	84%	Thorough competency development	Competency development clearly meets the requirements	-The student meets the demands of the learning activities and works with increasing independence. -The student demonstrates a good understanding of the concepts being taught. -The student applies learning strategies in an effective way. -The student encounters few difficulties.	81% - 87%
4	77%				74% - 80%
3+	70%	Acceptable competency development	Competency development meets the requirements to a limited extent	-The student meets most of the demands of the learning activities but does so with support. -The student understands most of the concepts being taught. -The student applies some learning strategies. -The student encounters some difficulties.	67% - 73%
3	63%				60% - 66%
2+	54%	Partial competency development	Competency development is below the requirements	-The student meets a few of the demands of the learning activities and requires constant support. -The student has limited understanding of the concepts being taught. -The student applies few learning strategies. -The student encounters many difficulties.	51% - 59%
2	45%				42% - 50%
1+	36%	Minimal competency development	Competency development is well below the requirements.	-The student does not meet the demands of the learning activities unless supported throughout the process. -The student has very limited understanding of the concepts being taught. -The student does not apply learning strategies. -The student regularly encounters difficulties.	33% - 41%
1	27%				24% - 32%
NE		Not evaluated			NE

[6] The report card is not an average of accumulated marks. The report card assessment is broader and considers the teacher's judgement of a student's level of competency based on these assessments, the type of support required, and classroom observations.

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