

EVALUATION OF LEARNING 2020-2021

INFORMATION FOR INSTITUTIONS

As you know, the 2020-2021 school year began under unique circumstances, and it continues to present a variety of challenges for both school staff and students. Adjustments have been made to the requirements for the evaluation of learning and to the rules that normally apply so that attention can be focused on supporting students in their learning. The objective is to provide teachers with a certain amount of leeway while still allowing them to keep sufficient records to be able to review their students' progression of learning. In this document, you will find information on the modifications that have been made to the report card for the current school year.

Report cards and communication with parents

The number of report cards for the 2020-2021 school year has been reduced from three to two in order to allow more time for remedial activities and additional learning.

REPORT CARD	TERM 1	TERM 2
Date of issue	No later than January 22	No later than July 10

The report card that is normally scheduled for November 20 will not be issued this year, on an exceptional basis. To ensure that parents are well informed, two full report cards will be issued, with a result provided for each competency indicated. In the same vein, it is important that parent-teacher meetings continue, whether in person, virtually or by phone, depending on the health situation. In addition, the first written communication will still be provided, but schools have until November 20 to issue it. Schools also have the option of handing out the written communication at the parent-teacher meeting.

In preschool

Teachers will assess their students' overall development based on observations made throughout both terms. This assessment will be communicated to parents in the two report cards, which will include a grade explained by the associated legend. All competencies will be assessed in each term.

For children who attend full-time kindergarten for 4-year-olds, the rules set out in the document entitled *Objectifs, limites, conditions et modalités* (in French only) still apply. Teachers will determine the methods by which to communicate with parents about their child's overall development.

In elementary and secondary school

In elementary and secondary school, two full report cards will be issued: marks will be provided for each of the subjects and competencies indicated. For example, marks for a subject with detailed results and for a subject with a single result will be presented in the first term report card as follows.

ENGLISH LANGUAGE ARTS	TERM 1	TERM 2	FINAL MARK
Reads	72		
Produces written texts	67		
Uses language to communicate	75		
Subject mark	71		
Group average	73		

ETHICS AND RELIGIOUS CULTURE	TERM 1	TERM 2	FINAL MARK
Subject mark	82		
Group average	78		
	Reflects on ethical questions Engages in dialogue		82
	Demonstrates an understanding of the phenomenon of religion Engages in dialogue		—

- The school year is divided into two terms of similar length.
- For each competency in the language of instruction, second language and mathematics, and in each component in science and technology at the secondary level, teachers will provide results for both terms. They will also provide the subject mark and the group average.
- For subjects in which only a subject mark is presented, teachers will provide a mark for both terms as well as the group average. They do not have to evaluate all the competencies in order to calculate the subject mark for the first term. This is the case for Physical Education and Health, Arts Education, Ethics and Religious Culture, Social Sciences, and Science and Technology at the elementary level. However, in the second term, which is a review of the year, all competencies must be evaluated.
- The subject mark for each term counts for 50% of the final mark, except when the final mark includes the results of a ministerial exam.

The scope and length of the **compulsory ministerial examinations** have been reduced to make school organization easier. In addition, the weighting given to these exams in the final mark on the report card has been revised. These examinations will now count for 10% of the result instead of 20%. The exams will be administered over the course of a single day or over two half days. Explanations related to the exam content and procedures will be provided in the information documents published on the Ministère's website. The [official schedule for the examination session](#) for the 2020-2021 school year can also be found on the website.

Additionally, in each report card, teachers will provide comments on at least one of the following four competencies: *exercises critical judgment*, *organizes his/her work*, *communicates effectively* and *works in a team*. Teachers can determine whether or not to evaluate the same competency in both terms.

Questions and answers

How do these adjustments apply to students enrolled in programs that operate on a semester basis?

Programs that operate on a semester basis can be considered special pedagogical projects. Under section 222 of the *Education Act*, such programs may deviate from the *Basic school regulation*. To facilitate the carrying out of a special pedagogical project, the school service centres and school boards have the authority to permit special pedagogical projects to depart from a provision of the Regulation on the provincial report card. Procedures are then determined locally.

How will students enrolled in distance learning for medical reasons be evaluated? What will their report card look like?

The results on every student's report card are based on evaluation methods and tools that their teachers feel are appropriate. These students will receive the same type of report card as students who attend school in person.

How can we evaluate and certify students enrolled in the Work-Oriented Training Path who are participating in distance learning for medical reasons and who must complete a workplace internship?

Internships carried out as part of the Work-Oriented Training Path are essential as they make up the core of the students' practical training. Thus, the certification of these students depends largely on their being able to develop, exercise and demonstrate work-related competencies while performing hands-on tasks. Students who are currently distance learning for medical reasons can have the practical component of their training postponed to the end of the school year or suspended temporarily. Once the health crisis is over and these students are back at school, they can complete their internship or training in the workplace in order to obtain their certificate.

Do the changes made to the report card apply to students with modified learning expectations with regard to requirements set out in the Québec Education Program and students who receive welcoming services and support in learning French?

Yes, the changes apply to these students. However, the provisions relating to results set out in the Annual Directives, particularly those concerning marking (as a percentage or as a grade), must be respected for students who meet the criteria in section 30.4 of the *Basic school regulation*.

Do the changes made to the report card apply to students enrolled in programs other than the Québec Education Program?

Yes, the changes apply to these students. However, the provisions relating to the evaluation of learning set out in the Annual Directives must be respected for students enrolled in other programs.

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