

Evaluation of Learning 2021-2022

INFORMATION FOR INSTITUTIONS

In May 2021, the Minister of Education published the **Revitalization Plan for Educational Success: Education Beyond the Pandemic – 2021-2022**, which “defines the principles, main orientations and actions to be prioritized . . . in supporting the educational engagement of young children, adolescents and adult learners . . .” In particular, the plan provides for adjustments to the usual requirements concerning the evaluation of learning.

This information document provides key details regarding the modifications that have been made to the report cards and ministerial examinations for the 2021-2022 school year in preschool, elementary and secondary education. Additional explanations and information can be found in the *Basic school regulation for preschool, elementary and secondary education for the 2021-2022 school year*.

Report cards and communications with parents

The number of terms and report cards for the 2021-2022 school year has been reduced. As in 2020-2021, two report cards will be issued rather than three.

Date of issue of report card – Term 1	Date of issue of report card – Term 2
No later than January 28, 2022	No later than July 10, 2022

For the second consecutive year, the report card normally scheduled for November will not be issued. To ensure that parents are well informed, they will receive two full report cards. In the same vein, it is recommended that parent-teacher meetings still be held in fall and winter, whether in person, virtually or by phone, depending on the health situation.

Moreover, parents will receive two written communications other than the report card to inform them of their child's learning and behaviour. A second written communication, to be sent in April, will be added to the usual written communication sent in the early part of the school year. These two communications will be in a format determined by the institutions.

Date of issue of written communication – Term 1	Date of issue of written communication – Term 2
No later than November 19, 2021	No later than April 22, 2022

It is also important to remember that section 29.2 of the *Basic school regulation*, which provides for monthly communications in certain cases (e.g. if the student's results put them at risk of not obtaining the pass mark for the programs of study), remains in effect during the pandemic.

Preschool report cards

For children who attend part-time kindergarten for 4-year-olds or full-time kindergarten for 5-year-olds, teachers will assess their students' overall development based on observations made throughout each term. 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. In other words, all boxes will be filled out.

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 development.



Elementary and secondary report cards

In elementary and secondary school, two full report cards will be issued: marks will be provided for each of the subjects and competencies indicated. All boxes will be filled out.

For each competency in the language of instruction, second language and Mathematics, and, at the secondary level, for each component in Science and Technology, teachers will provide results for both terms. They will also provide the subject mark and group average. For example, marks for Elementary 6 Mathematics will be presented in the first term report card as follows.

Mathematics	Term 1	Term 2	Final Mark
Solves a situational problem	72		
Uses mathematical reasoning	67		
Subject mark	69		
Group average	71		

In other subjects, such as Physical Education and Health, Arts Education, Social Sciences and, at the elementary level, Science and Technology, only a subject mark is presented on the report card. For these subjects, teachers do not have to evaluate all the competencies in order to calculate the subject mark for the first term. However, in the second term, which is an assessment of the year, all competencies must be evaluated. For example, marks for Ethics and Religious Culture will be presented in the first term report card as follows.

Ethics and Religious Culture	Term 1	Term 2	Final Mark
Subject mark	82		
Group average	78		

<ul style="list-style-type: none"> Reflects on ethical questions Engages in dialogue 	82
<ul style="list-style-type: none"> Demonstrates an understanding of the phenomenon of religion Engages in dialogue 	--

The mark for the first term counts for 40% of the final mark and the second term counts for 60% of the final mark, except when the final mark includes the results of a ministerial examination.

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. The competency to be evaluated may or may not be the same in both terms.

Ministerial examinations

The ministerial examinations for the current year correspond to the **Learning to Be Prioritized for the 2021-2022 School Year in the Context of the Pandemic**.

The 2021-2022 **information documents** provide explanations as to the format and content of the exams.

At the elementary level, the scope and length of the ministerial examinations have been reduced to make school organization easier. At the secondary level, no modifications are planned for examinations in the language of instruction and second language. In Mathematics, Science and Technology, and Applied Science and Technology, the uniform examinations will retain their usual format, but some questions will be adjusted to take into account the learning to be prioritized. Lastly, the administration of the Secondary IV uniform examination related to the new History of Québec and Canada program has been postponed until the 2022-2023 school year. An optional complementary examination will instead be available to the school network for the May-June examination session.

In addition, the weighting given to these exams in the final mark has been reduced. Compulsory examinations at the elementary level and in Secondary II will count for 10% of the result instead of 20%. The Secondary IV and V uniform examinations will count for 20% of the result instead of 50%.

The **official schedule for the examination sessions** for the 2021-2022 school year will soon be available on the Ministère's website. Please note that only secondary school students who are receiving semester-based or individual instruction during the Fall 2021 term, or who completed the learning required for the program of study prior to the 2019-2020 school year are allowed to register for the December-January exam session.

All ministerial examinations must be administered in person. The educational institution must ensure that all students at the level concerned by the ministerial exam are able to report to school on the day set out in the official schedule so as to make sure the exam is administered under uniform conditions throughout the province.

Questions and answers

Will the Ministère provide guidelines regarding the format of the second written communication?

No. Each educational institution will determine the format of this communication, as it does for the usual first written communication. The only guidelines are those detailed in the *Basic school regulation*, that is, written communications are not report cards, they must inform parents¹ of the student's learning and behaviour, and must be issued no later than November 19, 2021, and April 22, 2022.

Will it be possible to use the wording “Not evaluated” (NE) or some other equivalent wording on the first or second term report card?

No, both report cards must be completely filled out.

Will only the learning targeted in the Learning to Be Prioritized for the 2021-2022 School Year in the Context of the Pandemic be evaluated?

The documents presenting the learning to be prioritized are tools to help in planning, since they identify the learning that must be covered first. However, teachers are asked to go beyond this learning content, circumstances permitting, since the Québec Education Program remains in effect. At evaluation time, teachers, who are responsible for determining their students' marks, will take into account the learning to be prioritized as well as any other learning content they have covered with the students.

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

Programs that operate on a semester basis are considered special pedagogical projects under section 222 of the Education Act. Since the school service centres and school boards have the authority to permit special pedagogical projects to depart from a provision of the *Basic school regulation* on the provincial report card, terms and conditions will be determined locally.

1. Communications will be sent to the student if they are of full age.

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.