

OUR SCHOOL'S CHOICES IN LIGHT OF THE PROVINCIAL REPORT CARD

Support document for school teams on the revision of evaluation standards and procedures



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INTRODUCTION

In August 2010, the Québec government approved significant amendments to the *Basic school regulation for preschool, elementary and secondary education*. These changes primarily involve implementing a standardized report card in Québec and are part of the recent adjustments made to the programs of study with the publication of the *Progression of Learning* documents, which place greater emphasis on the role of knowledge in learning. Thus, student learning and evaluation have been refocused on the essential aspects of the acquisition, comprehension, application and use of knowledge, all the while giving teachers the leeway they require to take knowledge into account in their evaluation practices.

Consequently, Québec schools will have to revise certain **standards and procedures for the evaluation of student learning** that they have been using in recent years. This support document is intended to help school teams (teachers and administrators) update these standards and procedures as well as to ensure that schools are prepared to implement the changes announced at the start of the 2011-2012 school year.¹

The *Education Act* stipulates that the principal is responsible for approving, on the proposal of the teachers, the standards and procedures for the evaluation of student learning (see section 96.15 in Appendix 1, p. 11). Québec schools therefore developed evaluation standards and procedures and these must be revised in light of the recent amendments to the *Basic school regulation*.

To this effect, this document focuses on the following aspects:

- the information to be communicated to parents at the beginning of the school year
- the first written communication other than the report card
- the provincial report card (determination of results, results to be communicated each term, comments)

For each of these aspects, this document:

- a) refers to the sections of the *Basic school regulation* that were amended (presented in Appendix 1, p. 11)
- b) provides reminders of the **elements to consider**
- c) raises the main **questions** that can be addressed **to begin updating** the evaluation standards and procedures

¹ See the [Executive Dashboard](#).

Important clarifications

Possible exemptions

With respect to the amendments to the *Basic school regulation*, section 30.4 stipulates that “A school board may, to the extent and on the conditions determined by the Minister, exempt handicapped students or students with social maladjustments or learning disabilities and students receiving welcoming services and support in learning French from the application of the provisions relating to results in this basic school regulation.” More information on this subject will be provided in the 2011-2012 Directives. Schools will therefore need to adjust their evaluation standards and procedures accordingly, if applicable.

Academic progress

None of the amendments to the *Basic school regulation* concern the rules for promotion. Schools continue to define the rules for promotion from one cycle to another in elementary school (*Education Act*, s. 96.15, para. 5) and school boards, for promotion from elementary school to secondary school as well as from Secondary Cycle One to Cycle Two (*Education Act*, s. 233). In Secondary Cycle Two, students are promoted from one year to another by subject, in accordance with section 28 of the *Basic school regulation*. With respect to promotion from one year to the next within the same cycle, section 13.1 of the *Basic school regulation* continues to stipulate that this decision is the responsibility of the school principal.

1 INFORMATION TO COMMUNICATE TO PARENTS AT THE BEGINNING OF THE SCHOOL YEAR REGARDING THE NATURE OF THE MAIN EVALUATIONS AND THE PERIOD DURING WHICH THEY ARE SCHEDULED

a) **Regulatory framework:** *Basic school regulation*, section 20 (see Appendix 1, p. 11)

b) Elements to consider

At the beginning of the school year, parents of elementary and secondary students² will be notified as to how and when their child will be evaluated.³

- The main evaluations are those that the teacher considers the most meaningful. They also include compulsory and uniform ministerial examinations as well as school board examinations, if applicable.⁴
- The nature of the evaluation refers to the means that will be used to evaluate student learning, for example, in-class work, an evaluation situation, a lab, a dictation.
- As for the period during which the evaluations are scheduled, parents will be given a general idea of when the evaluations will take place; specific dates do not need to be provided.

If any changes are made during the school year, the school principal will ensure that parents are duly informed.

c) Questions to help initiate the revision process

- What are the main evaluations planned for each subject?
- Will an information document be provided for each year of study or by each teacher?
- Have any examinations been planned other than those set by the Ministère or school board?
- Will the Ministère's complementary examinations be used? What will the procedures be for administering these examinations?
- How will this information be communicated to parents (e.g. type of document, means of transmission)?

² This information does not need to be sent to parents of preschool students.

³ See example in Appendix 2, p. 22.

⁴ If this information is not available at the beginning of the year, it may be sent to parents as soon as it is known by the school.

2 FIRST WRITTEN COMMUNICATION OTHER THAN THE REPORT CARD

a) **Regulatory framework:** *Basic school regulation*, section 29 (see Appendix 1, p. 11)

b) **Elements to consider**

The first written communication other than the report card must be sent to parents by October 15th of each school year. It should be considered a means of encouraging collaboration between the school and home and of providing information on how students have started the school year in terms of their learning and behaviour:

- With respect to *learning*, this first communication could contain general comments without necessarily indicating specific marks, depending on the information available at this time of the year.
- With respect to *behaviour*, this communication could include information on the student's attitudes in the classroom, such as motivation to learn, compliance with rules and relationships with others.

A number of models of written communication other than the report card are currently being used by schools throughout Québec. These may be adapted to meet the requirements of the *Basic school regulation*.

c) **Questions to help initiate the revision process**

- When will the first communication be sent to parents?
- What information about students' learning and behaviour will be communicated to parents? Which teachers will be responsible for doing so?
- Will the same model be used for the entire school? For a cycle? For a year of study? Will the model be computerized?
- Will the model contain a space reserved for parents to include their own comments if they wish?
- How will this first communication be sent to parents (e.g. by mail, through the students)?

3 PROVINCIAL REPORT CARD

3.1 Determination of results on the report card

a) **Regulatory framework:** *Basic school regulation*, sections 15, 28, 30, 30.1, 30.2 and 30.3 (see Appendix 1, p. 11)

b) **Elements to consider**

The purpose of the provincial report card is to inform parents about their child's learning, that is, the acquisition, comprehension, application and use of knowledge, in keeping with the Québec Education Program and the *Progression of Learning* documents. To do so, the evaluation practices used to determine student results must ensure that parents receive quality information that is communicated in an open and clear manner. The following elements must therefore be considered:

- In preschool, results are expressed as a grade, according to a key in the report card.
- In elementary and secondary school, the *Basic school regulation* requires that the results appearing in section 2 of the report card be expressed as a percentage.
- The *Basic school regulation* also requires that the results be based on the [Framework for the Evaluation of Learning](#) produced for each program of study. For elementary and secondary education, the frameworks:
 - present the weighting that will be used to calculate the subject mark
 - indicate the evaluation criteria
- The results for the third term of the school year must cover a student's overall learning (for example, in English Language Arts: all three competencies). These results are primarily based on the evaluations carried out in Term 3.
- In elementary and secondary school, compulsory examinations⁵ are not considered in the result for the third term report card, but count for 20% of the final mark. The results for Term 3 must therefore be based on evaluations other than the compulsory examinations.
- School board examinations are considered in the results for Term 3, in accordance with the school's evaluation standards and procedures.
- No changes have been made with respect to the uniform examinations administered for certification purposes in Secondary IV and V. These still count for 50% of the mark appearing in the achievement record transmitted by the Ministère.

⁵ Compulsory examinations are those that are imposed by the Minister in Elementary 4 and 6 as well as in Secondary II.

c) Questions to help initiate the revision process

- What procedures need to be put in place in order to ensure that student results are determined in a consistent manner?
- How will the mark on a complementary examination or an end-of-cycle examination imposed by a school board be considered in determining the result for Term 3?

3.2 Results to communicate each term

a) Regulatory framework: *Basic school regulation*, sections 30 and 30.1 (see Appendix 1, p. 11)

b) Elements to consider

In preschool, for Terms 1 and 2, the report card includes results for the learning that has been evaluated. For Term 3, the results cover a student's overall learning.

In elementary and secondary school, the report card includes both a subject mark and detailed results for language of instruction, second language, Mathematics and the science-related subjects.⁶ For the other subjects, the report card includes only the subject mark. Regardless of whether or not the results in the report card are detailed, for Terms 1 and 2, they are based on the evaluation of the learning targeted. For Term 3, the results must cover a student's overall learning (for example, in English Language Arts: all three competencies). These results are primarily based on the evaluations carried out in Term 3.

c) Questions to help initiate the revision process

- Which factors must be considered when selecting the learning to be evaluated in each term (e.g. time required for learning, academic progress, admission to college)?
- What learning will be evaluated in each term?

⁶ The results are detailed for each component in the science-related subjects at the secondary level only.

3.3 Comments

a) Regulatory framework: *Basic school regulation*, section 30.1 (see Appendix 1, p. 11)

b) Elements to consider

The provincial report card contains spaces reserved for comments that deal with:

- the student’s strengths, challenges and progress, as applicable, in relation to the competencies of the Preschool Education program or the subjects of the Québec Education Program for elementary and secondary school
- two of the following four competencies: *Exercises critical judgment*, *Organizes his/her work*, *Communicates effectively* and *Works in a team*. These comments are communicated in Terms 1 and 3 for elementary and secondary school and may focus on the same competencies or on different ones at the beginning and end of the school year. Note that these comments are not based on a formal evaluation.
- learning that has taken place during school or class projects (this section is not compulsory and may be used as needed, referring to a school’s educational project, its specific mission or other special projects, as applicable)

c) Questions to help initiate the revision process

- How can the school encourage teachers to take the time to include quality comments while taking into account their workload?
- Of the competencies selected in section 3 of the report card, which will be commented on in Term 1 and in Term 3? Which teachers will be responsible for entering these comments in the report card?
- What type of information should appear in the “Other comments” section? Will this information be provided in each report card? Who will be responsible for writing these comments?

Appendix 1

Legal and Regulatory Framework

A – Education Act

96.15 The principal is responsible for approving, on the proposal of the teachers or, in the case of matters referred to in subparagraph 5, of the members of the staff concerned,

- (1) in accordance with the policies determined by the governing board, the local programs of studies developed to meet the special needs of students;
- (2) the criteria for the introduction of new instructional methods;
- (3) in accordance with this Act and in keeping with the school budget, the textbooks and instructional material required for the teaching of programs of studies;
- (4) the standards and procedures for the evaluation of student achievement, in particular, how parents are to be informed of the academic progress of their children, in keeping with the prescriptions of the basic school regulation and subject to the examinations that may be imposed by the Minister or the school board;
- (5) the rules governing the placement of students and their promotion from one cycle to the other at the elementary level, subject to the rules prescribed by the basic school regulation.

Before approving the proposals under subparagraph 3 of the first paragraph and the proposals relating to how parents are to be informed of the academic progress of their children under subparagraph 4 of the first paragraph, the principal must consult with the governing board.

The proposals of the teachers or the staff members under this section shall be made according to the procedure determined by the teachers or the staff members at general meetings called for that purpose by the principal or, failing that, according to the procedure determined by the principal.

A proposal of the teachers or the staff members concerning a subject referred to in this section must be made within 15 days after the proposal is requested by the principal, failing which the principal may act without such proposal.

If the principal does not approve a proposal of the teachers or the staff members, the principal shall give reasons, in writing, for the decision.

B – Basic school regulation for preschool, elementary and secondary education (in effect as of July 1, 2011)⁷

15. Elementary education is organized into 3 cycles of 2 years each.

Secondary education is organized into 2 cycles: the first covers 2 school years and the second, 3 school years.

A cycle is a period of learning during which students acquire **knowledge and competencies in each subject area** which prepare them for further studies.

20. At the beginning of the school year, the principal shall ensure that the following documents are provided to the parents of each student or to the student, if of full age:

- (1) the general rules of the school and the calendar of the school's activities;
- (2) information on the preschool education program or, in the case of an elementary or a secondary student, information on the student's programs of studies and a list of the textbooks required for the programs;

⁷ This office consolidation has been prepared for convenience of reference only and is not an official version of the *Basic school regulation for preschool, elementary and secondary education*. This document incorporates the amendments of Order in Council 712-2010 (August 20, 2010), which will come into force on July 1, 2011 (**modifications appear in bold and italics**). The official version of the *Basic school regulation* is published by the Éditeur officiel du Québec and the official version of the amendments is published in Part 2 of the *Gazette officielle du Québec* of September 8, 2010.

(3) the name of the student's teacher in the case of a child in preschool education and, in all other cases, the names of all the student's teachers, including, where applicable, the name of the homeroom teacher;

(4) in the case of an elementary or a secondary student, a summary of the standards and procedures for the evaluation of student learning approved by the school principal, indicating in particular the nature of the main evaluations and the period during which they are scheduled for each subject.

If, during the year, significant adjustments are made to the information to which subparagraph 4 of the first paragraph applies, the school principal ensures that the adjustments are also communicated to the parents or to the student.

23.3. At the secondary level, the work-oriented training path comprises the following 2 training paths: pre-work training and training leading to a semi-skilled trade.

A student who is at least 15 years of age on September 30 of the school year in which he or she begins the training may enroll in either training path if the student's **last report card of the school year** or individualized education plan shows that

- 1) the training path, among all the training paths offered at the secondary level, is most likely to meet the student's interests, needs and abilities;
- (2) the student meets the special requirements for admission to pre-work training set out in section 23.4 or to training leading to a semi-skilled trade set out in section 23.5, as the case may be.

28. Evaluation is the process whereby a judgment is made on a student's learning, **that is, knowledge and competencies in each subject area**, on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and, where appropriate, administrative decisions.

A decision to promote a student to the next cycle shall be based on the student's **last report card of the last school year** and on the rules governing promotion established by the school or the school board, according to their respective responsibilities.

In the second cycle of the secondary level, the promotion of a student to the next year shall be by subject in the case of a student taking the general education path or the applied general education path.

28.1. For elementary and secondary education, the pass mark is 60% for each subject.

29. In order to inform a student's parents of the student's learning and behaviour, the school provides one written communication, other than a report card, to the parents no later than 15 October. If the student is of full age, the communication is provided to the student.

29.1. In order to inform a student's parents of the student's academic progress, the school provides a report card to the parents at the end of each of the 3 terms, in the form prescribed by Schedules IV to VII. If the student is of full age, the report cards are provided to the student.

The report cards are provided no later than 20 November for the first term, 15 March for the second term and 10 July for the third term.

29.2. At least once a month, information is provided to the parents of a minor in the following cases:

- (1) the student's results put him or her at risk of not obtaining the **pass mark for the programs of studies** or, for a child in preschool education, when the child's progress indicates that he or she will not be ready to proceed to the first grade of elementary school at the beginning of the following school year;
- (2) the student's behaviour does not comply with the school's rules of conduct;
- (3) an individualized education plan providing for the information was prepared for the student.

The information is intended to foster collaboration between the parents and the school in correcting learning difficulties and behavioural problems as soon as they appear and, in some cases, in implementing an individualized education plan.

30. The report card for preschool education must be consistent with the report card in Schedule IV and contain all the information shown in sections 1 and 2 of the report card in the schedule; the last report card of the school year must contain all the information shown in section 4 of the report card in the schedule.

The results shown in section 2 of the report card must indicate the status of the development of the competencies in the Preschool Education program, if the competencies have been evaluated or, in the case of the last report card of the school year, a report on the level of development achieved by the student for each competency in the Preschool Education program.

The status of the development of the competencies and the report on the level of development of the competencies are based on the framework for the evaluation of learning for the Preschool Education program as established by the Minister.

30.1. The report cards for elementary education and the first or second cycle of secondary education must be consistent with the report cards in Schedules V to VII, as applicable. They must contain all the information shown in sections 1 to 3 of the report cards in the schedules; for the last report card of the school year in elementary education or the first cycle of secondary education, the report cards must contain the information shown in section 5 of the report card in the applicable schedule.

A student's results in section 2 of the report cards must include

(1) a detailed result per competency for the language of instruction, second language and mathematics subjects;

(2) a detailed result per component, theory and practical, for compulsory and elective science subjects, other than mathematics, such as Science and Technology and Applied Science and Technology;

(3) a subject mark for each subject taught and the group average.

At the end of the first 2 terms of the school year, the detailed results, for the subjects for which such results are required, are detailed only for the competencies or components that have been evaluated.

At the end of the third term of the school year, the results consist in a report pertaining to the program of study, indicating the student's result for the competencies or components of the programs of studies for the subjects in subparagraphs 1 and 2 of the second paragraph as well as, for each subject taught, the student's subject mark and the group average.

The last report card of the school year includes the student's final mark for the competencies or components of the programs of studies established by the Minister for the subjects in subparagraphs 1 and 2 of the second paragraph as well as the student's final subject mark and the final group average for each subject taught. In secondary education, the credits earned for each subject passed are also indicated.

30.2. The results in section 2 of the elementary school report cards or secondary school report cards, cycle one or two, must all be expressed as a percentage. The results are based on the framework for the evaluation of learning established by the Minister for each program of study as well as, in accordance with section 30.3, on the examinations set by the Minister or the school board, if applicable.

The final mark per competency or component is calculated according to the following weighing: 20% for the first term, 20% for the second term, 60% for the third term.

The student's subject mark and final subject mark are calculated using the weighting of competencies established in the framework for the evaluation.

30.3. Subject to section 34 of this basic school regulation and section 470 of the Act, a student's result for an examination set by the Minister is worth 20% of the student's final mark.

30.4. A school board may, to the extent and on the conditions determined by the Minister, exempt handicapped students or students with social maladjustments or learning disabilities and students receiving welcoming services and support in learning French from the application of the provisions relating to results in this basic school regulation.

SCHEDULE IV
(ss. 29.1 and 30)

PRESCHOOL EDUCATION REPORT CARD
20__-20__ School Year

*Insert the school
board's logo and
name*

1. GENERAL INFORMATION

Name of school: Institution code: Principal: Signature: Teacher:	Address: Telephone (area code and no.): Fax (area code and no.):			
Student's name: Permanent code: Date of birth: Age on September 30:	Recipient(s) of report card (<i>Check</i>): Father <input type="checkbox"/> Mother <input type="checkbox"/> Legal guardian <input type="checkbox"/> Other <input type="checkbox"/> Name: Address: Telephone at home (area code and no.): Telephone at work (area code and no.): Other (area code and no.):			
Reporting term: Starting: Ending:	Attendance			
	Terms	1	2	3
	Days absent			
	School days			

2. RESULTS

	Term 1	Term 2	Term 3
<i>Enter a Preschool Education competency</i>			
<i>Repeat the preceding line as many times as necessary</i>			
Comments: <i>Enter comments regarding the student's strengths, challenges and progress</i>			

KEY		
Mark	Terms 1 and 2	Term 3
A	The student is making very good progress.	The student exceeds the program expectations.
B	The student is making satisfactory progress.	The student meets the program expectations.
C	The student is making progress, but with some difficulties.	The student partially meets the program expectations.
D	The student is experiencing serious difficulties.	The student does not meet the program expectations.

3. OTHER COMMENTS (COMPLETE IF APPLICABLE)

Various comments, such as regarding other learning that has taken place during class or school projects

4. STUDENT'S ACADEMIC PROGRESS (COMPLETE ONLY FOR THE LAST REPORT CARD OF THE YEAR)

Promotion to elementary school	
<input type="checkbox"/> The student will continue in preschool education because he/she will not be 6 years old before October 1. <input type="checkbox"/> The student will continue in preschool education in accordance with the conditions set out in his/her individualized education plan (IEP). <input type="checkbox"/> The student will move on to elementary school.	
_____	_____
Principal's signature	Date

SCHEDULE V
(ss. 29.1, 30.1 and 30.2)

ELEMENTARY SCHOOL REPORT CARD
20__-20__ School Year

Insert the school board's logo and name

1. GENERAL INFORMATION

Name of school: Institution code: Principal: Signature:	Address: Telephone (area code and no.): Fax (area code and no.):						
Student's name: Permanent code: Date of birth: Age on September 30: Cycle: Year: Elementary ____	Recipient(s) of report card (<i>Check</i>): Father <input type="checkbox"/> Mother <input type="checkbox"/> Legal guardian <input type="checkbox"/> Other <input type="checkbox"/> Name: Address: Telephone at home (area code and no.): Telephone at work (area code and no.): Other (area code and no.):						
Reporting term: Starting: Ending:	Attendance						
		Elementary ____			Elementary ____		
	Terms	1	2	3	1	2	3
	Days absent						
	School days						

2. RESULTS

<i>Enter subject name</i>	Cycle ____								
	Elementary ____				Elementary ____				
	Teacher:	Term 1	Term 2	Term 3	Final Mark	Term 1	Term 2	Term 3	Final Mark
<i>Enter a competency if the subject is one for which a detailed result is required under section 30.1</i>									
<i>Repeat the preceding line as many times as necessary</i>									
Subject mark									
Group average									
Comments: <i>Enter comments regarding the student's strengths, challenges and progress</i>									

Repeat this section as many times as necessary

3. COMMENTS ON CERTAIN COMPETENCIES

Comments on two of the following four competencies: <i>exercises critical judgment / organizes his/her work / communicates effectively / works in a team</i>		
	Term 1	Term 3
Elementary ____		
Elementary ____		

4. OTHER COMMENTS (COMPLETE IF APPLICABLE)

Various comments, such as regarding other learning that has taken place during class or school projects

5. STUDENT'S ACADEMIC PROGRESS (COMPLETE ONLY FOR THE LAST REPORT CARD OF THE YEAR)

Promotion to the next year	
<input type="checkbox"/> The student will move on to the next year. <input type="checkbox"/> The student will continue in the same year in accordance with the conditions set out in his/her individualized education plan (IEP).	
_____	_____
Principal's signature	Date

SCHEDULE VI
(ss. 29.1, 30.1 and 30.2)

SECONDARY SCHOOL REPORT CARD
CYCLE ONE
20__-20__ School Year

Insert the school board's logo and name

1. GENERAL INFORMATION

Name of school: Institution code: Address: Telephone (area code and no.): Fax (area code and no.): Principal: Signature:	Reporting term: Starting: Ending:
Student's name: Permanent code: Date of birth: Age on September 30: Year: Secondary ____	Recipient(s) of report card (<i>Check</i>): Father <input type="checkbox"/> Mother <input type="checkbox"/> Legal guardian <input type="checkbox"/> Other <input type="checkbox"/> Student of full age <input type="checkbox"/> Name: Address: Telephone at home (area code and no.): Telephone at work (area code and no.): Other (area code and no.):

2. RESULTS

<i>Enter subject name</i>	Secondary I				Secondary II			
	Term 1	Term 2	Term 3	Final Mark	Term 1	Term 2	Term 3	Final Mark
Course code: Teacher:								
<i>Enter a competency or component if the subject is one for which a detailed result is required under section 30.1</i>								
<i>Repeat the preceding line as many times as necessary</i>								
Subject mark								
Group average								
Credits								
Days absent	Term 1: ____ Term 2: ____ Term 3: ____				Term 1: ____ Term 2: ____ Term 3: ____			
Comments: <i>Enter comments regarding the student's strengths, challenges and progress</i>								

Repeat this section as many times as necessary

3. COMMENTS ON CERTAIN COMPETENCIES

Comments on two of the following four competencies: <i>exercises critical judgment / organizes his/her work / communicates effectively / works in a team</i>		
	Term 1	Term 3
Secondary I		
Secondary II		

4. OTHER COMMENTS (COMPLETE IF APPLICABLE)

Various comments, such as regarding other learning that has taken place during class or school projects

5. STUDENT'S ACADEMIC PROGRESS (COMPLETE ONLY FOR THE LAST REPORT CARD OF THE YEAR)

Promotion to the next year	
<input type="checkbox"/> The student will move on to the next year. <input type="checkbox"/> The student will continue in the same year in accordance with the conditions set out in his/her individualized education plan (IEP).	
_____	_____
Principal's signature	Date

SCHEDULE VII
(ss. 29.1, 30.1 and 30.2)

SECONDARY SCHOOL REPORT CARD
CYCLE TWO
20__-20__ School Year

Insert the school board's logo and name

1. GENERAL INFORMATION

Name of school: Institution code: Address: Telephone (area code and no.): Fax (area code and no.): Principal: Signature:	Reporting term: Starting: Ending:
Student's name: Permanent code: Date of birth: Age on September 30: Year: Secondary ____	Recipient(s) of report card (<i>Check</i>): Father <input type="checkbox"/> Mother <input type="checkbox"/> Legal guardian <input type="checkbox"/> Other <input type="checkbox"/> Student of full age <input type="checkbox"/> Name: Address: Telephone at home (area code and no.): Telephone at work (area code and no.): Other (area code and no.):

2. RESULTS

	Secondary ____			
Enter subject name Course code: Teacher:	Term 1	Term 2	Term 3	Final Mark
<i>Enter a competency or component if the subject is one for which a detailed result is required under section 30.1</i>				
<i>Repeat the preceding line as many times as necessary</i>				
Subject mark				
Group average				
Credits				
Absences	Term 1: _____ Term 2: _____ Term 3: _____			
Comments: <i>Enter comments regarding the student's strengths, challenges and progress</i>				

Repeat this section as many times as necessary

3. COMMENTS ON CERTAIN COMPETENCIES

Comments on two of the following four competencies: <i>exercises critical judgment / organizes his/her work / communicates effectively / works in a team</i>		
	Term 1	Term 3
Secondary ____		

4. OTHER COMMENTS (COMPLETE IF APPLICABLE)

Various comments, such as regarding other learning that has taken place during class or school projects

Appendix 2

Example

INFORMATION TO COMMUNICATE TO PARENTS AT THE BEGINNING OF THE SCHOOL YEAR REGARDING THE NATURE OF THE MAIN EVALUATIONS AND THE PERIOD DURING WHICH THEY ARE SCHEDULED

The following information pertains to the main evaluations that will concern your child during the current school year.

Elementary 6 2011-2012 School Year	
Main evaluations	
English Language Arts	At the end of each term, students will be evaluated on their reading and writing skills. In Terms 2 and 3, oral communication will also be evaluated. The students' knowledge will also be evaluated on a regular basis through different means (tests, assignments, etc.). At the end of the school year, students will take a compulsory ministerial examination that will count for 20% of the final mark.
Mathematics	At the end of each term, students will be evaluated on their ability to solve situational problems and use mathematical reasoning. Students' mathematical knowledge will also be evaluated on a regular basis. At the end of the school year, students will take a compulsory ministerial examination that will count for 20% of the final mark.
(To be completed . . .)	

Comments on learning

For each subject, space is reserved in the report card for us to provide any necessary information regarding your child's strengths, challenges and progress. Different means may also be used to promote communication with you: notes in the school agenda, assignments sent home, presentation of your child's portfolio, etc.

Other comments

The report cards will also include comments on the following competencies:

- Term 1: *Organizes his/her work* and *Works in a team*
- Term 3: *Communicates effectively* and *Exercises critical judgment*

Clarifications

You will be notified of any significant changes made during the school year regarding evaluation of student learning. For more information on evaluation, please do not hesitate to contact your child's teacher.

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

Official communications	
First written communication	During the second week of October, you will receive the first written communication, which will include comments on your child's learning and behaviour.
First report card	The report card will be given to you during the parent-teacher meeting on November 17. This report card will cover the period from August 31 to November 4 and will count for 20% of the final mark for the year.
Second report card	The second report card will be sent home with your child during the week of March 12. This report card will cover the period from November 7 to March 2 and will count for 20% of the final mark for the year.
Third report card	The third report card will be sent home to you. It will cover the period from March 12 to the end of the year and will count for 60% of the final mark for the year.