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# STANDARDS AND PROCEDURES EVALUATION OF LEARNING

GENERAL ADULT EDUCATION  
Centre Frère-Moffet and Pavilions  
Centre l'Envol

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## Document purpose

This document sets the standards and procedures for evaluation of learning at general adult education at Centre Frère-Moffet and its Pavilions, and at Centre l'Envol, within Commission scolaire du Lac-Témiscamingue, while taking into account legal and regulatory provisions governed by references stated at the end of the document.

## 1. Examinations and confidentiality

### 1.1 Ministerial examinations

#### **STANDARD:**

Use the ministerial examinations designed and delivered by The Ministère de l'Éducation et de l'Enseignement supérieur (MEES).

\*The **ministerial examinations**, or mandatory examinations, are summative in nature. They are aimed at assessing the mandatory subjects for the purpose of certification of studies. Design and distribution of the ministerial examinations fall within the competence of the MEES (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4 p. 70*).

#### **PROCEDURE:**

The examinations distributed by the MEES must be used integrally. *Please refer to the Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Appendix 1, Chapter 4, p. 87.*

The administration of ministerial examinations to adults should follow the rules described in section 2 of this document, according to schedules that may vary depending on the candidates' learning profile and attendance status.

### 1.2 Local examinations

#### **STANDARD:**

Institution examinations distributed by BIM or developed by our institution must be used.

**Local examinations** are summative examinations. They are aimed at evaluating learning. They are developed by educational institutions (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 70*).

**PROCEDURE:**

Examinations distributed by BIM or developed by our institution for all programs of study other than the ministerial examinations must be used integrally. Administer the local examinations to adults according to the rules described in section 2, with examination schedules that may vary depending on the candidates' learning profile and attendance status.

1.3 Choice between ministerial examination and the local version

**STANDARD:**

If an examination offers many versions, the invigilator randomly selects the version to use when there is only one student in the program of study. When many students attend the same program of study, the invigilator ensures that every student receives a different version.

**PROCEDURE:**

The first time the examination is administered, the invigilator randomly picks a version. In the case that an examination is retaken by a student, the invigilator uses a version that is not the same as the ones already used, as noted by the teacher on the examination request form. The teacher is responsible for compiling the versions used by the student and providing the invigilator with this information.

The invigilator is responsible for distributing a different version when there is more than one student at the same time for the evaluation of the same program of study.

1.4 Errors in an examination

**STANDARD:**

When errors of either low or high importance are noted, they must be reported for ministerial as well as local examinations, as follows.

**PROCEDURE:**

For ministerial examinations, the errors must be reported directly to the certification authority who, in turn, is responsible for informing the MEES about the errors. For BIM examinations, please complete the feedback form available on the BIM website.

For local examinations (developed by the Centre) the errors must be reported directly to the certification authority at the Centre who, in turn, is responsible for informing Centre management about the errors.

## 1.5 Examination materials conservation and confidentiality

### **STANDARD:**

The Centre is responsible for reproducing and storing ministerial and local examinations. The person in charge of the certification of studies at the Centre ensures communication with the Direction de la sanction des études within the MEES. They must also safeguard the confidentiality of ministerial examinations and ensure the application of rules for administering the examinations (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 73*).

The MEES sends all information related to the ministerial examinations to the individuals in charge of the certification of studies and administration of ministerial examinations at the educational institutions. Only these individuals are authorized to obtain the new examination materials from the Direction de la sanction des études. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 80*).

### **PROCEDURE:**

#### **Reproduction**

Any reproduction, distribution or use for any purpose other than that intended by the Direction de la sanction des études is prohibited. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 80*).

#### **Filing**

The examinations must be filed by subject and be kept in a locked filing cabinet at the administration services of Centres and Pavilions.

#### **Consultation of administered examinations**

While examinations may be consulted by teachers, this must be done on site, at the administration of the Centre or the Pavilion.

#### **Correction of examinations**

The examinations should not be corrected in the classroom, but in a room agreed upon by the team at the Centre (e.g. teachers' room), except for the evaluation of oral communication as this examination is performed in the classroom. This also applies to the writing (text composition) evaluation in French or in English, because cheating cannot occur as these are original creations. However, teachers can only bring home the text composed by the student, and not the examination template itself with the subject for the writing test.

**Transmission of results to students**

After a ministerial examination is administered, all tests and related material (answer sheets, work sheets or evaluation forms) must never be corrected, shown, or given to students, in order to ensure the validity of the examination. This will ensure the confidentiality and fairness of the evaluation in the event that it is used again for a retake, as there are a limited number of versions of examinations available. The teacher must inform the students of their results and provide them with the relevant information about the evaluation criteria that explain why they failed, when applicable, with respect to the confidentiality of the evaluation. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 85*).

**Discussion with the student about courses to be retaken**

When a teacher administers a course to be retaken following failure by a student, they must never have in hand a copy of the examination. Under no circumstances can a teacher focus their explanations or exercises on what was included in a previous examination.

**Transportation of examinations**

When examinations are transported between Centres and Pavilions, they must be placed in sealed envelopes. The staff member transporting the examinations must take them to the Secretariat at the Centre or the Pavilion on the same day. The examination invigilator must place the examinations administered to the students in the respective teacher's locked filing cabinet in the teachers' room at Centre Frère-Moffet. At the Pavilions, the examinations must be placed in the locked filing cabinet at the Pavilion's Secretariat. For l'Envol, the appropriate filing cabinet is located in the staff room.

**Use of ministerial examinations**

Ministerial examinations should never be used to support learning or as a classroom exercise or a pretest. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 81*).

## 2 Administration of examinations

### 2.1 Adult admissibility

#### **STANDARD:**

Evaluation of learning for certification purposes must take place when the student has completed their training. When a student shows that they are adequately prepared, they can be admitted for the course evaluation or for the examination developed for the purpose of certifying learning, without having completed the training, but they must meet the requirements set by the educational institution. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 79, and Régime pédagogique de la FGA, article 28, page 28.1*).

#### **PROCEDURE:**

The teacher informs students in the adult sector of the evaluation procedure and criteria at the beginning of each training, then they authorize the evaluation process if they consider the adult to have mastered the required learning and competencies. (*Règle de fonctionnement et de ses pratiques au Centre Frère-Moffet et ses pavillons, responsabilités de l'enseignant, page 3*). More specifically, the teacher must ensure that all components of the training have been covered and mastered by the student before signing any examination request.

The teacher authorizes the evaluation by completing the examination request form and giving it to the invigilator the day before the date set for the examination, at the latest.

### 2.2 Adult identification

#### **STANDARD:**

The evaluation invigilator has a right to confirm the identity of the students before beginning the evaluation process.

#### **PROCEDURE:**

The invigilator may ask to see a photo identification card for each student attending an evaluation.

### 2.3 Time of evaluation

#### **STANDARD:**

An evaluation can take place at any time during the school year according to the calendar established early in the year or the agreed upon schedule in the case of a student with special needs.

**PROCEDURE:**

The student must show at the date and time entered on the examination request form that was filled by the teacher.

**2.4 Examination room and authorized materials****STANDARD:**

Only students who are admitted and are currently part of the schedule can be accepted in the room. Only the materials described in the administration guides, defined by the evaluation domain of general education for adults or by the rules related to the examinations are authorized when administering ministerial examinations.

Calculators with or without a graphic display that are designed primarily to perform mathematical calculations may be used during ministerial examinations. However, calculators with a computer algebra system (CAS) are not permitted because students can use them to factor algebraic expressions, for example. These types of calculators are permitted only if the CAS is disabled for the examination.

Computers, tablet computers, electronic organizers and calculators with an alphanumeric keyboard (QWERTY or AZERTY) are prohibited. User guides, memory expansion features or any other calculator accessories or peripherals are also not allowed during the examination. Thus, memory expansion chips or cards and data or program libraries are strictly forbidden. Communication between calculators is also not permitted during the examination. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 83*).

Allophone adults enrolled in francization services may use a general bilingual dictionary when taking examinations for courses in French as a second language (LAN series). This authorization applies for the first two years of their studies in these adult-sector courses. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 84*).

**PROCEDURE:**

The invigilator ensures that every student participating in an evaluation is currently part of the set schedule.

The invigilator distributes the examination to the students, along with reference documentation and note paper allowed according to the rules described in the evaluation administration guides.

The invigilator ensures that students do not have access to a cell phone, Ipod, MP3 or any other electronic device prohibited in an evaluation situation.

The invigilator ensures that students return all the materials received, including the note paper, before leaving the examination room.

The invigilator manages the time allowed for each student under evaluation.

## 2.5 Retake

### **STANDARD:**

Any student who fails an examination or who wants to improve their mark may retake the examination. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 79*).

When the definition of the evaluation domain establishes compulsory minimum requirements for each distinct part of the examination, the student who failed any of these parts must redo the part that they failed. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 79*).

### **PROCEDURE:**

Students from the adult sector who failed an examination or not satisfied with their initial exam mark may ask the teacher for a retake. A two-week period is required for an examination retake and it must be authorized by the teacher. After two examination retakes, the teacher informs the team at the Centre of the circumstances surrounding the failure. After an assessment of the situation is made by the team, recommendations are made.

In the situation where a student request permission to write a second exam in order to increase his/her grade, a fee of 10\$ applies.

The higher result will be retained.

The teacher ensures that the student has demonstrated the appropriate level of preparedness or that they have retaken the training before authorizing an examination retake.

## 2.6 Cheating

### **STANDARD:**

Adults declared to have cheated by the Centre's administration will receive 0% on the examination. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 7, p. 158*).

**PROCEDURE:**

The invigilator is responsible for informing the person in charge of the certification of studies of a cheating situation. The invigilator writes a detailed report to describe the situation and forwards it to the person in charge of managing these situations.

**2.7 Theft or disappearance of examinations****STANDARD:**

When a theft of ministerial examinations or breach of confidentiality is brought to the attention of a staff member of the Centre, use of this ministerial examination for the purposes of evaluation of learning must stop immediately. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 81*).

**PROCEDURE:**

A staff member of the Centre who determines that there was a theft of ministerial examinations or breach of confidentiality must promptly notify the person in charge of the certification of studies at the Centre.

This person then informs the Direction de la sanction des études within the MEES. After discussion with the Direction de la sanction des études, a decision is made on the immediate course of action. A written report is sent to the Direction de la sanction des études, describing the causes and circumstances around the theft of ministerial examinations.

When a theft of ministerial examinations or breach of confidentiality is brought to the attention of a staff member of the Centre, use of this ministerial examination for the purposes of evaluation of learning must stop immediately. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 81*).

**2.8 Conservation of administered examinations****STANDARD:**

Educational institutions must store in a safe place, and for a period of at least one year, the documents that have been used for administering examinations (i.e. tests, answer sheets). During this period, the MEES may ask to see all of the original copies of administered examinations (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 84*).

**PROCEDURE:**

After correcting an examination, the teacher stores it in a locked filing cabinet at the Secretariat or in the teachers' room. All of the documentation related to the certification of studies must be forwarded to the school's organization technician, before June 30 of the current year. (*Procédurier FGA, 5. Sanction des études, page 6*).

The examinations stored in the filing cabinets are transferred to the archives department at Centre Frère-Moffet on an annual basis.

All of the examinations used for the purpose of certification of studies will be retained for three years in addition to the current year. (*Procédurier FGA, 8.2 Conservation des épreuves ayant servi à la sanction, page 8*).

### 3 Examination results

#### 3.1 Marking and recording of examination results

**STANDARD:**

Educational institutions must ensure that examinations are marked in accordance with the rules set for each examination. The correction keys must be used in their entirety, and the observation and marking instructions must be established. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 7, p. 157*).

Disclosure of the results is made for each course, and the passing mark is 60% (*Régime pédagogique de la FGA, article 27-29, pages 27.1 and 29.*)

**PROCEDURE:**

Examination results are expressed in dichotomous form (Pass/Fail) or as a percentage (rounded mark). Information regarding the form or type of the result associated with each course is provided under the heading “Formats de résultat attendu” (form of results) in the pedagogical framework of the Charlemagne system. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 7, p. 157*).

Teachers must enter the examination results in the Tosca.Net tool. Results are confirmed by the school's organization technician, and are transferred as quickly as possible to the Jade-Tosca system to allow teachers to enter other results, in order for the student's schedule to be updated (Procédurier FGA, annexe 1, 3. La saisie des résultats, page 14).

The results obtained by the students in distance education are sent within a week to the school's organization technician with the result transmission form provided for that purpose (Procédurier FGA, annexe 2, point 10, page 16).

#### 3.2 Transmission of the results to the MEES

**STANDARD:**

The results obtained by students following a summative examination for courses associated with a “format de résultat attendu” (form of result) in the pedagogical framework of the Charlemagne system must be transmitted to the MEES. They may be Secondary Cycle One or Secondary Cycle Two courses, as well as courses in literacy, preparatory services for secondary education, social integration and sociovocational integration. Results may be transmitted to MEES electronically or through the Charlemagne system's interactive data entry system [?] for a period of 24 months after a result has been obtained. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 7, p. 157*).

Within this period, the following corrections may also be processed:

- Recording a higher mark, without changing the date of receipt;
- Changing the amount of credit equivalences in the same subject to a higher value, without changing the date of receipt.

For the GED® writing test (GEN/GST 50058), adults must pass the second part of the test, namely essay writing. If they do not, they will receive a Fail mark and will be required to retake both parts of the test.

### **Composition of final mark**

When an examination comprises more than one component, the comprehensive final mark is calculated by adding up the points for each of the components in accordance with the respective weighting set out in the definition of the evaluation domain. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 7, p. 158*).

### **GENERAL DEVELOPMENT TEST (GDT)**

The authorized educational institution transmits the “Pass” or “Fail” result **immediately** after a test has been taken, using code “GENT0020” for the French sector and code “GSTT0020” for the English sector. The result sent is entered in the student’s summary record in the Charlemagne system. The successful completion of the GDT will appear in the “specific mentions” section of the achievement record (Secondary I, II and III). (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 7, p. 165*).

### **SECONDARY SCHOOL EQUIVALENCY TESTS (SSET)**

The authorized educational institution transmits only the comprehensive final mark for these tests, showing the “Pass,” “Fail” or “Dropped” result. The certification date must fall within a maximum period of six months after the initial declaration of enrollment. Only the mention “AESS” (Attestation of Equivalence for Secondary V Studies) is indicated under the heading of “Secondary School Diploma” when the overall mark is Pass. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 7, p. 165*).

### **GED TESTS**

The successful completion of these tests is recorded with the code “Pass,” and failure, with the code “Fail”. Secondary V credits for optional courses are awarded with each test passed. Upon successful completion of all five tests, 36 credits appear on the candidate’s achievement record. The GED® tests are used to recognize experiential learning; Secondary V credits granted by means of these tests may therefore not be used to satisfy the additional condition. Successful completion of all five tests in one series and in one language is required for a candidate to receive a Certificate of Equivalence of Secondary Studies (CESS). (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 7, p. 165*).

**PROCEDURE:**

The school's organization technician proceeds with the transmission to the MEES, electronically, or the Charlemagne system's interactive data entry, as quickly as possible. (*Procédurier FGA, 5. Sanction des études, page 6*).

Once a week, a list of results is produced, showing what results have been entered by the teachers. With this list, the school's organization technician transfers these results to the student's summary record, ensuring that all of the information is included and that the examination date coincides with the student's presence. Once the transmission is over, the results can be sent to the MEES (*Procédurier FGA, 7.3 Les résultats, page 8*).

### 3.3 Reviewing marks

**STANDARD:**

At a student's request, the educational institution reviews the marking of the examination. The request must be made in writing within 30 days after the educational institution has sent the results to the student. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 4, p. 85*).

**PROCEDURE:**

The adult student may request a revision of a grade in 2 steps:

**Step 1:**

Submit a writing request to the school principal. A charge of \$10 applies. The teacher who corrected the student's examination does the revision. If the student remains dissatisfied with the grade obtained, he/she may take the second step within 10 days of receiving the result.

**Step 2:**

The student completes the Grade Appeal Form, available on the Centre's website, and gives it to the principal. A \$ 10 fee applies. The form is then forwarded to the Grade Appeal Committee, which is composed of two teachers specialized in that course and who did not teach the student. The Committee is responsible for the grade review process.

The decision of the Committee is final and without appeal.

The highest result obtained by the adult for this course will appear in their achievement record. (*Règles de fonctionnement et des pratiques CFM, Révision de notes, page 6*).

### 3.4 Retention of school results

**STANDARD:**

The results obtained by students must be stored by the education institution according to the *Archives Act* (RLRQ, Chapter A-21.1). These are filed in the student's record and are kept as directed in the "Recueil des délais de conservation des documents des commissions scolaires du Québec – règle no 813".

**PROCEDURE:**

School results are entered in the Jade software. An annual list comprising all of the results entered during the school year is printed and filed in the student's record.

All of the documents related to the student's school results are kept in the archives until the student reaches the age of 75, as well as those of students born in year one of each decade (1911, 1921, 1931, etc.) (*Guide de gestion du dossier de l'élève au préscolaire, au primaire et au secondaire, version 1.7* updated in 2010, p. 17, and *Recueil des délais de conservation des documents des commissions scolaires du Québec.*)

### 3.5 Accessibility to the school results

**STANDARD:**

On a monthly basis, the Direction de la sanction des études awards and prints Secondary School Diplomas (SSD), Diplomas of Vocational Studies (DVS), Attestations of Vocational Specialization (AVS) and the accompanying achievement records, as well as Attestations of Equivalence for Secondary V Studies (AESS) and Training Certificates for a Semiskilled Trade (TCST). (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 8 p. 173, and Régime pédagogique de la FGA, articles 26-30-31-32, pp. 26.1, 30.1, 31.1, 32.1.*)

**PROCEDURE:**

Official certification documents are sent directly to students. No copies of the achievement records are sent to the educational institution. However, educational institutions may access the content of student records and print achievement records through their computer systems. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 8, p. 174*)

**Duplicates**

Students may receive a copy of one or all of the official documents that have been issued to them. To obtain a new copy, students must make a request to the Direction de la sanction des études. When documents bearing the Minister's signature are reprinted, they must carry the mention "DUPLICATE".

All official documents issued by MEES are in French, with the exception of those intended for students in the English sector, which are in both French and English.

Official documents are always reprinted in the same language as that in which they were originally issued. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 8, p. 174*)

## 4 Support measures

### STANDARD:

In its Policy on the Evaluation of Learning and its Policy on Special Education, the MEES recognizes that it may be necessary to adjust some evaluation conditions in order to allow students with special needs to demonstrate their learning. However, measures that adapt the conditions for administering ministerial examinations and local examinations, for which successful completion is taken into consideration for the certification of studies, must in no way lower the requirements established or modify the content of the evaluation. These measures must allow the level of proficiency to be evaluated adequately while ensuring that the results of students in a given class remain comparable. At all times, the results of the evaluation of learning must inform students, parents, school staff and the general public on the state of student achievement. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 5, p. 104.*)

### PROCEDURE:

When the teacher notices that a student demonstrates special needs, or for a student with special needs who is admitted in the teacher's classroom, according to section 5.2.2 of the *Administrative Guide for Certification of Studies*, the teacher must write a report analyzing the student's situation. This report must be included in the student's file. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 5, p. 104*)

When writing this analysis report, the teacher must follow the steps described in "Le Procédurier: *Élaboration du dossier de l'adulte ayant des besoins particuliers - Centre Frère-Moffet et Centre l'Envol*," which complies with the support measures for evaluation of learning, in Chapter 5 of the "*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination*".

## 5 Extracurricular learnings

### STANDARD:

In order to allow students to obtain a Secondary School Diploma (SSD) or a Diploma of Vocational Studies (DVS), the MEES grants equivalences for acquired learning. However, no diploma may be awarded solely on the basis of course equivalences.

All centres authorized to offer general education in the adult sector or vocational training may grant equivalences. The equivalences to which students are entitled are granted before they begin their studies. (*Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination, Chapter 6, p. 111, and Régime pédagogique de la FGA, article 28, page 28.1*).

### PROCEDURE:

The transmission of the result of a successfully completed course in a higher level may result in the recognition of one or more courses in a lower level in the same subject. For information on which courses are granted, the characteristics of the course should be verified, under the heading "Cours accordés" (courses granted), in the pedagogical framework of the Charlemagne system. The system generates the "ACC" code automatically since the Charlemagne system was brought on line in 2008. For courses that were successfully completed in a higher level prior to the availability of Charlemagne, the person in charge of the certification of studies at the educational institution must submit a written request to the coordinator for the certification of studies in general education in the youth sector or general education in the adult sector at the Direction de la sanction des études in order to have the "ACC" code appear on a new achievement record.

### GEA courses granted in the adult sector

In general education in the adult sector, an equivalence for a course in a lower mark is granted for the successful completion of certain courses. Special attention must be paid to courses under the A1 certification system because a number of successfully completed Secondary V course codes do not result in an equivalence for the Secondary IV course, but rather for the Secondary III course. For example, successful completion of course FRA 5103-4 generates the "ACC" code for FRA 3004-3, given that there is no course code in Secondary IV for this version of the French language of instruction program.

For recognition of:

- General education acquired in Quebec;
- General education acquired outside of Quebec;
- General education acquired outside of Canada;
- Extracurricular training in music.

Follow instructions given in Chapter 6 of the *Administrative Guide 2015 – Certification of Studies and Management of Ministerial Examination*.

## 6 Other

### 6.1 Learning support

#### **STANDARD:**

The MEES acknowledges [...] the potential of continued regulation and feedback of the formative evaluation (*GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION (2003), Policy on the Evaluation of Learning, p.25*)

When the training begins, evaluations allow to the teaching system to be adjusted according to students' characteristics, and they may lead to the implementation of distinctive learning activities depending on students' capacities. Evaluations result in a diagnostic evaluation for students demonstrating the most pronounced weaknesses, in order to provide them with the support they need. They also help the teacher in grouping the students into working teams. In all cases, evaluations result in the implementation of favourable conditions for learning. The evaluation activities are then matched with a learning support tool. (*GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION (2003), Policy on the Evaluation of Learning, p.26*)

During the training, the evaluation process aims primarily at supporting the student's progress. Here again, it represents a means for learning support. It allows the gauging of the student's learning process and the teacher's pedagogical approach. (*GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION (2003), Policy on the Evaluation of Learning, p.26*).

Results from the learning support evaluation do not contribute to the certification of studies. The same applies to the diagnostic evaluations and to the placement tests. (*Régime pédagogique de la FGA, article 25, page 25.1*).

#### **PROCEDURE:**

##### Diagnostic evaluation

At the beginning of a learning sequence, the teacher may feel it necessary to verify what the students have learned so far in order to know where to begin with the new material that has been planned (*GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION (2003), Policy on the Evaluation of Learning, p.26*)

A diagnostic tool can be administered to new students in order to assess their French, English or mathematics knowledge, as decided by professionals who meet with the student (guidance or pedagogical advisor, or teacher) (*Procédurier FGA, Formulaire de demande d'admission, 1.3 Outil diagnostique, page 2*).

### Learning support tools

In the course of learning in adult training, the teacher evaluates the need for learning support. To this end, various means can be used by the teacher to regulate the adult's learning process and the teacher's pedagogical approach. Thus, the teacher verifies to what extent their intervention has helped achieve the expected outcomes in the students' learning in order to make adjustments, if necessary. The teacher regularly informs students about their strengths and weaknesses, and offers them the appropriate support and enrichment measures.

## 6.2 Quality of language

### **STANDARD:**

It is the duty of the teacher to promote the quality of the written and oral language. (*Education Act, Chapter 1, section II, article 22, 5<sup>o</sup>*).

In all courses, the quality of language must be preserved, especially in evaluations related to the learnings. However, concern with the quality of language must not result in candidates failing subjects in which the abilities of the candidates meet the specified criteria. (*GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION (2003), Policy on the Evaluation of Learning, p. 46*).

### **PROCEDURE:**

In developing the examination, the teacher takes into account the quality of the language while considering the abilities to be assessed.

When using the examination developed by other school boards, if a teacher notices a situation of non-compliance with the quality of the language and that the concern for the quality of the language leads to a failure in a domain where the student's abilities meet the specific criteria, they must report the situation to the school board where the examination was designed.

## 6.3 Rules for developing local examinations

### **STANDARD:**

The Ministère is not responsible for developing all measurement and evaluation instruments. It establishes examinations for certain programs and courses in order to ensure uniform evaluation conditions for certification purposes. Adult education centres are charged with producing other examinations that are developed in accordance with the definitions of the domain, thereby ensuring compliance with provincial standards. (*GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION (2003), Policy on the Evaluation of Learning, p. 47*).

**PROCEDURE:**

Examinations developed by the MEES must comply with the relevant definitions of the evaluation domain (CCBE), just as other examinations. The teacher who develops an examination in Common Core Basic Education (CCBE), for Secondary III and local programs, must follow the rules with respect to the definitions of the evaluation domain for the related program. The CCBE ensures that the course and the instruments used for the evaluation match [to what? – Evra]. It [this is referring to the CCBE?] serves the purpose of selecting, organizing and describing the elements that are essential to, and representative of, the course. It [what?] is based on the program of study and on the course, but it can never replace these in the planning of the evaluation activities. (*DDE, Introduction*).

To develop a local program of study, the teacher must refer to the Local Programs of Study Development Guides:

- Common Core Basic Education Program Guide:  
[http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/dpse/ed\\_uc\\_adulte\\_action\\_comm/41-6013\\_prog\\_formation\\_a\\_01.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/ed_uc_adulte_action_comm/41-6013_prog_formation_a_01.pdf)
- Diversified Basic Education Guide: To come

After the program and the local examination are developed by the teacher, they should have them evaluated and validated by the complementary services (pedagogical advisor) and the direction.

After the local examination is approved by the direction, a copy of the program must be sent to the person in charge of the certification of studies with all of the documentation related to the course contents and the evaluation instruments (*Procédurier FGA, 5.2 Local Programs of Study Development Guides*).

Retention of the examination follows the same rules as those described in section 1.5 of *Garde et confidentialité du matériel d'évaluation*.

## **REFERENCES**

Loi sur l'instruction publique (Education Act)

Loi des archives (Archives Act)

Régime pédagogique de la formation générale des adultes (Basic adult general education regulation)

Politique gouvernementale d'éducation des adultes et de formation continue (Government Policy on Adult Education and Continuing Education and Training)

Politique d'évaluation des apprentissages (Policy on the Evaluation of Learning)

Guide de gestion de la formation générale des adultes et de la formation professionnelle - Sanction des études

Procédurier FGA 2015-2016

Règles de fonctionnement et de pratique du Centre Frère-Moffet et de ses pavillons

Guide de gestion des archives des établissements d'enseignement, Bibliothèque et archives nationales du Québec