



Policy on the Evaluation of Learning



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Introduction

1. Purpose of the Document

The purpose of this document is to define Villa Maria's Local Policy on the Evaluation of Learning.

It describes:

- Evaluation standards and procedures;
- The responsibilities of the school's administration with respect to internal evaluation;
- The school's responsibilities with respect to the certification of studies.

1.1. Evaluation Standards and Procedures

The Evaluation Standards and Procedures inform the guidelines adopted for the evaluation practices carried out in the school. These practices are based on evaluation processes: planning, information gathering and interpretation of data, judgement, and a reflective decision and action cycle.

The process of evaluation includes providing information to students and parents. The establishment of standards and procedures, therefore, provides context to the communication of results.

In alignment with the 8th orientation of MEQ's Policy on the Evaluation of Learning, standards and procedures also ensure the quality of the language in the school.

1.2. Responsibilities of the school's administration with respect to local evaluation

The responsibilities of the school's administration and the steps taken to ensure the quality of evaluation in the school are described in this section.

1.3. Responsibilities of the school's administration with respect to the certification of studies

The responsibility of evaluation for the purpose of certification of studies is shared between the MEQ and the school. The MEQ imposes uniform examinations, the results of which are added, in part, to those obtained at school to form the student's overall result. However, for certain subjects, the results obtained at school are sufficient proof of success. The certification of studies is therefore based on a reliable and rigorous evaluation that is valid and fair. The resulting decisions have a significant impact on the continuation of studies and entry into the job market. The school presents the measures used to account for students' learning in a fair, equal, and equitable manner and to submit them to ministerial exams.

2. Goals of the Document

- State the standards, procedures, rules, and methods by which learning will be evaluated.
- Make public and official the general framework within which the assessment of student learning in the school must be carried out.
- Guarantee the rights of students and their parents to a fair, equal, and equitable

- evaluation of their learning.
- Ensure that the assessment of student learning reflects the actual circumstances of student learning.
- Promote cooperation among the various people responsible for evaluating student learning.

3. Scope of Application

The Policy on the Evaluation of Learning was established following a consultation process involving the school's educational professionals.

It is intended for the school's students, their parents, and teachers.

It is prescriptive in nature and teachers are committed to following it.

4. Application Date

This policy will be in effect for the 2026-2027 school year.

5. The Process of Annual Policy Updating

The validity of the choices made in the Policy on the Evaluation of Learning will be assessed on an annual basis based on the findings of the analysis of its implementation.

Chapter 1: Evaluation Standards and Procedures

1. Planning for the Evaluation of Learning

- 1.1. **STANDARD:** The annual planning of assessment is integrated within the annual planning of learning.

Terms and Conditions

- 1.1.1. Various evaluation activities are planned to help students develop their skills and assess their acquisition of knowledge. The knowledge specified in the *Progression of Learning* is integrated into the assessments.
- 1.1.2. Evaluation Situations (ES) are characterized by a greater focus on assessment and are organised to assess knowledge acquisition and skill development.

- 1.2. **STANDARD:** Annual assessment planning follows the *Curriculum, Progression of Learning, Frameworks for the Evaluation of Learning*, local programs and enrichments.

Terms and Conditions

- 1.2.1. Annual planning takes into consideration the disciplinary and cross-curricular competencies, the general areas of training, the knowledge and the evaluation criteria of the Quebec Education Program and other accompanying documents.
- 1.2.2. Planning involves the completion of complex tasks that require the engagement of aptitudes such as knowledge, strategies, etc. These tasks make demands on both the student's work process and the quality of his or her output in accordance with the evaluation criteria outlined in the *Frameworks for the Evaluation of Learning*.
- 1.2.3. The teacher shall submit his/her annual plan to the principal by the 5th of September of each school year.

- 1.3. **STANDARD:** Annual assessment planning is a shared responsibility between the cycle team, the department, the subject and grade-level team and the teacher.

Terms and Conditions

- 1.3.1. Annual planning for the most important assessments takes into account communications to parents.
- 1.3.2. The departmental team works collaboratively to monitor annual

assessment planning.

- 1.3.3. The teacher establishes his or her own detailed planning based on the annual planning determined at the beginning of the school year.

- 1.4. **STANDARD: Annual assessment planning takes into account the two purposes of evaluation: support for learning and graded-evaluation of competencies.**

Terms and conditions

- 1.4.1. A sufficient number of varied learning activities is planned for each term to support knowledge acquisition and skill development (please refer to Section 3 on Professional Judgement).

- 1.5. **STANDARD: Differentiation in assessment is an integral part of planning.**

Terms and conditions

- 1.5.1. Assessment planning by teachers includes educational flexibility that accommodates student diversity without adjusting the level of difficulty in a task, assessment criteria, or requirements.
- 1.5.2. For students with special needs, adaptations can be made when planning the evaluation of learning. These measures are included in an Individualized Education Plan (IEP) and do not alter the level of difficulty of the tasks to be performed or the criteria for evaluating competencies.

- 1.6. **STANDARD: Assessment planning takes into account the student's workload.**

Terms and Conditions

- 1.6.1. Students in Secondary 1 and 2 will have no more than two assessments per day that require studying or preparation of any kind.
- 1.6.2. Students in Secondary 3, 4, 5 will have no more than three assessments per day that require studying or preparation of any kind.

2. Information Gathering and Interpretation

- 2.1. **STANDARD: Information gathering with respect to assessment of learning is the responsibility of the teacher.**

Terms and Conditions

- 2.1.1. The teacher collects and records a variety of relevant data, in sufficient quantity and over time, to provide an accurate assessment of the student's learning.

To do this, the teacher uses:

- informal means (observations, questions, etc.) during educational activities;
- formal means (tests, questionnaires, etc.) to collect data on knowledge acquisition;
- formal means (evaluated with rubrics) adapted to the evaluation situation to collect and record data on the development of competencies.

2.1.2. The student's results can be expressed in different ways (scores, grades, or comments) depending on the task. If the teacher wishes to convert scores into grades, he or she may refer to the equivalency chart (Appendix 1).

2.1.3. The student can participate in information gathering through self-assessment, co-assessment, and peer assessment.

2.1.4. Teachers will collaborate to ensure that their recording tools and data collection are aligned.

2.1.5. The Administration ensures both the implementation and the equity of information gathering procedures within a program.

2.2. **STANDARD: Information gathered from evaluations is collected during the learning process and at the end of the year.**

Terms and Conditions

2.2.1. The teacher collects and records data on students' learning during regular classroom activities on an ongoing and progressive basis.

2.2.2. If a student is absent from an assessment, the following procedure will apply:

In-class assessments	MEQ Examinations
• Students absent from an in-class assessment will be given the opportunity to retake the assessment at another time. In exercising their professional judgement, teachers may use different methods to assess students (weighting, alternative tasks, etc.). • If a student misses more than two significantly-weighted assessments in a course, the teacher will refer the student to the grade-level Assistant Director to do a follow-up with the student and his/her parents. • If a student is absent from several major assessments in different courses, the	• A student who is absent for a ministerial evaluation must present a document justifying the absence. • The procedures for retakes are those outlined by the Ministry of Education of Québec (MEQ). • The school follows the MEQ's test-taking procedures. • Possible reasons for excused absences : ○ Serious illness or accident ○ Death in the family ○ Court summons ○ Major sports competition (international) <i>*Supporting documentation must be provided.</i>

grade-level Assistant Director will follow up with the student and his/her parents in order to rectify the situation. • A student who is absent at the retake will receive a mark of 0. Only the grade-level Assistant Director is authorized to give reasons for an absence at a retake and to determine the terms of the retake. • For absences not justified by the school, the student and parent alike should refer to the School Rules and Regulations, which sets out the arrangements for a retake and payment.	<i>Contact the grade-level Assistant Director for more information.</i>
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2.2.3. If assigned work is not handed in, remedial measures will be taken.

Late Submission	• A 5% penalty will be applied for each day the assignment is late. • If a student informs the teacher in advance that his/her work will be handed in late and the reason is deemed valid by the teacher, no penalty will be applied. The teacher follows up with the student and his/her parents and proposes an adjusted timeline in collaboration with the student. The teacher provides a follow-up (Portal or email) on the same day. • An extension of up to 2 days can be granted for a maximum of 10% (5% penalty/day an assignment is late).
Failure to submit work after 2 days late	• The teacher refers the case to the grade-level Assistant Director and remedial measures are applied, e.g. internal suspension so that the work can be completed, meeting with the parents, etc.

2.2.4. In the event of academic dishonesty, the Villa Maria [Policy on Academic Integrity](#) will apply.

2.2.4.1. The school's Policy on Academic Integrity is a tool that focuses on students' academic development and encourages them to pursue their own intellectual endeavours.

2.3. **STANDARD:** The interpretation of the data is based on the MEQ *Progression of Learning* and *Frameworks for the Evaluation of Learning* for each subject.

Terms and Conditions

- 2.3.1. Teachers will use rubrics created based on the evaluation criteria defined by curriculum expectations.
 - 2.3.2. Teachers within the same department adhere to the same requirements of the evaluation criteria that are outlined in the curriculum, by focusing on what constitutes evidence of learning for a specific task.
 - 2.3.3. The teacher informs the students in advance of the evaluation criteria and the requirements related to the complex tasks to be completed.
- 2.4. **STANDARD: Information gathering and interpretation of data must consider students with special needs.**

Terms and Conditions

- 2.4.1. If required, the teacher adapts the assessment tasks to accommodate the specific needs indicated in the student's Individualized Education Plan.

3. Professional Judgement

- 3.1. **STANDARD: Professional judgement is the teacher's responsibility in assessing and reporting learning.**

Terms and Conditions

- 3.1.1. At the end of each term, a teacher must use professional judgement when reporting on students' learning based on a sufficient number of varied assessments. At the start of each term, the teacher announces the weightings for his or her assessments in the COBA portal. However, by exercising their professional judgement*, teachers can adjust the weightings according to students' academic progress in class and specifically their group.

*The teacher's ability to make informed, ethical and pedagogically sound decisions based on his/her expertise, experience and the needs of the students.

- At least two competency-based assessments/evaluations* per competency form the basis for the reporting of students' results for courses with **ten (10) or more periods**;
- At least one competency-based assessment/evaluation* per competency forms the basis for the reporting of students' results for courses of **eight (8) periods or less**.

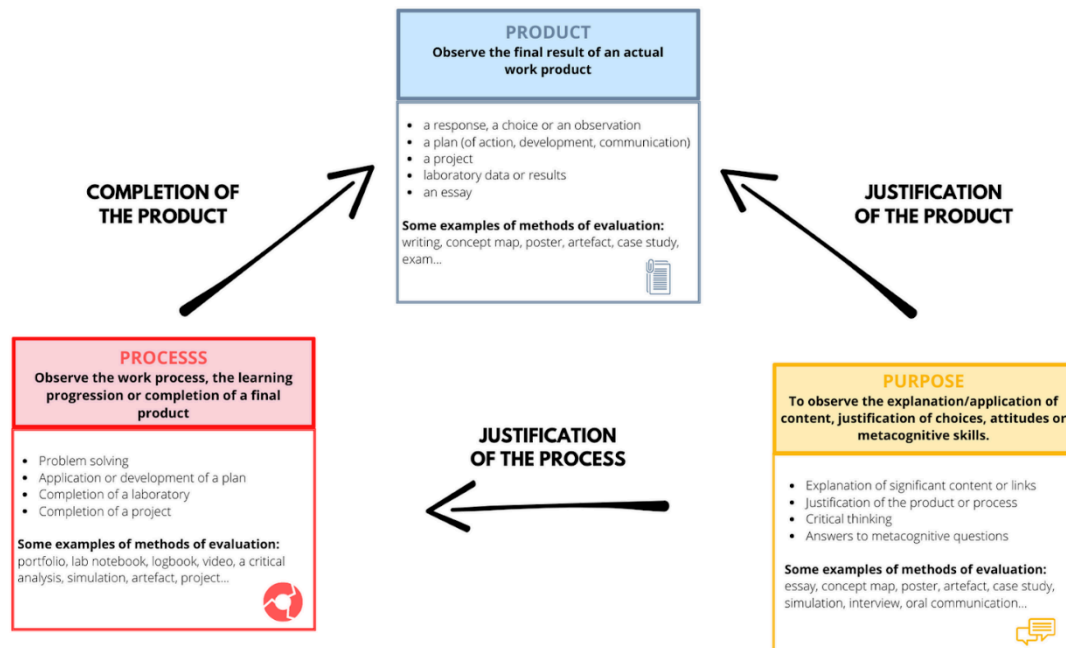
*Examples of competency-based assessment/evaluation: integrative project, case study, authentic task, structured debate, multimedia production, experimentation or scientific process, reflective portfolio.

- For courses of **four (4) periods or less**, for the 1st term, the evaluations will not

be included on the report card. Grades will appear on the report card for the 2nd term with the exception of courses in Secondary 4 and 5, where all competencies must be assessed for each term in accordance with the MEQ's Annual Directives from the Minister.

- For the experience periods of courses assessing transversal competencies, no grade is required. However, an evaluation of the attainment of the competency is expected. The competencies assessed vary depending on the student's grade level.
- For **courses with three (3) Competencies**, at least two out of three Competencies must be assessed in the first two terms, and in the third term all Competencies must be assessed. Each Competency must be assessed at least twice during the school year.
- For courses with **three (3) Competencies**, two (2) assessments are required per Competency.
- For Mathematics, Competency 1 will be assessed only for the 2nd and 3rd terms, however, at least one benchmark assessment relating to this competency will be carried out in the 1st term.

OBTAINING INDICATORS (« TRACES ») OF LEARNING



- 3.1.2. In order to ensure coherence among teachers, evaluation practices and tools used for assessments will be designed in collaboration within a subject team by level. The individual teacher adjusts the tools according to his/her group of students. The grade-level Assistant

- Director is informed in the event of major adjustments.
- 3.1.3. The teacher's evaluation of students' results is expressed in grades. If the teacher's final mark is communicated as a score (letter grade), he or she should refer to the conversion chart to convert the score into numerical grades (Appendix 1).
 - 3.1.4. In the event of a prolonged absence of a student, if the data collected for a competency, skill, or subject is insufficient, the teacher will refer the matter to the grade-level Assistant Director.
 - 3.1.5. Although students may be involved in the information gathering and interpretation of data (self-, co-, and peer-assessment), the responsibility for judgement belongs to the teacher.
 - 3.1.6. Judgement on student learning is based on analysis and synthesis of the most relevant data collected.
 - 3.1.7. If there is insufficient data collected for a Competency, no professional judgement will be recorded about that Competency on the report card.
 - 3.1.8. In each term, an assessment cannot be worth more than 60% of the grade for the competency being evaluated..

4. Decisions and Actions

- 4.1. **STANDARD: During the year, particularly at the end of the first two terms, differentiated teaching and evaluation tasks are implemented to support students in their learning.**

Terms and Conditions

- 4.1.1. Periodically, the teacher should analyse the situation of each student according to the evaluation criteria, and propose, according to the intervention plan for students at risk, necessary actions and measures.
- 4.1.2. If necessary, the teacher modifies his or her annual plan to adequately meet the needs of the students. The teacher will inform the students and their parents before the changes take effect.

- 4.2. **STANDARD: Pedagogical activities are planned by the pedagogical team (teachers, support staff, and the Director of Educational Services) to ensure the continuation of the student's learning.**

Terms and Conditions

- 4.2.1. At the end of each term and at the end of the school year, the pedagogical team formulates a comprehensive portrait of the students, who are failing and at risk, in order to determine the support measures to be provided or planned for the continuation of their learning.

5. Communication

- 5.1. **STANDARD:** The school team shall provide parents with an annual plan outlining the nature and timing of major assessments for each subject taught by September 15 of each year. The dates of the major assessments can be adjusted to suit students' learning progress.

Terms and Conditions

- 5.1.1. The Course Outline developed by the subject-team for each grade, is shared on the teachers' *Canvas* page at the beginning of the school year.
- 5.1.2. If major changes to this schedule occur during the year, parents are notified via the Portal before the changes take effect.

- 5.2. **STANDARD:** Feedback on two of the four Cross-Curricular Competencies (Critical Thinking, Organizing, Communicating, and Teamwork) is recorded in the report card for Term 1 and Term 3.

Terms and Conditions

- 5.2.1. The Pedagogical Committee of Department Heads identifies the teachers or subjects responsible for assessing Cross-Curricular Competencies for a given school year.
- 5.2.2. The Director of Educational Services communicates to the school team the decisions of the pedagogical committee concerning cross-curricular competencies.
- 5.2.3. The Director of Educational Services ensures compliance with Cross-Curricular Competency assessment planning.

** This standard may be modified in accordance with the MEQ's Annual Directives from the Minister.*

- 5.3. **STANDARD:** In order to inform the student's parents about his/her learning and behaviour, an interim written communication, other than the report card, is given to the parents by October 15 at the latest.

Terms and Conditions

- 5.3.1. All teachers enter comments for the Interim Report Card. If impossible due to insufficient data collected, they should refer to the grade-level Assistant Director who will inform the Director of Educational Services.
- 5.3.2. Each teacher provides two comments per student, one regarding behaviour and one regarding approaches to learning since the beginning of the school year. The teacher can also choose to write a personalized comment.
- 5.3.3. The Interim Report Card is sent to parents through the Portal no later than October 15 of each school year.

- 5.4. **STANDARD:** For each subject, the teacher must write customized comments or add comments from the comment banks in COBA.

Terms and Conditions

- 5.4.1. The school team agrees on the type of comments to be included and how to record them.
- 5.5. **STANDARD:** In the report cards for the first two terms, detailed results appear only for the subject's competencies that have been assessed as indicated in the Course Outline. However, it should be noted that each competency is assessed in at least two of the three terms.

Terms and Conditions

- 5.5.1. A report card is sent to parents by November 20, March 15, and June 30. An Interim Report Card is issued by October 15.
- 5.5.2. The terms are weighted as follows: 20% for each of the first two terms and 60% for the third term, which is the school year assessment plan according to government guidelines (MEQ).
- 5.5.3. In Secondary 2, results in the MEQ compulsory tests (French as a language of instruction, writing) are worth 20% of the final result for the competency being assessed. These results are not part of the 3rd term but can be used as a recorded evaluation. The MEQ exams in Secondary 4 and 5 are excluded from the school's final result. These tests are worth 50% of the competency(ies) assessed, and the final result, including the school mark, appears in the MEQ learning record for each subject.
- 5.5.4. The passing mark is set at 60% for each subject.
- 5.6. **STANDARD:** Grades are communicated regularly to students and parents via the portal.

Terms and Conditions

- 5.6.1. The teacher publishes the results of the corrected assessments on the portal no later than three weeks after they are taken.
- 5.7. **STANDARD:** Assessments are recorded by teachers on a regular basis in the students' digital planner (*Studyo*).

Terms and Conditions

- 5.7.1. The teacher shares the schedule of course assessments with his/her students through the school's digital planner (*Studyo*). Assessments are entered into the agenda at least two weeks in advance.
- 5.8. **STANDARD:** Depending on the needs of the student, teachers use a variety of means to communicate with parents.

Terms and Conditions

- 5.8.1. To inform parents about the general functioning of the school and the different programs, a meeting is organized by Educational Services every September.
- 5.8.2. Following the publication of the 1st and 2nd report cards, two parent-teacher meetings, in which students can participate, are organized each school year.
- 5.8.3. In between these meetings, teachers provide regular feedback to students on their learning, tasks completed, major projects completed, and communicate with parents, if necessary, about corrected work, by meeting with them formally and informally.
- 5.8.4. For at-risk students (academic difficulties, academic failures, behavioural problems, with an intervention plan), the school team agrees on ways of delivering information to parents about their child's progress once a month.

As a preventative measure, if a student is at risk of failing a subject for a grade level, the teacher involved will contact the student's parents, either by phone or email, to inform them of the situation and the measures in place to support their child's success. If the communication is done by phone, a summary of the discussion is written on the COBA portal by the teacher.
- 5.8.5. Assessments and graded completed projects are returned to students no later than three (3) weeks after the due date. Grades are published on the COBA portal within the same timeframe.
- 5.8.6. Parents may request to see a copy of their child's assessments or graded projects. Depending on the nature of some assessments, some may only be available for review at school. End-of-year assessments must remain at school. Parents may request to see them at school in the presence of an Assistant Director or another staff member.

6. The Quality of the Language

- 6.1. **STANDARD:** The quality of language (spoken and written) of the student's language of instruction is essential in all school learning activities.

Terms and Conditions

- 6.1.1. All students are expected to use quality language (spoken and written) in school, at all times.
- 6.1.2. In the classroom, the student's language of instruction (spoken and written) is to be used at all times, except for second and third language courses.

Chapter 2: Homework

RULE 1.1: Homework is assigned by teachers to review key concepts, develop study skills, and review learning.

1. Students are responsible for entering their assignments into the school's digital planner (*Studyo*).
2. Homework guidelines are set by grade level. This does not include review and study time, nor does it include time to complete out-of-class educational projects.

Secondary 1
• 10 minutes per discipline on average - 5 classes per day
Secondary 2 and 3
• 15 minutes per discipline on average - 5 classes per day
Secondary 4 and 5
• 15 to 20 minutes per discipline on average - 5 classes per day

3. All major projects and assessments are assigned by teachers, and recorded in the students' digital planner (*Studyo*), at least two (2) weeks in advance.
4. As much as possible, the teacher should gradually give the students a sense of responsibility by supporting their daily routines in order to develop their autonomy. When necessary, they refer to their grade level professionals and specialists for guidance in developing time management and organizational skills.

Chapter 3: Responsibilities of the School Administration with Respect to Local Evaluation

1. The school administration invites its staff to participate:
 - in setting standards and evaluation procedures for the school.
2. The school administration ensures that the *Quebec Education Program*, including the *Progression of Learning* and the *Framework for the Evaluation of Learning*, is followed and applied.
3. The school administration ensures that a training plan is in place for all those involved in the school's community to ensure that they are familiar with all aspects of learning and evaluation included in the ministerial curriculum: *The Act Respecting Private Education*; *The Basic School Regulation for Preschool, Elementary, and Secondary Education*; *The Annual Directives*; *The Evaluation Policy*; *Progression of Learning*; and the *Framework for the Evaluation of Learning*.
4. The school administration provides its teachers with:
 - a planning tool for parent information;
 - a template for the first communication with parents;
 - a bank of comments to be used in various communications;
 - a repertoire of learning and evaluation situations.
5. The school administration supports the teachers in the assessment of competencies and guides them in making professional judgements during the learning process and in the end-of-year assessment process.
6. The school administration works with the teachers to analyse the results of the students in common assessment situations and helps to identify ways to standardize assessment practices.

Chapter 4: Responsibilities of the School Administration with Respect to the Certification of Studies

In addition to the methods, practices, and implementation regarding its responsibility for internal evaluation, the institution's administration pays particular attention to all aspects related to the completion of studies.

1. It prompts a reflection on the institution's evaluation practices regarding the certification of studies.
2. It ensures compliance with the rules that govern the certification of studies.
3. It introduces teachers to the elements of the *Administrative Guide for the Certification of Studies in the Youth Sector* in relation to their professional practice.
4. It is concerned with the application of the *Info/Sanction*.
5. It provides its teachers with a repertoire of learning situations and evaluations for the purpose of certification.
6. It prompts reflection on how to adapt the assessment to the needs of the student for academic success.
7. It informs students and their parents of the requirements for high school graduation.
8. It publishes the calendar of the ministerial examinations.
9. It defines a procedure for Retake of Examinations.
10. With the teachers, it analyses the students' results in internal evaluation situations and in situations provided by the Ministry and helps to identify ways of conforming evaluation practices with the expected requirements for certification.

Lexicon

Knowledge-Based Learning Activity

An activity that aims to acquire and structure the knowledge needed to carry out complex tasks, that contributes to enriching the student's knowledge and that makes it possible to apply new skills with competence.

Pedagogical Adaptation

An adjustment or modification that brings about a change in the approach to the learning and assessment situation for the student with special needs. The level of difficulty of the tasks to be performed, the requirements, or the criteria for assessing the skills being addressed are not changed. These actions must be identified in the IEP.

Learning

Refers to both skill development and knowledge acquisition.

Self-Evaluation

The process of making qualitative judgements about different aspects of a student's learning, work, or attitudes by comparing them to the expectations that have been set for them.

Assessment of Learning

The assessment of learning indicates the level of development attained by the student for each of the subject and cross-curricular competencies at the secondary level. The teacher refers to the MEQ competency level scales to make his or her assessment during the assessment.

Pathway

A student's progressive approach to learning that orients them towards objectives with the use of learning activities and methods. Students are grouped according to their level of study (example: Secondary 1).

Ranking

Distribution of students in class groups according to pre-established criteria.

Co-Evaluation

A process in which the teacher and student are asked to make qualitative judgments about different aspects of the student's learning, work, or attitudes by comparing them to the expectations that were set for them.

Competence

Knowing how to act based on the effective application and use of a set of resources.

Educational Differentiation

A teacher's approach to developing students' skills, competencies, and expertise through a variety of teaching and learning methods and procedures that facilitate students to achieve common goals and eventual educational success in different ways. During assessment, the teacher may use educational flexibility or adaptation.

Discipline

A branch of knowledge that can be taught. The study of the various disciplines is spread over a certain number of years, so each discipline is divided into chapters or topics of education called subjects.

Team-Level

All teachers, supplemental educational services staff, and administrators associated with a grade.

Discipline Team

Grouping of teachers of the same discipline from Secondary 1 to 5.

School Team

All the staff members (professionals, teachers, specialists, management, etc.) of the school.

Evaluations

Activities aimed at verifying student learning and including learning and evaluation situations (LES) and evaluation situations (ES).

Criterion-Referenced Evaluation

A mode of assessment in which a student's performance on a specific task is judged based on a marker or criterion for success independently of the performance of any other student.

Peer Review

A criterion-referenced assessment of a student or team of students by a student or students.

Educational Flexibility

Flexibility to provide choices for all students during learning and assessment activities. The level of difficulty of the tasks to be performed, the requirements or the evaluation criteria for the targeted skills are not modified.

Material

The part of a discipline, delimited by a curriculum, that is taught in school.

Intervention Plan

Systematic planning of educational interventions resulting from the consultation of the school team and the stakeholders concerned in order to meet the needs of a student with specific difficulties or a handicap.

Regulation

Adjustment of a situation to achieve what is considered normal functioning.

Learning and Evaluation Situation (LES)

A set of one or more complex tasks and learning activities related to the knowledge that the student must achieve in order to reach the set goal. These situations are first and foremost opportunities for the student to develop and practice one or more disciplinary and cross-curricular competencies. They allow for the monitoring of the development of competencies with the help of guided learning.

Evaluation Situation (ES)

During or at the end of the cycle, a situation that aims to assess the development of skills (complex tasks) and the acquisition of knowledge. Information is gathered in a formal manner using evaluation tools (i.e. rubrics). Depending on the needs, an analytical approach or a global approach is used. The resources (Internet, documentation, materials, etc.) to which students are entitled are specified. During an ES, The student is autonomous in his or her production or execution (exceptional support from the teaching staff for the application and use of resources but must be recorded and considered when competencies are being evaluated).

Complex Task

Task that aims to apply tools and resources that will allow for the activation of the entire competency (skills and criteria) as well as the acquisition of new knowledge.

Learning Outcomes

Demonstrate what the student knows, can do, and/or express.

- Oral expression (including conversations and/or class discussions)
- Observation
- Production (written or otherwise)

(Ref. Appendix 2)

Appendix 1: Table of Equivalence

EVALUATION	SCORE	MARK
The student exceeds the requirements on a levelled scale (always).	5+ (A+)	100
The student exceeds the requirements on a levelled scale (regularly).	5 (A)	92
The student meets almost all of the requirements on a levelled scale (always).	4+ (B+)	84
The student satisfies almost all of the requirements on a levelled scale (regularly).	4 (B)	76
The student meets several of the requirements on a levelled scale (always).	3+ (C+)	68
The student meets several of the requirements on a levelled scale (regularly).	3 (C)	60
The student meets few of the requirements provided on a levelled scale (always).	2+ (D+)	52
The student meets few of the requirements provided on a levelled scale (regularly).	2 (D)	44
The student does not meet the requirements on a levelled scale (regularly).	1+ (E+)	36
The student does not meet the requirements on a levelled scale (always).	1 (E)	28

Appendix 2: Examples of Learning Outcomes

Learning outcomes are the **demonstration** of the students' level of mastery of learning. Teachers **record** this data in **sufficient quantity** and relevance for subsequent **interpretation** in order to exercise **professional judgement**. Evidence of learning can be determined from three types of sources: **observation**, **conversation** and **production**. The main characteristics are presented in the tables below.

OBSERVATION	
It is the observation of students demonstrating the acquisition of knowledge or the demonstration of a skill. The nature of the tasks means that they can only be observed.	
Examples of tasks	Presentation, debate, demonstration, role play, simulation
Examples of tools for recording learning outcomes	Observation grid, rubrics, checklist, anecdotal records, scoring scale, video, recording, photos

CONVERSATION	
These are planned moments of exchange, either a conversation between a student and the teacher or in sub-groups, demonstrating the acquisition of knowledge or the demonstration of a skill, which allow students to explain their thinking and to deepen it.	
Examples of tasks	Lecture, student conversation, interview, oral questioning, Think-Pair-Share, discussion
Examples of tools for recording learning outcomes	Observation grid, rubrics, checklist, anecdotal record, scoring scale, video, recording

PRODUCTION	
The purpose is to collect a student production that demonstrates the acquisition of knowledge or the demonstration of a skill. The student may be given a choice as to what to produce.	
Examples of tasks	Questioning in writing, writing, model, survey, video, blog, journal, portfolio.
Examples of tools for recording learning outcomes	Observation grid, checklist, scoring scale, rubrics

References:

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/evaluation/13-4602.pdf
<https://view.genial.ly/5fb587fc690e74740c6e579b>

Appendix 3: Academic Progress

English Sector

This document outlines Villa Maria's rules for student promotion for students in the English sector.

Cycle 1 (Secondary 1 and 2)	
Conditions for Student Promotion	
Cycle 1 students at Villa Maria continue their education to a higher grade level and/or in Cycle 2 at Villa Maria if they meet the conditions for academic success defined by the school.	
Core Subjects	The core subjects in Cycle 1 are English Language Arts, French (second language), and Mathematics.
Conditions under which a student is NOT promoted: At the end of the school year, if a student, • fails three (3) subjects, this will result in departure with no possibility of readmission; OR • fails two (2) core subjects, this will result in departure with no possibility of readmission; Summer School: • For a core subject in which a student receives a failing mark, the student must pass a summer course to be readmitted to Villa Maria for the following school year. • If a summer course is not offered for the subject in which a student received a failing mark, proof of a minimum of 20 hours of tutoring by an organization recognized by Villa Maria will be required.	

Secondary 3
Conditions for Student Promotion
Secondary 3 students continue their education at Villa Maria if they meet the conditions for academic success defined by the school.

Core Subject	The core subjects for Secondary 3 are English Language Arts, French (second language), Mathematics, Science and Technology and History of Quebec and Canada.
Conditions under which a student is NOT promoted: At the end of the school year, if a student, • fails three (3) subjects, this will result in departure with no possibility of readmission; - OR • fails two (2) core subjects, this will result in departure with no possibility of readmission. - OR • Has an overall average of less than 70%, this will result in departure with no possibility of readmission. Summer School: • For a core subject in which a student receives a failing mark, the student must pass a summer course to be readmitted to Villa Maria for the following school year. • If a summer course is not offered for the subject in which a student received a failing mark, proof of a minimum of 20 hours of tutoring by an organization recognized by Villa Maria will be required. • If a student fails the History of Quebec and Canada or Science and Technology courses, he or she must complete 20 hours of tutoring through an organization recognized by Villa Maria.	

Secondary 4	
Conditions for Student Promotion	
Secondary 4 students continue their education at Villa Maria if they meet the conditions for academic success defined by the school.	
Core Subjects	The core subjects for Secondary 4 are French (second language), English Language Arts, Mathematics, Science and Technology and History of Quebec and Canada.
In addition to passing English Language Arts and French as a Second Language Secondary 4 students must pass all the subjects in which a ministerial exam is required, i.e. Mathematics, Science and Technology, History of Québec and Canada, as well as their art course option. The Quebec Ministry of Education's <i>Record of Achievement in Secondary School</i>, published in July of that school year, provides the final verdict on whether or not a student achieves success in a course. Situations that hinder a student's academic progress at Villa Maria towards Secondary 5: At the end of the school year, if a student,	

- fails three (3) subjects, this will result in **departure with no possibility of readmission**;
- OR
- fails two (2) core subjects, this will result in **departure with no possibility of readmission**.

Summer School:

- For a core subject in which a student receives a failing mark, the student must pass a summer course to be readmitted to Villa Maria for the following school year.
- A student who fails a subject, for which a ministerial exam is required, must pass the July retest, failing which he or she cannot be readmitted to the school.
- If a student fails the History of Quebec and Canada or Science and Technology courses, he or she must complete 20 hours of tutoring through an organization recognized by Villa Maria.

The MEQ Record of Achievement in Secondary School confirms the successful completion of the course.

Secondary 5

Requirements for the Secondary School Diploma (SSD)

To obtain their high school diploma, Secondary 5 students must achieve:

- A minimum of 54 Secondary 4 and 5 credits, including at least 20 recognized Secondary 5 credits;
- A passing grade for the following subjects:
 - Secondary 5 French as a Second Language
 - Secondary 4 Mathematics
 - Secondary 5 English Language Arts
 - Secondary 4 Science and Technology
 - Secondary 4 History of Québec and Canada
 - Secondary 4 Art Option
 - Secondary 5 Quebec Citizenship and Culture (QCC) OR Physical Education

The MEQ Record of Achievement in Secondary School confirms the successful completion of the course.

Appendix 4: Distinction Program

2026-2027 DISTINCTION PROGRAM

Alongside supporting social and academic development, Villa Maria empowers students to pursue enrichment opportunities. Our **Distinction Program** was designed specifically to foster this ambition. The successful completion of this program will be recognized on the student's report card, through a certificate, a special mention upon graduation, and with additional credits recognized by the Ministère de l'Éducation.

The requirements for the Distinction Program include:

- The completion of 3 graded Experience Periods and/or Extra-Credits between Secondary 1-5*
- Maintaining a minimum average of 70% for each experience period
- Maintaining an overall academic average of 80% each year during which the student was enrolled in a graded experience period
 - The calculation will be finalized at the end of Term 2 in Secondary 5

***Please note that students who have successfully completed an extra-credit course, and have achieved a minimum of 70% in the course, prior to the 2026-2027 academic year will receive recognition towards the Distinction Program.**

2027-2028 DISTINCTION PROGRAM

Alongside supporting social and academic development, Villa Maria empowers students to pursue enrichment opportunities. Our **Distinction Program** was designed specifically to foster this ambition. The successful completion of this program will be recognized on the student's report card, through a certificate, a special mention upon graduation, and with additional credits recognized by the Ministère de l'Éducation.

The requirements for the Distinction Program include:

- The completion of 3 graded Experience Periods and/or Extra-Credits between Secondary 1-5*
- Maintaining a minimum average of 70% for each experience period
- Maintaining an overall academic average of 80% each year during which the student was enrolled in a graded experience period in Cycle 2
 - The calculation will be finalized at the end of Term 2 in Secondary 5

***Please note that students who have successfully completed an extra-credit course, and have achieved a minimum of 70% in the course, prior to the 2026-2027 academic year will receive recognition towards the Distinction Program.**