



English Parents' Committee Association



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Katherine Korakakis is the President of the English Parents Committee Association (EPCA). In addition to this vital role in the Quebec educational sector, Katherine has spent most of her life working alongside start-ups in various verticals. For 10 years, she was responsible for the development of entrepreneurial initiatives and projects under the Youth Entrepreneurship Challenge, a Youth Secretariat program of the government of Quebec. Katherine is Head of Entrepreneurship at ProMontreal Entrepreneurs (PME), an early stage VC fund that has been around for 22 yrs, and is currently the vice-president of PME MTL Centre-Ouest and on the investment committees of PME MTL Centre and PME MTL Centre-Ouest. Katherine has also authored and co-authored guidebooks on entrepreneurship education and has served on the Boards of numerous corporations.

President's message

Meeting the diverse needs of students

Dear parents,

As we enter the third and final stage of the school year, I hope you are well and looking forward to the accomplishments that lie ahead. It's a pleasure to communicate with you as we navigate this critical period together.

You should have received your child's report card before the Easter holiday. As we approach the home stretch, it is critical to stay informed and engaged, especially as Ministry exams approach. These assessments are crucial in determining our students' progress and ensuring they are adequately prepared for the next academic phase.

In addition to academic updates, the Ministry of Education recently released the [Education Dashboard](#). It is a powerful tool that provides our network with insightful data. Access to comprehensive data allows us to better understand our strengths, identify areas for improvement, and tailor our strategies to meet our students' diverse needs.

The detailed study of Bill 47 to strengthen student protection was completed during the same period. I am pleased to report that some of our recommendations have been incorporated into the measures outlined in the Bill. This reinforces our commitment to providing a safe and supportive learning environment for all our students.

Furthermore, I am pleased that the government of Quebec provided clarification on the provision of information to English-speaking parents whose children attend English schools. This development demonstrates our ongoing efforts to ensure that all parents, regardless of linguistic background, have access to critical resources and support.

As we approach the end of the academic year, let us continue to work together to support our children's growth and development at all times. Thank you for your unwavering commitment and partnership in creating a better future for our students.

Warm regards,

Katherine Korakakis



Invitation to Step 1 of the Consultation

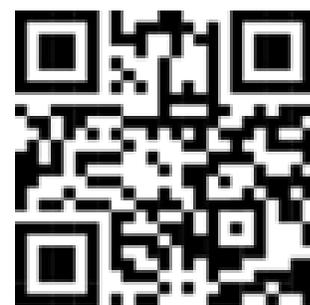
United for School: My Voice, Our Impact!

Issues concerning school often make the headlines: deteriorating mental health among students, violence, teacher shortages, and teacher burnout, among others. The issues affecting students' academic success and all school stakeholders' health and well-being are well known, but is consensus possible on priorities and strategies to address these situations?

United for School: My Voice, Our Impact! is a province-wide public consultation inviting the stakeholders in education (teachers, school non-teaching staff, school administrative staff, parents, and members of community-based organizations) to identify the most pressing challenges faced by schools, to understand their priorities, and to catalogue potential solutions.

We invite you to participate in this online survey, to identify the most pressing challenges faced by schools and, where relevant, work that has already been undertaken to address these issues (about 15 minutes).

Log in to the online consultation platform to participate by scanning the QR code or by clicking on this link <https://ca.plgn.app/en/opes/ideation>.



The consultation will be available from April 15 to 28, 2024.

This project is led by Isabelle Ouellet-Morin and Sylvana Côté, professors at the Université de Montréal and researchers at the Observatoire pour l'éducation et la santé des enfants. The Comité d'éthique de la recherche – Société et culture (CERSC) of the Université de Montréal has approved and will oversee the research project (project: 2023-4945).

REGISTER: EPCA Workshops

The Riverside School Board Parents' Committee will be hosting in collaboration with ParenTeenFocus and the English Parents' Committee Association (EPCA Quebec) the two upcoming workshops. These workshops are open to everyone in the province of Quebec.

With over 30,000 hours of experience, ParenTeenFocus specializes in empowering parents & teens, schools & community organizations throughout the transition into adolescence.

WORKSHOP #1: Teens & Screens

- How Parents Can Help OBJECTIVES: Explore parental interventions which support teen autonomy & critical thinking skills (e.g. boundaries, time-management, accountability) and which equip parents & teens in working together to align win-win negotiations around the use of technology. Workshop date & time: Thursday, May 9, 2024 | 7-830 pm.



WORKSHOP Teens & Screens How Parents Can Help

Thursday May 9, 2024
 7:00-8:30 PM
 ZOOM

[**REGISTER HERE**](#)



WORKSHOP Bullying How Parents Can Help

Wednesday, May 29, 2024
 7:00-8:30 PM
 ZOOM

[**REGISTER HERE**](#)



WORKSHOP #2: Bullying

- How Parents Can Help OBJECTIVES : Explore parental interventions which help educate & offer proactive strategies, tools and means to keep communication safe & open with their child on the subject of bullying including how to spot signs of concern and how to effectively intervene. Workshop date & time: Wednesday, May 29, 2024 | 7-830 pm.



Quebec Exam Schedule

Elementary Level

- **From May 20 to June 7** (dates to be determined by the schools) - English Language Arts, End Elementary Cycle Three 514-600 (compulsory examination): Day 1 Reading, Day 2 Reading task, Day 3 Writing
- **June 11** - Mathematics, Two situations involving applications, End of Elementary Cycle Three 522-610 (compulsory examination)
- **June 12** - Mathematics, Situational problem, End of Elementary Cycle Three 522-610 (compulsory examination)
- **June 13** - Mathematics, Situation involving application and Question booklet, End of Elementary Cycle Three 522-610 (compulsory examination)



Secondary Level

- **From May 21 to May 24** - Français, langue seconde, 5e secondaire, programme de base 634-510, 634-520 et 634-530 (remise du document Modalités d'évaluation)
- **From May 8 to June 3** - Français, langue seconde, 5e secondaire, programme enrichi 635-520 et 635-530 (remise du document Modalités d'évaluation)
- **May 27, from 9 a.m. to 12 p.m.** - Français, langue seconde, 5e secondaire, programme de base, compréhension écrite 634-520 (uniform examination)
- **From May 27 to June 12** - Français, langue seconde, 5e secondaire, programme de base 634-510 (activité préparatoire et interaction orale)
- **June 4 from 9 a.m. to 12 p.m.** - English Language Arts, Secondary V, Reading 612-520 (uniform examination)
- **June 5, from 9 a.m. to 12 p.m.** - English Language Arts, Secondary V, 612-530 (production preparation)
- **June 6, from 9 a.m. to 12 p.m.** - English Language Arts, Secondary V, Production Writing 612-530 (uniform examination)
- **June 12, from 9:30 a.m. to 11:30 a.m.** - Français, langue seconde, 5e secondaire, programme de base, production écrite 634-530 (uniform examination)
- **June 12, from 9 a.m. to 12 p.m.** - Français, langue seconde, 5e secondaire, programme enrichi, compréhension écrite 635-520 (uniform examination)
- **June 13, from 9 a.m. to 12 p.m.** - Français, langue seconde, 5e secondaire, programme enrichi, production écrite 635-530 (uniform examination)
- **June 14, from 9 a.m. to 12 p.m.** - Mathematics, Secondary IV, Technical and Scientific Option (Mathematical Reasoning) 564-420 (uniform examination); Mathematics, Secondary IV, Science Option (Mathematical Reasoning) 565-420 (uniform examination)
- **June 17, from 9 a.m. to 12 p.m.** - History of Québec and Canada, Secondary IV, 585-404 (uniform examination)
- **June 17, from 9 a.m. to 12 p.m.** - Science and Technology, Secondary IV, Theory component 555-410 (uniform examination); Applied Science and Technology, Secondary IV, Theory component 557-410 (uniform examination)
- **June 20, from 9 a.m. to 12 p.m.** - Mathematics, Secondary IV, Cultural, Social and Technical Option (Mathematical Reasoning) 563-420 (uniform examination)

MODERATION AND CONVERSION – MEQ EXAMS

Evaluating students is a shared responsibility between educational institutions and the MEQ.

- In certain subjects, marks are determined solely on the basis of examinations administered by the schools.
 - For subjects involving an MEQ uniform examination, a percentage of the final mark is based on the uniform examination.
- ** The following are 2 statistical procedures used by the MEQ to process marks of subjects with uniform examinations. **

CONVERSION

“In the interests of fairness, the Ministère endeavours to prepare examinations of comparable difficulty from one year to the next.

Despite the precautions taken during the development of the examinations, the Ministère may have to convert marks.

Conversion involves raising all the **scores of an examination** slightly to arrive at a comparable failure rate among the various cohorts, in the interests of fairness.”

MODERATION

“School marks are taken into account in determining the final mark when student performance in a course is evaluated by means of a uniform examination. These marks may vary considerably from school to school and from class to class, and the differences may be explained by a number of factors.

It is thus possible to use the marks obtained on a uniform examination to moderate the **school marks**, that is, to minimize or eliminate the impact of the local variables.”

Conversion and moderation. Conversion and moderation | Ministère de l'Éducation et Ministère de l'Enseignement supérieur. (n.d.). Retrieved 22 April 2024, from <https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/ministerial-examinations-evaluation-learning/final-results#c231330>

- Conversion consists of choosing a passing mark on the exam that brings the failure rate to the general observed level.
- Exam marks are converted upward, taking into account their original distribution.
- Conversion does not occur often.

- Moderation Formula

$$S_{MOD} = \frac{(S_S - C_S) \sigma_E + C_E}{\sigma_S}$$

Legend:

- S_S = Student mark during year
- C_S = Class mark during year
- σ_S = Standard deviation during year
- C_E = Class mark on exam
- σ_E = Standard deviation on exam

- Moderation applies to a group of students undergoing the same evaluation.
- Moderation may raise, lower, or have no effect on the school mark.

Getting Ready for Exams: Strategies for Special Needs Students

Exams and preparing for them can be stressful for everyone, but especially for special needs students. Additional preparation and support can make a big difference for them. Here are some tips to help them succeed:

1. **Understand Individual Needs:** Every student with special needs is unique. Take the time to understand the specific challenges and strengths of your child.
2. **Ask for a Supportive Environment:** Ensure the exam environment is conducive to your child's needs. This might include providing a quiet space, adjusting lighting or seating arrangements, or allowing for breaks as needed.
3. **Use Assistive Technology if possible:** Leverage assistive technology tools to help students with special needs access exam materials more easily. This could include screen readers, speech-to-text software, or specialized keyboards.
4. **Request Accommodations:** Request accommodations that level the playing field for students with special needs. This might include extra time, breaks, or alternate formats for exams (e.g., oral exams instead of written).

If your child has an Individualized Education Program (IEP) make sure these strategies are included and outlined in their IEP.

You can also use specific **Preparation and Study Techniques** as described below:

1. **Find the best Study Techniques:** Find study methods that work best for your child. This could include using flashcards, mind maps, practice tests, or summarizing key points in their own words.
2. **Help them get Organized:** Develop a study schedule and create a dedicated study space that is free from distraction.
3. **Practice Test-Taking:** Help your child develop effective test-taking strategies through practice and guidance such as reading questions carefully, underlining keywords, eliminating wrong answers, and planning time effectively. Teach them techniques such as breaking down questions, managing time, and staying calm under pressure. This helps students get comfortable with the format and time pressure of the real exam.
4. **Offer Visual Supports:** Use visual aids such as diagrams, charts, or graphic organizers to help your child understand and organize information. Visual supports can be particularly helpful for students with learning disabilities or attention issues.
5. **Chunk Information:** Break down exam content into smaller, more manageable chunks. This can make studying more approachable and reduce feelings of being overwhelmed for students with special needs.

Getting Ready for Exams: Strategies for Special Needs Students

cont.



You can also provide **Additional Support**, such as the ideas below:

1. **Encourage Self-Advocacy:** Teach your child how to advocate for their own needs. Encourage them to communicate with teachers or support staff about any accommodations or assistance they require during exams.
2. **Provide Positive Reinforcement:** Offer praise and encouragement to boost your child's confidence and motivation. Recognize their efforts and progress, regardless of the outcome of the exam.
3. **Support Emotional Well-being:** Recognize the emotional impact that exams can have on students with special needs. Offer emotional support and stress management techniques, such as deep breathing exercises or mindfulness techniques.
4. **Focus on Progress:** Celebrate small victories and encourage your child throughout the preparation process.
5. **Get a Good Night's Sleep:** Ensure your child gets a good night's sleep before the exam to be well-rested and focused.
6. **Teacher Communication:** Maintain open communication with your child's teacher about any specific needs or concerns regarding the exam.

By understanding the exam format, implementing effective study strategies, and providing personalized support, you can help your special needs child feel more prepared and confident on exam day.

Ministerial Exams for Elementary Students - A Guide



Background - As grade 6 draws to a close, and the transition to high school begins, our kids are faced with many new challenges. One of these challenges are ministry exams. Our kids will write English Language Arts and Mathematics. These exams are very different from what they are used to at school. Here we have given you a description as to what each exam entails. To help prepare your child for these challenges, we strongly encourage you to visit the Education Ministry documents linked below for a deeper dive into each exam.

Please use these resources as well to help prepare your child.

- <https://www.learnquebec.ca/home>
- <https://www.alloprof.qc.ca/en/parents/articles/exam-preparation/parents-know-ministry-exams-k1257>
- <https://www.alloprof.qc.ca/en/students/vl/exams-and-tips/exam-dates-current-school-year-r0014>
- <https://parents.quebec/en/>

English Language Arts, End Elementary Cycle Three 514-600 - (compulsory examination), Dates determined by schools. The Elementary 6 compulsory English Language Arts examination is designed to evaluate the following competencies: to read and listen to literary, popular and information-based texts and to write self-expressive, narrative and information-based texts. Using language to communicate and learn is not evaluated but is called on throughout the examination.

Summary of the Examination: The examination is built around a topic and has three separate parts. The first two parts are used to assess reading competency (Written Response to Literature task) and the last part is used to assess writing competency (Narrative Writing task).

Day 1 Reading Initiation task (approx. 1 h): • Activity to introduce the exam topic, based on two infographics and a video • Group discussions

Day 2 Reading and Written Response to Literature task (approx. 3 h): • Viewing of an image and brief discussion • First reading of the illustrated literary text • Second reading of the text and note-taking • Discussion in small groups, followed by notetaking • Additional reading and note-taking • Writing a response to the text

Day 3 Writing Narrative Exploration task and Narrative Writing task (approx. 2 h): • Activity based on photos, followed by discussion with a partner • Planning the text • Writing the text

Allowed materials: Standard English dictionary, Bilingual dictionary (English and another language), and Thesaurus.

Ministerial Exams for Elementary Students - A Guide

cont.

Mathematics End of Elementary Cycle Three 522-610 - (compulsory examination), Three consecutive days for the following exams: Mathematics, Two situations involving applications; Mathematics, Situational problem; and Situation involving application and Question booklet. The Elementary Grade 6 compulsory Mathematics examination is designed to evaluate the following competencies: to solve a situational problem related to mathematics and to reason using mathematical concepts and processes.

Day 1 Administration of two situations involving applications (30 min): Students will complete two situational problems. The concepts and processes used to solve these problems relate to various branches of mathematics, namely arithmetic (i.e. natural numbers, fractions, decimals, using numbers), geometry, measurement, and statistics. These situations enable candidates to: • choose and apply mathematical concepts and processes and show work that clearly demonstrates reasoning • use mathematical arguments to justify a statement, check a result or procedure, take a position, provide a critical assessment or convince others.

Day 2 Administration of the situational problem (2 hours) meeting all of the following conditions: • involves having the candidates choose the required mathematical concepts and processes; • the procedure required to solve the problem is not immediately obvious (the candidates must determine how to combine the concepts and processes covered in the Mathematics program); • involves the use of various comprehension, organization, solution, validation and communication strategies; and • the instructions do not indicate the procedure to be followed, or the strategies or concepts and processes to be used.



Day 3 Administration of one situation involving applications and the Question Booklet (60 minutes): Each candidate receives the booklet containing the third situation involving applications and carry out the task as described in Day 1. There are two parts to this section of the exam.

- Part A of the Question Booklet consists of one question involving 4 operations (1 mark each) requiring candidates to do mental arithmetic. The operations are displayed on a visual medium one after the other. The evaluator reads each operation twice and the candidate has 10 seconds to perform the mental computation and then writes the result in their booklet.
- In Part B, the candidate answers 18 multiple-choice or short-answer questions by writing their answers in their booklet (each question is worth 2 marks). The Question Booklet is administered without interruption. The Question Booklet is designed to evaluate the candidate's knowledge and understanding of mathematical concepts and processes as well as their ability to apply combinations of mathematical concepts and processes they have learned. Only the answers to the questions in the Question Booklet are evaluated. No marks are awarded for the work involved in arriving at the answer.

For more detailed information, please visit the [government website](#) for further information.

Ministerial Exams for Secondary Students - A Guide

Background - Every year, the Ministère organizes three exam sessions for the uniform exams: one in May/June, one in July/August, and one in December/January. The Ministry exams are a test imposed by the Ministère de l'Éducation Ministère de l'Enseignement supérieur (MEES) at the provincial level to increase the monitoring of students at important points in their learning. Each exam assesses the learning required in the Québec Education Program and is based on the framework for the Evaluation of Learning and the Progression of Learning.



All official information regarding the structure of the exams, their administration, and the schedule can be found [here](#).

Important to note: The people designated to administer the tests are given specific instructions. For example, during an exam, no one is allowed to support the student in any way, such as by clarifying the task, providing details, explaining or translating words or expressions, or rephrasing instructions. If this guideline is not followed, the test may be invalidated by the Ministry. It is also important to understand which exams allow additional support materials and which do not.

Exams by Grade Level

Secondary II Exams

French, language of Instruction - designed to assess Competency 2 of the program. This exam is a two Phased Approach - Preparation and Exam.

Phase One: Preparation

Students are given 3 hours and 20 minutes for the preparation exam, and this is done approximately two weeks prior to the exam. This includes the writing task, the activities to explore the topic, the set of texts to be read, plus a notebook in which to record information they deem important. During the preparation phase, the student reads the section, completes the preparatory activities, and reads the texts. They also select the information they consider relevant to the writing task. The student notes and organises the information in the notebook, which he/she can consult when writing their exam paper. The activities of the preparatory phase are compulsory, but they are not assessed.

Phase Two: Exam

Phase two is the actual exam itself and students are given 3 hours to complete the exam. On the day of the exam the student is required to write a 300-word text with elements of both description and justification based on the targeted writing task and audience. Students are able to use their notebooks and the reference work.

Ministerial Exams for Secondary Students - A Guide

cont.

Secondary IV Exams

History of Quebec and Canada - designed to evaluate learning associated with the program's two Competencies: Competency 1: Characterizes a period in the history of Québec and Canada, and Competency 2: Interprets a social phenomenon.

This test is given 3 hours to complete and is divided into 3 parts – 21 multiple choice or short answer questions which evaluate the candidate's ability to perform intellectual operations, that is, know-how related to the key features of the competencies; 1 question that requires completing a diagram which evaluates the candidate's ability to produce a description highlighting cultural, economic, political, social, and territorial elements of part or all of a period in the history of Québec and Canada; and 2 questions that require writing a text of approx. 150 words which evaluates the candidate's ability to develop an explanation highlighting major cultural, economic, political, social, and territorial changes relating to a social phenomenon.

Mathematics - designed to evaluate Competency 2: Uses mathematical reasoning. Students are given 3 hours to complete the exam. Students are given three options - Science Option • Technical and Scientific Option • Cultural, Social and Technical Option - from which they may choose one to solve different mathematical problems that focus on the main concepts and processes.

Science and Technology - This exam focuses on the theory component of the program and is designed to evaluate the following competencies: Competency 2: Makes the most of his/her knowledge of science and technology and Competency 3: Communicates in the languages used in science and technology. Students are given 3 hours to complete the exam. In the examination, students will be required to analyze situations and a technical object, working alone to solve various problems using their knowledge of the compulsory concepts in the program. The examination consists of 25 questions worth 4 marks each and is divided into 3 parts: Part A: 15 multiple-choice questions; Part B: 5 constructed-response questions; and Part C: 5 constructed-response questions pertaining to a technical object.

Applied Science and Technology - This exam focuses on the theory component of the program and is designed to evaluate the following competencies: Competency 2: Makes the most of his/her knowledge of science and technology and Competency 3: Communicates in the languages used in science and technology. Students are given 3 hours to complete the exam. Students must analyze situations and a technical object, working alone to solve various problems using their knowledge of the compulsory concepts in the program. The examination consists of 25 questions worth 4 marks each and is divided into 3 parts: Part A: 15 multiple-choice questions; Part B: 4 constructed-response questions; and Part C: 6 constructed-response questions pertaining to a technical object.



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Ministerial Exams for Secondary Students - A Guide

cont.

Secondary V Exams

English Language Arts - designed to evaluate the following competencies: Competency 2: Reads and listens to written, spoken, and media texts; and Competency 3: Produces texts for personal and social purposes. Competency 1: Uses language/talk to communicate and learn is not evaluated as part of the examination but is called on throughout the examination. Exams for each of the competencies last 3 hours. There are three steps to the exams: Part I – Response to a Literary Text (3-hour block); Part II – Reading for Stance (3-hour block); and Part III – Written Production (3-hour block).

French Language Exams (FSL) in Secondary V - There are three different exams depending on the curriculum your child is in - see break down below.

French as a Second Language, Core Program - designed to evaluate the following competencies: Competency 1: Interagir en français; Competency 2: Lire des textes variés en français; and Competency 3: Produire des textes variés en français. Students are given 3 hours to complete the exam. Students must analyze situations and a technical object, working alone to solve various problems using their knowledge of the compulsory concepts in the program. Below is what you can expect for this exam.

Written Comprehension - Students will work alone and candidates will have 2 hours 30 minutes to read the Recueil de textes provided and answer the reading comprehension questions.

Oral Comprehension - Consists of a 12-to-15-minute discussion in teams of four, in the examiner's presence, on a topic taken from the Recueil de textes.

Written Production - Students have 2 consecutive hours to write a text of about 225 words on a topic related to the theme of the Written Comprehension examination.

French as a Second Language, Enriched Program - designed to evaluate the following competencies: Competency 2: Lire des textes courants, spécialisés et littéraires en français and Competency 3: Produire des textes variés en français. Below is what you can expect for this exam.

Written Compréhension - Students have 2 hours 30 minutes to read the Recueil de textes provided and answer the reading comprehension questions.

Written Production - Students have 3 consecutive hours to write a text of about 400 words on a topic related to the theme of the written comprehension examination.

At least three days before the Written Comprehension exam, candidates receive a document called Modalités d'évaluation, which they keep throughout the exam. This booklet provides information about the two exams, the task requirements, and the evaluation criteria. It also includes two tools candidates can use in the written production examination if they wish to: a graphic organizer and a checklist.



Ministerial Exams for Secondary Students - A Guide

cont.

Français, langue d'enseignement - designed to evaluate the writing of a variety of texts. This exam is distributed in a two-phase process.

Phase One: Preparation

Student receives the Dossier préparatoire, which includes activities related to the topic of the test, five to eight current texts on the topic, and a note sheet that must be completed. Activities are practiced by the students which allow them to learn how to situate themselves in relation to the subject of the test, to inform themselves about the subject, to research the information, and to note and organize it on their own note sheet. The activities of the preparatory phase are mandatory, but they are not evaluated.

Phase Two: Exam

Students are given 3 h 15 min to complete the exam. The student individually writes a text of approx. 500 words, using their note sheet and authorized reference books and materials.

English as a Second Language, Enriched Program - designed to evaluate the following competencies: Competency 2: Reinvests understanding of texts and Competency 3: Writes and produces texts. The English Enriched Program exams consists of a phased approach.

Phase One: Preparation

This is an at home exercise where the students read the texts in the exam booklet provided. In the exam room, they listen to an audio recording and are invited to discuss it in English. Note that the introductory task is compulsory, but no marks will be allotted for this part of the examination.

Phase Two: Exam

Working individually, candidates have 3 consecutive hours to write a feature article of about 400 words in English for an online magazine. The article must address the topic prescribed in the task, which will be related to the topic of the exam. Students must base their written production on the texts they read and heard during the introductory task, applying their understanding of the texts.

Summary - In conclusion, the upcoming Ministry exams can feel overwhelming; however, knowing what your child will be evaluated on, what they are allowed and not allowed to use as materials during the exams, the structure of the exam, time allocated, and other relevant information is critical to supporting your child's success.

You can always refer directly to the Quebec Ministry of Education's website to see all the above plus samples of the exams, which can be helpful to prepare your child not only when they are in the grade where an exam is applicable but to prepare them in advance. This is the [website](#) for further information.

alloprof



Boost Your Child's Exam Success with Alloprof

Mission: Alloprof helps students in Quebec to transform academic challenges into successes, thanks to its free, professional, and stimulating services.



The end of the academic year is fast approaching. With longer days and warmer weather, it can be a daunting task to make sure that your child is prepared for exams, especially the compulsory uniform examinations given by the Ministry. Read on for some advice and tips from Alloprof.

Preparation is Key

Planning is fundamental to a calm and productive exam season. The more organized a child feels, the better they will be able to study and concentrate.

- **Create an exam calendar.** Write exam dates into a calendar. Make sure to include extracurricular activities, tutoring sessions, and any special events. Then, add in study blocks of no more than 30 minutes. Alloprof's Motivational Timer is a great tool to help your child set up a daily study schedule.
- **Plan what to study.** Many teachers hand out exam outlines and study prep packages. In addition to these, Alloprof has review guides in science and mathematics.
- **Create memory aids.** During certain sections of the math exam, students are permitted to use a memory aid, sometimes called a cheat sheet. Alloprof's set of memory aids by level offers a concise overview of the material covered throughout the school year, making them crucial tools for preparing for a year-end math exam.
- **Reduce stress.** In moderate amounts, stress can serve as a motivating factor; it keeps us on our toes and working towards a goal. Too much, however, can lead to anxiety. Breaking down study material into smaller, manageable chunks will give your child a sense of control over what they have to study. Taking breaks, exercising, eating well, and getting enough sleep are all additional ways to reduce stress.



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alloprof



Boost Your Child's Exam Success

cont.

Review and Practise

To excel in exam preparation, it is imperative to review class notes, revisit sections of the textbook, and practice various skills to ensure a comprehensive understanding of the material. Luckily, Alloprof offers numerous resources to assist your child in these key areas.

- Check out our concept sheets. Alloprof [concept sheets](#) provide simple explanations with examples and visuals of the academic concept and skills taught throughout the academic year. These are great resources to revisit and revise content.

- Watch an Alloprof video. Alloprof [educational videos](#), which can also be found on our [YouTube channel](#), offer explanations of the most difficult concepts using concrete examples. These are the perfect companion to our concept sheets and offer an alternative method to reinforce understanding of concepts.
- Practise with exercises. To check for understanding, nothing beats repeated practice. Alloprof provides students with a variety of exercises, including [simulation exam questions in Secondary IV Science and Technology and Mathematics](#), to practise skills and reinforce understanding.

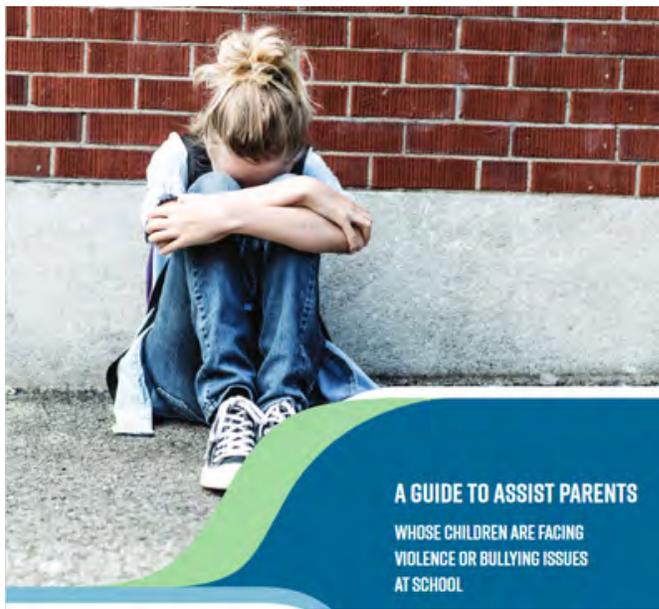
Finally, Alloprof has gathered a selection of our best review and study tools for Secondary IV and V students, all available in one convenient location. Check out our article: [Tools to Help You with Ministry Exams](#)

Parent Resources

We know that parents also need a helping hand at exam time. [Alloprof has created a special exam preparation topic in Alloprof Parents](#) to provide you with tips and practical advice to ensure a smooth, organized, and stress-free exam season.

Remember: Students can get explanations in the [Help Zone](#) 7 days a week, or [communicate directly with one of our teachers](#) during our opening hours.

Parent Resources

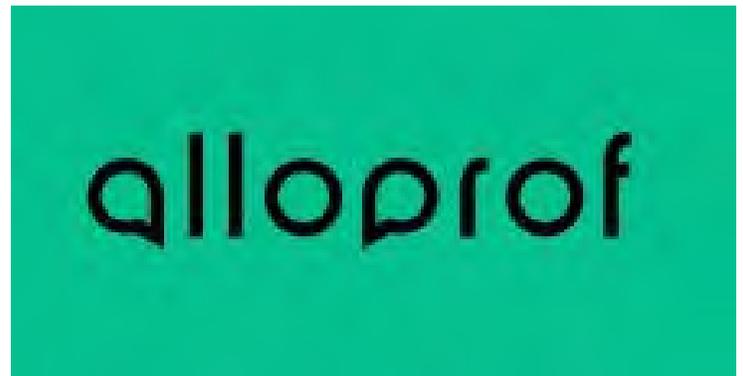


The Quebec Federation of Parents' Committees, with support from various partners - including EPCA's President Katherine Korakakis, has put together a guide to assist parents whose children are facing violence or bullying issues at school - click [here](#).

Tutoring



Homework Help



ENGLISH ELIGIBILITY CERTIFICATES

Explainer: What Quebec parents and students need to know about English eligibility certificates: At this [LINK](#) are details on how to apply for a certificate and who is eligible to attend English schools in Quebec.

EPCA MISSION STATEMENT

The English Parents' Committee Association (EPCA) is a coalition of parents' committees of Quebec's English-language public school boards, representing more than 100,00 students in the youth sector.

EPCA advocates for a strong and sustainable English-language public education system to ensure the best possible educational outcomes for our children, while respecting the culture and language of anglophone Quebecers.

To do so, EPCA seeks to engage and motivate parents across Quebec to contribute to strong, representative and effective parent governance, to foster positive relationships with stakeholders across the educational spectrum, and to provide guidance and support to all member organizations.

What would you like to see in
our upcoming editions?

[TELL US HERE](#)

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EPCA STRATEGIC PILLARS

INFORM

Using all communications tools at our disposal, offer up-to-date information on public education initiatives, parent governance interests, best practices and issues management to ensure a healthy, well-engaged anglophone parent community.

CONSULT

Ensure strong, high-quality and consistent feedback mechanisms with members and partners across the English-language public school network through both electronic and in-person methods.

SUPPORT

Provide training and professional development at all levels of parent governance, optimize the sharing of best practices and provide multiple support services for parent committees, governing boards and parent delegates in need.

ADVOCATE

Push for appropriate policy change and improvement through enhanced partnerships with like-minded organizations, Government working groups/tasks forces, and related organizations, through well-considered political positions on behalf of English- Language parents committees across Quebec, taking into account regional difference and the urban/rural divide.