



English Parents' Committee Association



IN THIS ISSUE

PRESIDENT'S MESSAGE

EPCA Works on Parent Priorities.

ARTICLES

Preventing Students from Checking Out -
Grade School Perspective
High School Perspective

INFORMATION

Upcoming Workshops by EPCA & OMETZ

INFORMATION

Quebec Exam Schedule
MEQ Exams

ARTICLES

Ministerial Exams for Elementary
Students - A Guide
Ministerial Exams for Secondary
Students - A Guide

PARENT RESOURCES



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

EPCA Works on Parent Priorities.

Dear Parents,

Myself and EPCA have had a very busy month working on your behalf. We are always so happy to be able to work with parents - and on behalf of parents - to advance the priorities of the anglophone parent community in Quebec. Remember to contact us with your ideas on how EPCA can help you and for suggestions for future newsletter topics. Here are some updates on initiatives we discussed in the previous newsletter.

Road safety around schools is critical to all of us. We worked with a group of dedicated parents to organize demonstrations in schools on March 15th. On Friday, 21 April, we also took part in a non-partisan press conference. Parents presented a binder containing resolutions passed by more than 50 municipalities in Quebec urging the government to increase funding for road safety and make roads more accessible to pedestrians and cyclists. We will continue to work hard to send a clear message to the government that road safety is a critical priority for today's parents and hope to gain support from as many municipalities as possible to make real changes in our communities.

On the capacity-building front, we have held workshops for parents on a variety of topics, including Evolving from Colour Blindness, Homework 101, and the transition from Elementary to Secondary school. We also partnered with Canadian Parents for French for a Family Movie Night. We had a fantastic turnout and will continue to offer workshops until the end of the school year, including on topics such as A Parent's Role in their Child's Friendships, Social Media and Internet Safety (check out our [Facebook Page](#)) and others listed later in this edition of our newsletter.

As we are nearing the end of the school year, we've focused this issue on keeping our kids engaged and on helping parents understand the ministry exams... what they are, when they occur, and how you can help prepare your child to face this challenge head on. We wish you and your students the best of luck in the coming months!

Preventing Students from Checking Out at the End of the School Year - A Grade School Perspective

9 strategies for preventing grade-school students from "checking out" at the end of the school year

By the end of the school year, it is not uncommon for students, especially those with learning and thinking difficulties, to "check out." Because kids frequently confront additional problems in school, they may be stressed and fatigued from the work they've already put in. And, with summer vacation (and a break from homework) approaching, they may become worried, irritated, or both with trying to complete everything that needs to be done before the end of the school year. You can assist children in staying on track with end-of-year homework and assessments. Try these suggestions to keep your students from "checking out."

1. Have a consistent nighttime routine.

At the end of the year, there are many events and activities. It might be difficult for children to unwind before bedtime and fall asleep on time. Plan a soothing activity after dinner to help your child unwind. You could, for example, schedule a "campfire" time before bed. Dim the lights, light a candle, and tell a story. You may also spend 20 minutes before bedtime working on a puzzle together. In this way, when it's time for bed, your youngster will be at ease.

2. Eat nutritious foods.

End-of-the-year parties and festivities often include a variety of unhealthy meals such as cupcakes and pizza. While it's fine to rejoice and enjoy yourself, try not to overindulge your youngster in junk food all the time. Regular and healthy meals will keep your child powered for those final assessments. Avoid skipping breakfast and stock up on nutritious snacks as well.

3. Take a walk outside.

Profit from rising temps. Encourage your child to go for a quick bike ride or walk before beginning homework. Children can even study or complete their homework outside. A change of environment can make learning more enjoyable – and make them more creative. For example, they can practice spelling words on the sidewalk with sidewalk chalk. You may also build up a jumping jacks game to reinforce math facts.



4. Make a countdown calendar.

While there are many exciting activities coming up, there are also school obligations. Make a calendar for your child to record end-of-year activities, homework, and tests. Combining celebrations and assignment due

Continued on next page

Preventing Checking Out - A Grade School Perspective

cont.

dates might help students stay focused on both and give them something to look forward to amongst the items that may cause them some anxiety.

5. Provide incentives.

Prevent homework blues by incorporating pleasant breaks and rewards into your child's everyday routine. Write a favourite reward next to a project or test that your youngster is dreading. Seeing the prize next to it helps motivate students to complete final assignments and other school obligations.



6. Exam preparation.

End-of-year exams start in grade 4 and they also occur in grade 6. These assessments can be intimidating, especially for children who have learning and thinking disabilities. Consult with your child's teacher to learn everything you can about the tests. If your child has an IEP, inquire about the test accommodations. Learn about the test styles, study guides, and how the teacher is assisting students in their preparation. This can assist you in replicating that study prep at home. Also, determine whether your child requires extra assistance at the conclusion of the school year.

7. Participate in school activities.

The conclusion of the school year is more than just exhausting for your child. All of the extracurricular activities and homework assistance can wear you down as well. Yet, when parents partake in their children's activities, it can encourage their children to participate as well. You could, for example, volunteer to chaperone a field trip. If that isn't possible, offer to assist with something less time-consuming, such as being on the phone chain to assist with end-of-year planning.

8. Increase the size of the cheering section.

When the school year comes to a close, being your child's biggest fan becomes even more vital. It can enhance self-esteem and keep children focused. Keep your compliments specific and honest. Also, praise your child for taking little steps toward finishing tasks. An accomplishments box is an excellent way for children to picture "wins."

9. Make time to discuss things together.

Encourage your youngster to tell you about what's going on at school. Ask precise questions that necessitate more than a yes or no response. This can help children remain enthusiastic about their work and other school activities. It also reminds them that you are available to assist them in overcoming obstacles. Make an effort to chat every day and avoid multitasking while chatting. Find strategies to respond with empathy when children are experiencing difficulties.

Preventing Students from Checking Out at the End of the School Year - A High School Perspective

9 strategies for preventing tweens and teens from "checking out" at the conclusion of the school year

During the final weeks of school, it is normal for students to begin to lose interest in their studies. They're ready for summer vacation and have little desire to study! Because of the extra effort required to finish their schoolwork, tweens and teens with learning and thinking differences can burn out and become anxious even faster. Yet, final exams and tasks must be completed. Therefore it is critical to assist them in remaining engaged. Try these suggestions to keep kids engaged as the school year comes to a conclusion.

1. Maintain a regular sleep routine.

In the final weeks of school, students frequently stay up late studying for final examinations and completing projects. Yet, lack of sleep can increase stress in children and make them too weary or grumpy to concentrate. To avoid this, make sure they don't put off doing their tasks until the last minute. Help them prioritize what they need to do first so they can go to bed on time.

2. Go outside and get some fresh air.

Encourage your children to spend time outside. They will feel more energized as a result of the fresh air. A quiet reading or studying area outside can help to break up a normal homework routine. You can even go for a short bike ride together before doing your homework.



3. Make a calendar of requirements.

Assist children in making a calendar of their final assignments. Working backwards from deadlines and seeing the job broken down into manageable bits might enhance their confidence. It can also make the workload appear less intimidating. Then, in one colour, list all of the due dates for all assignments and assessments. Divide the work into smaller steps with timeframes using a different colour.

4. Establish attainable objectives.

Once you've planned out the final tasks and assessments, assist your child in establishing clear goals for each. Be certain that the objectives are attainable. Some students may read for an additional 15 minutes per day to complete a lengthy reading assignment. Perhaps they can make their own study guide for a test in order to prepare for a particularly challenging exam. Make sure to acknowledge their efforts as they strive toward their objectives.

Preventing Checking Out - A High School Perspective

cont.

5. Provide incentives.

Some students require assistance in remaining motivated as they work toward their goals in the last weeks of school. Include prizes into the study schedule and encourage them to take enjoyable breaks. As a reward for finishing the first step of a writing project, schedule a special meal or activity. Plan a movie night as a reward for finishing a difficult project. You can also plan a special celebration at home with friends or a fun outing for the last day of school.

6. Focus on the accomplishments.

When children have experienced a rough school year, their self-esteem may have suffered. They may focus on their difficulties and feel like giving up. They may even decide to skip the rest of their tasks and assessments. As the school year comes to a conclusion, it's even more crucial to be your child's cheerleader. Remind children of their own strengths and successes. Additional encouragement can increase confidence and help children stay on track as summer approaches.

7. Pay attention to what they don't say.

The end-of-the-year burden can paralyze adolescents and teens. Children may be more reserved and silent than normal. They may avoid seeking advice or assistance. These could be indications that they require your assistance more than ever. Inquire about school, deadlines, and their buddies. Maintain contact with teachers and inquire about what they are observing. Don't take their silence as a sign that everything is going well.

8. Keep new activities to a minimum.

It is crucial to strike a healthy balance between academics and extracurricular activities. Yet, with so much extra coursework near the end of the year, it may not be the best time to add a new extracurricular activity as it may jeopardize homework and study time. Instead, focus on what is currently happening and save new items for the upcoming summer break.

9. Establish the tone.

The conclusion of the school year can be exhausting for parents as well. You are likely also looking forward to the calmer pace of summer days. Yet, when parents remain engaged and assist their children in staying on top of end-of-year tasks, it can drive children to do the same. Remember that you are in this with your children and by modelling positivity, you will help your child get through the last stretch in an effective and supportive manner.



REGISTER: EPCA & OMETZ Workshops



RISKY BUSINESS... PROTECTING YOUR KIDS

WORKSHOP PRESENTED BY AGENCE OMETZ IN PARTNERSHIP WITH EPCA

ON WEDNESDAY, 17 MAY 2023

7:00-9:00PM

ZOOM



REGISTER HERE

Part of the transition to adolescence is the searching for identity, while at the same time trying to separate from parents and be a member of the peer community. Parents will have the opportunity to discover the “protective factors” which keep children from risk taking behaviours and learn how to use them in the everyday lives of their family. [Register here.](#)

A workshop on how to help children and youth reach their potential through information on healthy body image, nutrition and fitness while focusing on the importance of supporting good health and resisting counter-productive lifestyle habits. This workshop will discuss ways to help your child gain confidence and retain healthy self-esteem at this transitional time in their lives, especially in light of media, peer influences and the potentially long term effects of bullying and relational aggression. [Register here.](#)



BODY IMAGE & SELF-ESTEEM

WORKSHOP PRESENTED BY AGENCE OMETZ IN PARTNERSHIP WITH EPCA

ON WEDNESDAY, 24 MAY 2023

7:00-9:00PM

ZOOM



REGISTER HERE



CONSENT AND BOUNDARIES

WORKSHOP PRESENTED BY AGENCE OMETZ IN PARTNERSHIP WITH EPCA

ON MONDAY, 5 JUNE 2023

7:00-9:00PM

ZOOM



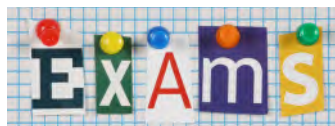
REGISTER HERE

These workshops are designed for parents to learn more about consent at all developmentally appropriate stages and how to talk to and teach your kids about the importance of consent and boundaries. For younger children, we help parents know how to introduce bodily autonomy, choice, and saying no. For older children, we include information on sexual assault, unhealthy relationships, and how to understand when someone is giving consent. [Register here.](#)

Quebec Exam Schedule

Elementary Level

- **From May 8 to May 26** (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 6** - Mathematics, Two situations involving applications, End of Elementary Cycle Three 522-610 (compulsory examination)
- **June 7** - Mathematics, Situational problem, End of Elementary Cycle Three 522-610 (compulsory examination)
- **June 8** - Mathematics, Situation involving application and Question booklet, End of Elementary Cycle Three 522-610 (compulsory examination)



Secondary Level

- **From May 1 to May 5** - Français, langue seconde, 5e secondaire, programme de base 634-510, 634-520 et 634-530 (remise du document Modalités d'évaluation)
- **From May 1 to May 26** - Français, langue seconde, 5e secondaire, programme enrichi 635-520 et 635-530 (remise du document Modalités d'évaluation)
- **May 11, from 9 a.m. to 12 p.m.** - Français, langue seconde, 5e secondaire, programme de base, compréhension écrite 634-520 (uniform examination)
- **From May 12 to June 2** - Français, langue seconde, 5e secondaire, programme de base 634-510 (activité préparatoire et interaction orale)
- **May 23, from 9 a.m. to 12 p.m.** - English Language Arts, Secondary V, Reading 612-520 (uniform examination)
- **May 24, from 9 a.m. to 12 p.m.** - English Language Arts, Secondary V, 612-530 (production preparation)
- **May 25, from 9 a.m. to 12 p.m.** - English Language Arts, Secondary V, Production Writing 612-530 (uniform examination)
- **June 6, 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 7, from 9 a.m. to 12 p.m.** - Français, langue seconde, 5e secondaire, programme enrichi, compréhension écrite 635-520 (uniform examination)
- **June 8, from 9 a.m. to 12 p.m.** - Français, langue seconde, 5e secondaire, programme enrichi, production écrite 635-530 (uniform examination)
- **June 12, 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 14, from 9 a.m. to 12 p.m.** - History of Québec and Canada, Secondary IV, 585-404 (uniform examination)
- **June 16, 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 19, 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 February 2, 2023, from <http://www.education.gouv.qc.ca/en/parents-and-guardians/exams/processing-of-results/conversion-and-moderation/>

- 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.

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>
- <https://parents.quebec/en/>

English Language Arts, End Elementary Cycle Three 514-600 - (compulsory examination), May 8 to May 26 (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) • Thesaurus. For more detailed information, please visit the government website that this synopsis comes from:

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/Guide_parents_ELA_Elem6.pdf

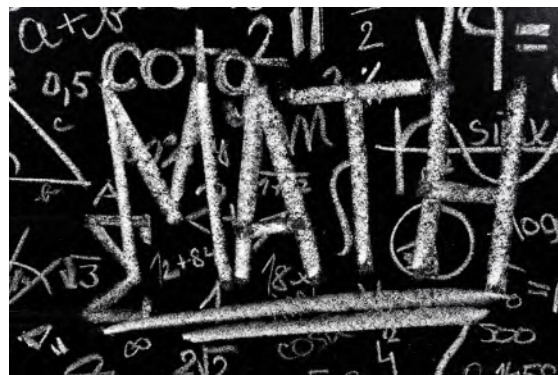
Ministerial Exams for Elementary Students - A Guide

cont.

Mathematics End of Elementary Cycle Three 522-610 - (compulsory examination), June 6 (Mathematics, Two situations involving applications); June 7 (Mathematics, Situational problem); and June 8 (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 that this synopsis comes from:

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/Guide-parents-math-6e-prim-AN.pdf



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

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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.

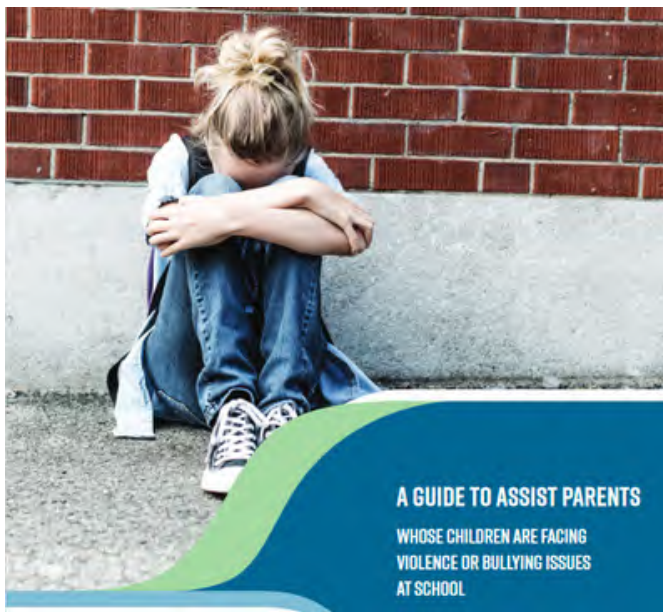
Phase Two: Exam

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: <http://www.education.gouv.qc.ca/en/parents-and-guardians/exams/guides-parents/>

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?

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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.