



**STANDARDS AND PROCEDURES FOR EVALUATION OF LEARNING AND
RECOGNITION OF PRIOR LEARNING IN ADULT GENERAL EDUCATION**

Department responsible: Adult Education and Vocational Training	Approved by: Director General
Adopted on: June 5, 2019	Amended on:
References: <i>Education Act for Cree, Inuit and Naskapi Native Persons, CQLR, c. I-14</i> <i>Education Act, CQLR, c. I-13.3</i>	

The masculine gender is used without prejudice to facilitate reading.

1. PREMISE

Kativik Ilisarniliriniq is governed by the Education Act for Cree, Inuit and Naskapi Native Persons, CQLR, c. I-14.

When this directive was developed, Kativik Ilisarniliriniq was inspired by the Education Act, chapter 1-13, particularly as it relates to responsibilities regarding the evaluation of learning achievement.

This document sets out evaluation standards and procedures that various stakeholders in adult education centres have established to guide their actions, as well as the definition of evaluation and the values attached to it.

These standards and procedures are complimentary to a variety of legal documents such as the *Education Act*, the *Basic adult general education regulation* and the *Administrative Guide for the Certification of Studies and Management of Ministerial Examinations*.

2. OBJECTIVES

This document is intended to identify the values, orientations and guidelines to guide the evaluation of learning achievement in basic adult general education. It also serves as a reference point for establishing standards and procedures in Adult Education at Kativik Ilisarniliriniq.

3. FOUNDATION

The Education Act for Cree, Inuit and Naskapi Native Persons, CQLR, c. I-14;



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Kativik Ilisarniliriniq

Education Act, CQLR, c. I-13.3;

Basic adult general education regulation;

Administrative Guide for the Certification of Studies and Management of Ministerial Examinations - General Education, Youth Sector, General Education Adult Sector, Vocational Training, 2009 edition;

Adult General Education, Instruction of the current year;

Politique d'évaluation des apprentissages, formation générale, formation générale des adultes, formation professionnelle, édition 2003;

Government Policy on Adult Education and Continuing Education and Training, 2003 edition;

Kativik Ilisarniliriniq teachers and professionals collective Agreements;

MEES, adult general education programs in effect, examination-related definitions, evaluation-related definitions and all evaluation of learning standards;

Kativik Ilisarniliriniq Strategic Plan.

4. SCOPE

4.1. The standards and procedures herein apply to all stakeholders and Kativik Ilisarniliriniq Basic Adult General Education students.

4.2. The functions, powers, rights, obligations and responsibilities of each of these stakeholders are those set out in Appendices 1 to 5. In case of dispute or omission, legal and regulatory provisions remain the key point of reference.

5. VALUES

Values are of vital importance in Nunavik's educational system, which strives to provide equal opportunities and to ensure success for all students. These values are an essential foundation for the practices of all those involved in the evaluation of learning to ensure quality evaluation.

5.1 This policy is based on values of justice, equality, equity, coherence, rigour and openness as defined in Chapter 2 of the Policy on the Evaluation of Learning: General Education in the youth Sector, General Education in the Adult Sector, Vocational Training.

5.2 Evaluation of learning must serve the educational success and personal development of students without diminishing the requirements needed to achieve the objectives or competencies of education programs.

5.3 Concern for the quality of spoken and written language must be demonstrated by all personnel in evaluation practices and in everyday dealings with students.



6. THE ORIENTATIONS OF EVALUATION

The Policy on the Evaluation of Learning: General Education in the youth Sector, General Education in the Adult Sector, Vocational Training provides ten orientations intended to guide evaluation practices. These orientations are:

1. Evaluation in the course of learning must be an integral component of all aspects of the learning process.
2. Evaluation of learning must be based on the teacher's professional judgment.
3. Evaluation of learning must respect differences.
4. Evaluation of learning must be carried out in conformity with the education programs and programs of study.
5. Evaluation in the course of learning must allow the student to play an active role in evaluation activities, thereby increasing the student's accountability.
6. Evaluation of learning must involve the collaboration of all stakeholders, while taking into account their respective responsibilities.
7. Evaluation of learning must reflect the ethical standards shared by the various stakeholders.
8. Evaluation of learning must contribute to improving the student's quality of spoken and written language.
9. Evaluation for certification purposes must render account of the acquisition of competencies and thus uphold the value that society accords to official certification documents.
10. Recognition of prior learning must allow for the recognition of an individual's competencies regardless of the conditions under which the learning was acquired.

7. GENERAL PRINCIPLES

7.1 In Common Core Basic Education, competency is defined as the capacity to act, to succeed, and to progress, based on the mobilization and effective use of an integrated set of resources to handle a class of real-life situations. Competencies are a reference point for teaching and learning, evaluation for learning, certification of studies and recognition of prior learning and competencies.

7.2 In other programs, terminal and intermediate objectives are reference points for teaching and learning, evaluation for learning, certification of studies and recognition of prior learning and competencies.



7.3 Evaluation is the process whereby a judgment is made on a student's learning on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and administrative decisions. Steps in the assessment process include planning, data collection (measurement) and interpretation, and decision/action. The evaluation of learning achievement takes place throughout the training process, be it before learning achievement for diagnostic purposes, during learning achievement for progress and control and after learning achievement for the certification of studies.

8. EVALUATION TO SUPPORT LEARNING

8.1 Evaluation to support learning must be planned and documented.

8.1.1 Evaluation to support learning is integrated into course planning and, teaching and learning activities. Formal instruments must be used to demonstrate the progress of learning acquired and the level of achievement of objectives or competencies. Teachers are responsible for choosing or developing these instruments.

8.1.2 Evaluation to support learning must comply with the education programs.

8.1.3 Teachers are responsible for information gathering and interpretation. Teachers use evaluation tools to obtain sufficient and relevant information on the achievement of objectives or the development of competencies.

8.1.4 Evaluation to support learning must focus on the course content and not on the content of the examination for certification.

8.2 Evaluation to support learning results must be provided to the student and are used as a reference for student enrolment in certification examinations.

8.2.1 The sole purpose of evaluation to support learning is to situate the student in relation to his/her intended educational path to determine the relevance of conducting upgrading activities or making adjustments to planned teaching and learning activities. The results of an evaluation to support learning do not contribute to the certification of studies; the same applies for the results of diagnostic tests and placement tests.

9. CERTIFICATION OF STUDIES – RECOGNITION OF ACQUIRED COMPETENCIES

9.1 According to the *Government Policy on Adult Education and Continuing Education and Training*, individuals have a right to the formal recognition of prior learning and competencies insofar as they are able to provide evidence that they possess them.

9.1.1 The scholastic and experiential learning of a person enrolled in an adult education centre are recognized according to the rules established by the MEES.;

9.1.2 Any person who enrolls in general education for adults will receive recognition of prior learning. In order to obtain formal recognition of prior learning, the student must provide a transcript or report card attesting that the subjects were successfully completed. If no documentation is



available to demonstrate prior learning, only the diagnostic testing results will be considered. Secondary 4 and 5 evaluation examinations must be certified.

9.1.3 A student who has already obtained certification for a course given in the youth sector does not have to be certified again in the adult sector. Upgrading should be considered rather than having the student complete evaluation examinations.

9.1.4 As detailed in the Policy on the Evaluation of Learning, “recognition of prior learning must allow for the recognition of an individual’s competencies regardless of the conditions under which the learning was acquired” (10th orientation).

9.2 Evaluation procedures for making a judgment on mastery of objectives or competency acquisition must be known to the student.

9.2.1 The teacher and, on occasion, other stakeholders must ensure that the student is aware of the rules and local procedures for taking certification examinations and of the retake policy.

9.2.2 The teacher informs the student at the beginning of a course, what is expected from learning and assessment opportunities (evaluation criteria and requirements).

9.3 For the purpose of certification of studies, scholastic learning is evaluated solely by means of certification examinations.

9.3.1 Evaluation of learning for the purpose of certification of studies may take place once the student has completed the course or before, if the teacher feels that the objectives have been met or the competency has been acquired. The teacher must be able to verify the student has met the objectives or acquired the competencies for the successful completion of a course.

9.3.2 Each course in a program must be evaluated and examination results are expressed in dichotomous form (Pass/Fail) or as a percentage, according to the MEES standards in effect.

9.3.3 Examinations used for certification are those imposed by the Minister and examinations from the Banque d’instruments de mesure BIM-FGA. In other cases, teachers must develop locally prepared examinations in accordance with the definition of the examination domain or evaluation domain. The validation of these examinations must be carried out by the academic advisor for the subject matter and the person responsible for certification. Teachers can also make changes to an examination (with the exception of those imposed by the Minister), but these changes must be validated by the academic advisor for the subject matter and the person responsible for certification before the exam is taken by the student.

Locally prepared examinations must be submitted for validation at least 30 business days before the examination is scheduled to be taken.

9.3.4 Ministerial examination imposed by the MEES are prescribed and must be used when available. In case of error or major issues, the teacher or academic advisor must advise the person responsible for certification who will ensure a follow up with the MEES.

9.3.5 The Feedback Questionnaire for an erroneous examination from the Banque d’instruments de mesure BIM-FGA must be completed by the teacher at <https://bimenligne.qc.ca/en/fga/retroaction/nouveau>.

Select from the menu on the left the Feedback Questionnaire for examination or evaluation.



9.3.6 The examination for the purpose of certification used to retake an examination must meet the same requirements as the first certification examination and be a different version.

9.4 Measures adapting the conditions for administering ministerial examinations

9.4.1 Adaptation measures are set out in Chapter 5 of the Certification of Studies and Management of Ministerial Examinations General Education, Youth Sector; General Education, Adult Sector; Vocational Training and in Info/Sanction disseminated by the MEES.

9.4.2 Before implementing support measures for the Secondary School Equivalency Tests (SSET), the academic advisor of the subject matter in collaboration with the teacher, must submit a file that includes the adult's permanent code, a description of the impairment or learning difficulty, and the support measures proposed for administering the tests. No support measures may be authorized for candidates taking the General Development Test (GDT).

9.5 The evaluation of learning must meet the education programs developed by the MEES

9.5.1 Evaluation for certification purposes must be carried out based on the definitions of the examination domain or the evaluation domain. In the absence of such definitions, academic advisors in collaboration with subject matter teachers concerned, develop evaluation guidelines.

9.5.2 For programs of study developed locally, academic advisors in collaboration with the subject matter teachers concerned, develop evaluation guidelines.

9.6 The person in charge of certification must ensure the management, availability and safeguarding of examinations and evaluation materials

9.6.1 The person in charge of certification is responsible for the management of examinations and evaluation materials.

They must be kept under lock and key in the space provided for this purpose (including audio material).

9.6.2 All documents making up the examination (answer sheets, work sheets and evaluation forms, computer equipment, draft sheets and audio material) must be collected and given to the person responsible after the examination has been administered.

Information related to the content of the examinations or accompanying material must never be shown or given to student before or after an examination has been administered.

9.6.3 Evaluation examinations may never be used as evaluation to support learning or as classroom practice exercises or for pretest purposes.

9.6.4 Withdrawal from a course that did not lead to an evaluation measure cannot be given a grade of 0%. It should appear as a "Withdrawal".



9.6.5 Any act of cheating or non-compliance with instructions during an examination requires immediate intervention and a report must be sent to the person in charge of the certification. Immediately confiscate all material belonging to the student suspected of cheating and expel him or her from the examination room. An adult found guilty of cheating will receive a mark of 0% on the examination.

9.6.6 Students are prohibited from leaving the examination room after receiving the examination, except in exceptional cases (recognized illness confirmed by a medical report or certificate). Students can return to the examination room after a temporary absence only if the student was accompanied by an authorized person for the entire absence. If this condition is not respected, the student will not be allowed to return to the examination room and only the completed numbers will be corrected, and will be used to mark this examination.

9.6.7 After an evaluation examination has been administered, teachers must correct and send the results to students within 5 business days. Teachers then submit the copies to the person in charge of certification, who countersigns them, and forwards them to the person in charge of the management of examinations for entry and storage.

For examinations with more than one part (oral, written, listening), teachers are responsible for storing the corrected documents or completed evaluation grids in a safe place. These documents must be available for consultation by any person authorized by Adult Education as needed.

9.6.8 Any person who witnesses the theft of an examination or breach of confidentiality regarding an examination must immediately inform the director of the centre and the person in charge of certification.

9.6.9 The destruction of documents related to examinations (taking into account storage periods) must be carried out by way of shredding to ensure the confidentiality of examinations and results.

9.6.10 The correction of evaluation examinations must be conducted at the training centre, with the exception of written productions, which should occur outside of normal teaching hours.

9.6.11 During an evaluation session, should an emergency situation require all students to exit the room, this examination must be cancelled (e.g., fire drill, fire, etc.). A new form of this examination must be used within a reasonable amount of time to evaluate the students' achievements.

9.6.12 Cellphones and other unauthorized electronic devices (MP3 player, camera, etc.) may not be brought to the examination room.

9.7 The right to retake an examination and lodge appeals

9.7.1 Students have the right to lodge appeals and this right cannot be denied to them. Adult Education is responsible for applying the procedures provided for in the exercise of these rights.

Any complaint or request for the review of a result obtained on an examination must be submitted in writing to the Associate Director of the Adult Education within 30 days after having been informed of the result (see Appendix 9).

The Administration for Adult Education must designate a teacher, other than the one who performed the first correction, to review the examination following the exercise of the right of appeal. When needed, an academic advisor can be called upon to assist the teacher.



10. RECOGNITION OF SCHOLASTIC AND EXTRACURRICULAR LEARNING

10.1 The learning acquired by a person otherwise than as prescribed in the basic school regulation shall be recognized by the training centre regardless of the conditions under which the learning was acquired in accordance with the criteria and conditions established by the MEES.

10.1.1 Recognition of prior learning or of learning achievement is a right accorded to all individuals.

10.1.2 The primary means of recognizing scholastic and experiential learning in general education in the adult sector are the following:

- General education examinations;
- Exam only;
- GED tests;
- Spheres of generic competencies
- English as a Second Language, Épreuve synthèse;
- Secondary School Equivalency Tests (SSET);
- General Development Test (GDT).

Refer to Chapter 6 of the Administrative Guide for the Certification of Studies and Management of Ministerial Examinations (section 6.6.) for a description of each test.

10.1.3 Candidates who fail the GDT may retake the test only once and not until one year following the transmission of the final result, in accordance with the requirements of the MEES and the availability of the training centre, retake conditions and applicable certification rules in effect at the time of the request.=

10.1.4 The training centre:

- must maintain the confidentiality and consistency of the conditions for administering tests, examinations or ministerial examinations imposed by the Minister;
- may register a person for imposed examinations without having taken the corresponding course; for the recognition of extracurricular competencies, the education consultant must assess the preparedness of the candidate and proceed with registration; for the recognition of acquired competencies, the teacher must assess the preparedness of the candidate and proceed with registration;
- must verify the identity of each student and ensure that the materials used by the students are authorized (provided for by the teacher on the assessment request); must intervene with students who have an unauthorized device in their possession (cell phone, iPod, tablet, etc.) in the examination room;
- must ensure that the examinations and test are administered according to the rules set out in the Administrative Guide for the Certification of Studies and Management of Ministerial Examination of the current year and to ensure that the expected results are achieved.
- Correct examinations or tests with 5 business days of the date on which the examination or test was administered; the person designated by the Administration will be responsible for transmitting the result to the student.



11. APPLICATION AND INTERPRETATION

11.1 Previous provisions

This directive replaces all other directives of the Board pertaining to this subject, while respecting the policies and directives adopted by the Council of Commissioners, where applicable.

11.2 Application and interpretation

All persons mentioned in this directive must comply with all the provisions and, all management personnel of the school board must ensure that all the provisions of this procedure are applied and respected.

The Administration of Adult education is responsible for supporting the interpretation of this directive and for ensuring that it is updated as needed.

11.3 Exemption from the application of regulations

Any exemption from the application of regulations of this directive must be approved by the direction of Adult Education.



Appendix 1

THE MINISTRE DE L'ÉDUCATION ET DE L'ENSEIGNEMENT SUPÉRIEUR (MEES):

1. adopts the Education Act.
2. establishes, by regulation, a basic adult education regulation (Education Act, section 448).
3. establishes rules on the evaluation of learning achievement and the certification of prior learning (Education Act, section 448).
4. determines the diplomas, certificates and other official attestations awarded by the Minister and prescribes the conditions under which they are to be awarded (Education Act, section 448).
5. authorizes a school board, on the conditions and to the extent determined by the Minister, to exempt a category of students from the application of a provision of the basic regulation (Education Act, section 448).
6. ensures quality in the educational services provided by school boards (Education Act, section 459).
7. may establish an approach for gradual implementation of the provisions of a basic regulations relating (...) to the rules governing the evaluation of learning achievement and the certification of studies (Education Act, section 459).
8. may, on such conditions as he determines, exempt any student or any category of students he determines from the application of certain rules of certification of studies or of prior learning (Education Act, section 460).
9. may establish literacy and presecondary and secondary education programs to be offered as part of the adult education services (Education Act, section 461).
10. draws up a list of elective subjects for which he establishes a program of studies, a list of vocational education programs, the number of credits assigned to each elective subject and to each vocational education program and a list of the subjects and vocational education programs for which he imposes examinations (Education Act, section 463).
11. establishes criteria or requirements for the recognition by school boards of the scholastic or experiential learning of a person enrolled in vocational training or adult education (Education Act, section 469).
12. awards diplomas, certificates and other official attestations prescribed in the basic regulations as well as the official attestations and transcripts of marks which he determines (Education Act, section 471).
13. shares, with authorized educational institutions, the responsibility for the evaluation of student learning for certification purposes (see GGSE, section 4.1).
14. ensures:
 - the designation of courses with ministerial examinations;
 - the development and implementation of imposed examinations;
 - the definitions of the evaluation domain for general education;



Appendix 2

THE SCHOOL BOARD:

1. sees to the implementation of basic regulations established by the Government (...) and of the programs of studies (...) (Education Act, section 246).
2. ensures that each centre evaluates student achievement and administers the examinations imposed by the Minister (Education Act, section 249).
3. may impose internal examinations in the subjects in which no examination is imposed by the Minister and for which credits are compulsory for the issue of a secondary school diploma or a vocational training diploma (Education Act, section 249).
4. recognizes, in accordance with the criteria and conditions established by the Minister, the learning acquired by a student otherwise than as prescribed in the basic school regulation (Education Act, section 232).
5. recognizes, in accordance with the criteria or conditions established by the Minister, the scholastic or experiential learning of a person enrolled in vocational training or adult educational services (Education Act, section 250).
6. designates persons to be in charge of the certification of studies who is responsible for:
 - ensuring communications with the Direction de la sanction des études;
 - coordinating the application of certification rules in the schools;
 - coordinating the administration of examinations in accordance with established rules.
7. notify the director of the Direction de la sanction des études should a ministerial examination be lost or stolen (GGSE, section 4.3.6).
8. notify Technical Support at the Banque d'instruments de mesure (BIM-FGA) should an examination from their bank be lost or stolen.
9. is responsible for issuing temporary attestations and attestations of studies (GGSE, section 8.3).
10. receives and distributes to the Adult Education Centre examination materials from the MEES.
11. ensures consistency across evaluation practices in place.



Appendix 3

The Administration of Adult Education and Vocational Studies:

1. ensures that educational services provided at the centre meet the proper standards of quality (Education Act, section 110.9).
2. is the academic and administrative director of the centre and sees to the implementation of the decisions of the governing board and of the other provisions governing the centre (Education Act, section 110.9).
3. ensures that the governing board is provided all necessary information before approving the proposals made under this chapter (Education Act, section 110.10).
4. approves the standards and procedures for the evaluation of student achievement in keeping with the prescriptions of the basic regulation and subject to the examinations that may be imposed by the Minister or the school board (Education Act, section 110.12).
5. designates persons to be in charge of safeguarding the confidentiality of ministerial examinations and taking the necessary precautions to ensure that no information related to the content of the examinations is divulged (GGSE).
6. ensure that all personnel who handle examinations complete the Personal Liability Commitment Form (Appendix 9).
7. designates a person or persons responsible for developing local examinations, reproducing complementary examination, reproducing ministerial examinations, applying the rules governing the administration of ministerial examinations, correcting examinations and transmitting results to the Minister, storing the examinations administered to students as well as other evaluation materials (GGSE).
8. ensures a follow up with the appropriate authorities in the event that a ministerial examination or an examination from the *Banque d'instruments de mesure BIM-FGA* is lost or stolen. (GGSE, art. 4.3.6).
9. ensures that examinations are marked in accordance with the rules for each examination (GGSE, section 7.1).
10. ensures compliance with the rules evaluation of learning, recognition of learning and competencies and the certification of studies.
11. receives, distributes and informs all personnel concerned of the receipt of examination materials from the MEES.
12. recommends that examinations be used to support learning to ensure student success.
13. makes ministerial documents available to teachers for teaching, learning, and evaluation (guides, programs and reference documents).
14. helps promote, implement and respect local and ministerial policies, regulations, and standards and procedures for evaluation of learning.
15. oversees and supports teaching personnel in evaluation of learning.
16. ensures that students are informed of their rights and responsibilities in terms of regarding evaluation of learning and certification of studies.



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Kativik Ilisarniliriniq

17. ensures that students' results are sent to the Minister within the time allotted (maximum of 30 days) following date on which the examination was administered.
18. ensures the development and verification of local programs of study.



Appendix 4

The teacher:

1. selects the means of evaluating the progress of students so as to examine and assess continually periodically the needs and achievement of objectives of every student entrusted to his care (Education Act, section 19).
2. proposes standards and procedures for the evaluation of student achievement to the Administration (Education Act, section 110.12).
3. helps the adult choose the learning methods and determines the time needed for each program and identifies any issues to resolve in order to achieve each step (Collective Agreement for Teachers, CCEE, 11-10.02 3rd paragraph).
4. follows the adult through his studies and ensures the validity of his learning approach (CCEE, 11-10.02 4th paragraph).
5. prepares, administers and corrects tests and examinations and completes reports related to this function (CCEE, 11-10.02 paragraph 6).
6. corrects examinations in accordance with the correction guide (GGSE, section 4.2.3).
7. determines the mark for the examination or examination component in accordance with the rules prescribed in the correction guide (GGSE, section 4.2.3).
8. handles the examinations with care so that they remain intact and confidentiality can be safeguarded (GGSE, section 4.2.3).
9. does not reproduce or store any examination materials (GGSE, section 4.2.3).
10. stores in a safe place the copy of an examination component until the student completes the entire examination; these documents must be available for consultation by a person authorized by the Administration as needed.
11. determines, through evaluation to support learning activities among others, if the student has acquired the skills defined by the course or if he achieved the course objectives to be eligible for certification examinations (GGSE, section 4.2.2).
12. applies the laws, regulations and ministerial policies regarding the evaluation of learning.
13. chooses or develops means for evaluating learning.
14. develops or revises, if applicable, certification examinations in accordance with MEES requirements, with the exception of imposed examinations.
15. disseminates to students the general conditions inherent to evaluation of learning.
16. ensures the evaluation of learning is conducted in accordance with the programs.
17. notifies the student of his results (within a maximum of five business days) and how to register for a retake if he fails the examination.
18. conducts a review of corrected certification examinations at the request of the Administration.



19. gives the designated person responsible all material used to complete the certification assessment (answer sheets, work sheets, evaluation sheets, drafts and audio material) within a maximum of five business days.
20. informs the administration in the event of loss or theft of certification testing.
21. must never correct, show, give to students or review in their presence a ministerial examination or test, in order to ensure the integrity of the examinations, and to ensure confidentiality and equity of the evaluation in the event that it is used again for a retake, as there are a limited number of versions of examinations available (GGSE, section 4.3.12).
22. must be aware of and comply with the authorized accommodation measures for students with special needs (see table “Students with accommodations”).
23. ensures that all necessary materials are available to students (calculators, dictionaries, etc.).
24. enforces that electronics (cell phones, iPods, etc.) are not allowed during the examination periods.
25. records student attendance, the start and end time of each examination.
26. asks students to check or write their personal identification information on the examination materials.
27. provides students with one answer booklet at a time if there are many components to the examination.
28. never leaves the examination room unsupervised.
29. ensures that students do not receive any explanations, definitions, translations or reformulations regarding the examination; however, can read out loud (without commenting) the instructions, grading information and the description of the examination before the session begins.
30. immediately confiscates any materials from a student suspected of cheating and expel the student from the examination room.
31. informs students that they are prohibited from leaving the examination room even a temporary absence, unless the student is accompanied by an authorized person for the entire absence.
32. provides draft sheets, if needed.
33. collects all examination material (answer sheets, work and evaluation sheets, rough drafts and audio material) when the scheduled time for the assessment has lapsed.
34. returns all examination material to the person responsible at the centre.
35. as needed, produces a written report for every case of cheating and submits it to the centre’s administration.



Appendix 5

The student:

1. must provide evidence that he has actually acquired the learning for which he is requesting recognition.
2. demonstrate the acquisition of the subject-specific competencies before he is allowed to complete the course examination for certification.
3. may request a review of the examination marking; the standards and conditions for the evaluation of learning set in place by the educational institution must be known to the student.
4. may register for a retake; the student must comply with the requirements of the authorized education institution and is subject to the certification rules in effect when the when the examination is retaken.
5. cannot leave before the end of the examination, otherwise the student will not be able to re-enter the examination room and only the numbers completed will be corrected; this will be his/her mark for the examination.



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Appendix 6

Acronyms

EA: Education Act

GGSE: Guide de gestion de la sanction des études et des épreuves ministérielles: formation générale des jeunes; formation générale des adultes; formation professionnelle

CCEE: Convention collective des enseignantes et des enseignants

MEES: Ministère de l'Éducation et de l'Enseignement supérieur



Appendix 7

EVALUATION AND CERTIFICATION RELATED TERMS

Learning support: A judgment is made on a student's learning on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical decisions, at the beginning of and at the end of studies. The teacher uses the information gathered to allow adjustments to the teaching based the needs of the student and students can adjust their learning process the information received and according to their self-assessment.

Remedial education: A process that promotes, through appropriate methods and techniques, the relearning of knowledge that was not acquired that should already have been learned.

Enrichment: Educational approach in providing activities to compliment the regular program aimed at expanding the application of acquired knowledge. Should not be a part of the proficiency assessment.

Pretest: Test to measure a student's competency level before allowing him to complete the certification examination. It ensures the student has the necessary skills and take corrective action if necessary.

Recovery: Intervention and support provided by a teacher to a student in order to prevent academic difficulties or delays.



Appendix 9

Personal Liability Commitment Form

I, the undersigned,

- agree to preserve the confidentiality of evaluations documents (examinations, guides, answer keys, answer sheets) entrusted to me and ensure the safety, confidentiality and integrity of examinations.
- the unauthorized distribution of material and assessment tools is strictly prohibited.
- reproduction of this material is forbidden.

This commitment binds:

Surname and given name (printed)

And the Kativik Ilisarniliriniq Centre for Adult Education

Date

Signature of employee

Signature of Centre Director

I, the undersigned,

- confirm that I have read and understood the document on standards and procedures of the school board for the current year.
- agree to observe and implement these standards and procedures in the exercise of my functions during the _____ year.

Date

Signature of employee

Signature of Centre Director

Note: Keep this document for one year.