



# The Launch March

EXAM

FEEDBACK

FORM



This 2017/2018 academic year, is a year where many teachers have started to implement new DBE adult education courses. Of course, with any new reform comes adaptation and consequently pertinent questions followed by feedback and hopefully discussion.

This process is easier when it comes to class instruction than when it comes to final exams, considering that many adult education exams are delivered to teachers rather than constructed by them.

However, the MEES process of administering exams comes with the ability to provide feedback. And, teacher feedback is encouraged and requested, especially in this early stage of implementation.

Your comments, ideas, suggestions, and questions [can only be submitted by using a Ministerial form \(link provided\)](#). It is important to use it, since some exams are still in prototype form and may still be revised. Your commentary can serve as invaluable information for any changes or additions to be made in the future.

**April 11, 2017  
9:30 am - 12:30 pm  
Collective Corrections for "New DBE  
PROCEDE Placement Tests"**

Are you interested in using the ENG and FRE DBE PROCEDE placement tests in your Adult Centre?  
All administrative and educational staff are welcome to attend.

This short workshop includes:

- Review of the new ENG and FRE Sec. 3, 4, 5 literacy demands
- Step by step instructions
- Collective corrections
- Applicant samples

**[Register Here](#)**

# FEBRUARY 19, 2018 DBE PROVINCIAL WORKSHOP

On February 19, 2018, 30 teachers, 10 pedagogical consultants and 3 program co-ordinators attended the DBE provincial workshop for English Language Arts, French Second Language and Social Sciences programs.

This professional development session was a clear continuation of the September 27, 2017 workshop, where activities and discussions focused primarily on demystifying MEES criterion referenced rubrics and on how the interpretation of these affects teacher instruction.

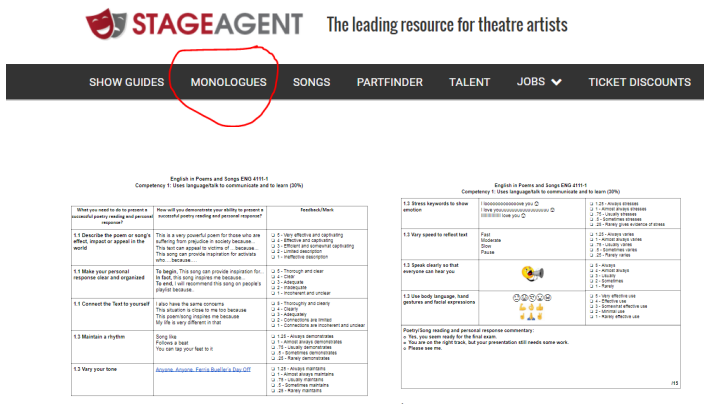
Regardless of a teacher's adult centre location, class structure, or subject, the common concern was the seemingly ambiguous vocabulary used in MEES evaluation guides. The vocabulary used to instruct teachers can be, and is being interpreted in several different ways by teachers, resulting in

different marking schemes as well as different class instruction for the same end of course outcome.

This workshop was an attempt at clarifying course demands and standardizing class instruction.

- 2 Adult learner evaluation guides were created for ENG 4111-1 and 5101-1
- 1 Collective correction for FRE 5103 was offered
- Material and resources for the "New" History of Quebec and Canada were presented, and its mock exam with evaluation grids were reviewed.

The articles below will provide readers with a more detailed overview of the workshop, and pertinent links.



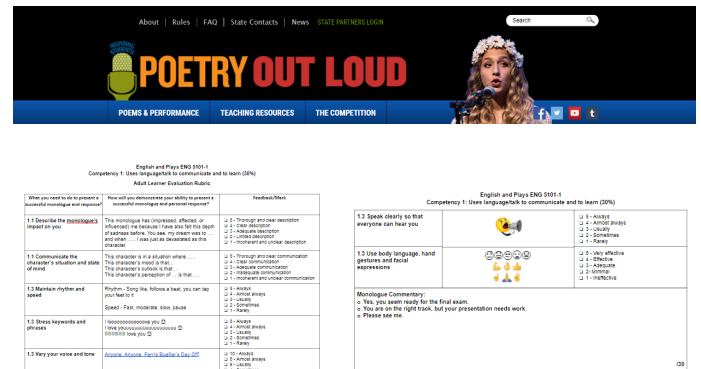
## Adult Learner Evaluation Guide

## English and Plays 5101-1

Do your students need sample monologue texts and videos to help them prepare for the final end of course evaluation? [www.stageagent.com](http://www.stageagent.com) is a great website that provides the necessary resources. Users can choose from many categorized genres, and filter them by available videos for better understanding and preparation. And, don't forget to distribute student friendly, but Ministry compatible, evaluation guides for a clear direction of end of course outcomes.

## English and Poetry 4111-1

Finding poems is not usually a problem, but hearing them being recited sometimes is. [www.poetryoutloud.org](http://www.poetryoutloud.org) is a great website that provides both, and so much more. Click on the poems and performance tab to find what you need. Using this resource in conjunction with a student friendly evaluation guide, is a sure way to clarify the performance aspects of this course.



## Adult Learner Evaluation Guide

## GETTING READY FOR THE FUTURE: HISTORY OF QUEBEC AND CANADA

On February 19, 2018, Paul Rombough, a LEARN Consultant for Social Sciences, presented course resources, tools, and strategies for the upcoming History of Quebec and Canada course at a provincial DBE workshop. As Paul reports, "This session introduced teaching strategies for the new History programs, as well as where to find adaptable digital resources on the LEARN and RECITUS web sites, and also through the "Communauté Histoire du Québec et du Canada" (a MEES-sponsored community of Secondary 3 and 4 and now Adult Education teachers!) Historical thinking skills as well as competency-based teaching strategies were introduced, practiced, and set as a basis for designing future lessons. We covered evaluation, the so-called Intellectual Operations to be targeted on future exams, and how to plan according to the new program content and its two central competencies." If you were unable to attend the workshop, but would like access to the material that was presented please visit:

The History section of LEARN

<http://learnquebec.ca/history>

The Powerpoint used is temporarily available

<http://tiny.cc/learnadultppt2018>

Historical Thinking concepts visit

<http://historicalthinking.ca>

Paul Rombough [prombough@learnquebec.ca](mailto:prombough@learnquebec.ca)



Lors de l'atelier de correction collective pour le cours FRE-5103 - Volet production écrite - nous avons d'abord exploré les outils de



correction. Nous avons pris le temps de définir ensemble ce qui était attendu de l'élève à l'aide de la grille d'observation dans le but de muscler notre jugement professionnel. Cela nous a permis d'en arriver à une correction plus uniforme des textes que nous avons sous la main et également de réfléchir à comment enseigner certains éléments. Pour ceux qui aimeraient en savoir plus ou qui n'ont pu se joindre à nous, j'offrirai de nouveau cet atelier en collaboration avec la responsable du programme de FLS lors du congrès de l'AQIFGA.

— Veronique Bernard

*Direction du service de formation  
générale adulte et professionnelle  
Commission scolaire de la  
Seigneurie-des-Mille-Îles*

**Nathalie Mailhot**  
master your authentic voice  
imagine...

- \* Speaking with confidence.
- \* Communicating clearly.
- \* Saying what you really mean, and presenting it well



Nathalie Mailhot is the owner of Master your Authentic Voice. As a Speaking & Presentation Skills Coach she helps teens, business owners and teachers with the various parts of speaking. On the Feb. 19,

2018 DBE workshop she broke down some techniques to help teach and evaluate the ENG competency 1: Uses Language. The focus was on vocal variety, gestures and dabbled in a bit of the structure. She provided an engaging presentation with useful and practical tools for teachers. [www.nathaliemailhot.com](http://www.nathaliemailhot.com)

# MATH: AN OVERVIEW OF THE DBE MATH PROGRAM

## Distribution of Courses

Level		Number of courses	Total hours of instruction
Secondary III		Three 50-hour courses	150 hours
Secondary IV	CST option	Two 25-hour courses One 50-hour course	100 hours
	TS option	Three 50-hour courses	150 hours
	S option	Three 50-hour courses	150 hours
Secondary V	CST option	Two 25-hour courses One 50-hour course	100 hours
	TS option	Three 50-hour courses	150 hours
	S option	Three 50-hour courses	150 hours
Optional Secondary V subjects		Two 50-hour courses	100 hours

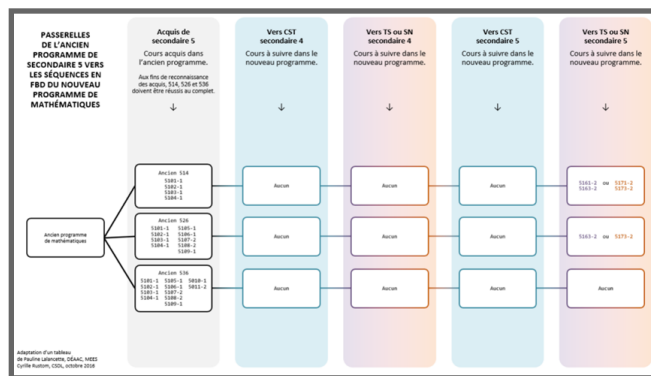
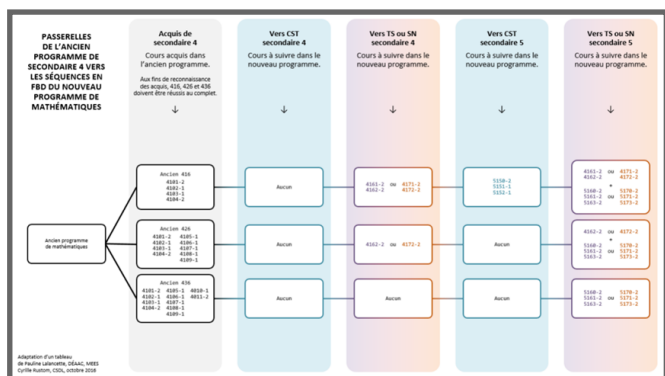
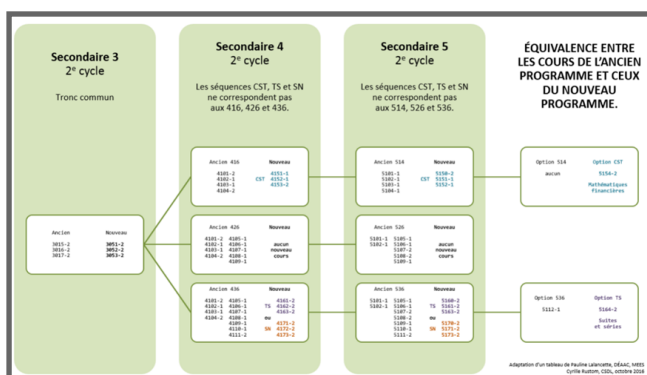
## The Three Math Options



PROCEDE would like to thank Sonia Boulais, Vanessa Boily, and Martin Francoeur from Carrefour FGA for sharing their knowledge and expertise toward the creation of this video.

## Equivalent Math Courses and "Les Passerelles": Tools to Help with Registration

[Click Image to Enlarge](#)



## College Admission Information for All Subjects

The [College Admissions](#) document informs us of the prerequisite courses for each CEGEP program. It also informs us of the acceptable combinations of old and new courses.





- New Definition of Evaluation Domains (DEDs) will be released on July 1, 2018 for CST IV. Starting July 1st, students will have 3 hours to complete the CST IV exams.
- In response to teacher feedback, a clear set of high-lighting instructions and a new Criterion Reference Rubric will be released July 1, 2018 for DBE math. Teachers are allowed to share the Criterion Reference Rubric with their students but not the Information Gathering Tool.
- Corrected math exams for SN-4171 and SN-4172 are gradually being sent to the Sanctions Representative for each school board. The Sanctions Representative will send the corrected exams to each Centre Director and/or Ped-Consultant.
- Versions D, E, and F for each CST IV and SN IV course code will be released over the next 12 months.

## MATH RESOURCES:

- **Pretests and Solution Keys:** CST IV pretests and their corresponding solution keys can be accessed via the DBE website. Thank you to the team at RSB for providing them.

A new pretest is now available for SN-4171.  
Thank you to Julie Vallé e (ETSB) for sharing!

- **Course Packs for Level III Math:** A set of manuals for MTH-3051, MTH-3052, MTH-3053 were created by CS Chic-Choc. The goal of these manuals is to close the gap of knowledge and skills between the old level III program and the new level IV program. They can be found at <http://matfga.weebly.com/> for your review.
- **SOFAD Textbooks:** All CST IV and SN IV books should be available by May 2018.

## COMPETENCY EXPLANATION TABLE

The following table was completed at the PROCEDE Workshop on Evaluation. It aims to strengthen our understanding of the Criterion Reference Rubric. Thank you to the workshop participants for completing this document.

Competency	Underlying Criteria	Meaning of the Criteria	In other words.....	Evidence
C1: Uses Strategies to Solve Real-world Problems	1.1 Information (and/or context) that the situational problem has been understood.	This criterion measures the ability of the adult to identify what is being sought and to identify relevant information while taking into account the constraints necessary.	He is assessing the student's comprehension of the problem.	<p><b>The student may:</b></p> <ul style="list-style-type: none"> <li>• Highlight the words/numbers</li> <li>• Underline the question</li> <li>• Underline with relevant words that he/she understands</li> <li>• Not the student what to do</li> <li>• Does not seek information that is not needed or irrelevant</li> <li>• Sometimes neglect information</li> <li>• Sketches on a given figure</li> <li>•</li> <li>•</li> </ul>
	1.2 Application of strategies and appropriate mathematical knowledge	This criterion measures the student's ability to select relevant strategies to select appropriate knowledge in order to solve the problem.	We are assessing the student's ability to <u>analyze</u> the given data.	<p><b>Depending on the subject area, the student may:</b></p> <ul style="list-style-type: none"> <li>• Write what's given and what's being asked for</li> <li>• Look at given data</li> <li>• Classify the problem</li> <li>• Construct a graph</li> <li>• Draw (e.g., line, linearity, shapes, area)</li> <li>• Classify the problem (e.g., shapes, area)</li> <li>• Cut or imagine shapes into regular shapes</li> <li>• Look for a pattern trend</li> <li>• Assign variables to unknowns</li> <li>• Use technology (calculator, computer)</li> <li>•</li> <li>•</li> </ul>

## PROBLEM-SOLVING TEMPLATE

The following Problem-Solving Template was created to help our students understand and practice the requirements stated in the Criterion-Reference Rubric. This template can be attached to each Situational Problem that is administered in class.

**Problem-Solving Templates**

**Competency 1: Use problem-solving strategies**

**1.0 Reading Strategies**

	Overview	"Are there any words that I don't understand?"
	Methods	
	Generalization	
	Knowledge-based	

**2.0 Problem Solving Strategies**

	What's Given?		List/Represent the given data in a different way?		What operations do I need to perform?		What missing information do I need to solve this problem?
			<ul style="list-style-type: none"> <li>• Group</li> <li>• Table</li> <li>• Drawing</li> <li>• Flowchart</li> </ul>				

**3.0 Problem Solving Strategies**

	What's Given?		List/Represent the given data in a different way?		What operations do I need to perform?		What missing information do I need to solve this problem?
			<ul style="list-style-type: none"> <li>• Group</li> <li>• Table</li> <li>• Drawing</li> <li>• Flowchart</li> </ul>				



## New Learning and Evaluation Situations (LESs) for Math!

PROCEDE would like to thank Lynn Travers and Carrefour FGA for translating the following LESs and making them available on Alexandrie.

<b>CST Math -4151</b> <a href="#"><u>Just You Wait and See What I Can Do!</u></a> <a href="#"><u>The Case of the Emerald Ash Borer in Qué bec</u></a>	<b>CST Math- 4152</b> <a href="#"><u>The ABCs of Car Insurance</u></a>	<b>CST Math- 4153</b> <a href="#"><u>Age Rally Land to Build a Home</u></a>	<b>SN Math- 4171</b> <a href="#"><u>Hare for Dinner</u></a> <b>SN-Math -4173</b> <a href="#"><u>A Cottage Renovation</u></a>
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LESs are a great way to assess student understanding of the essential knowledge concepts. Once a student has completed a LS in the SOFAD book (see diagram below), an LES can be used to assess the same knowledge concepts under a different context. LESs can also be used as a formative assessment tool.

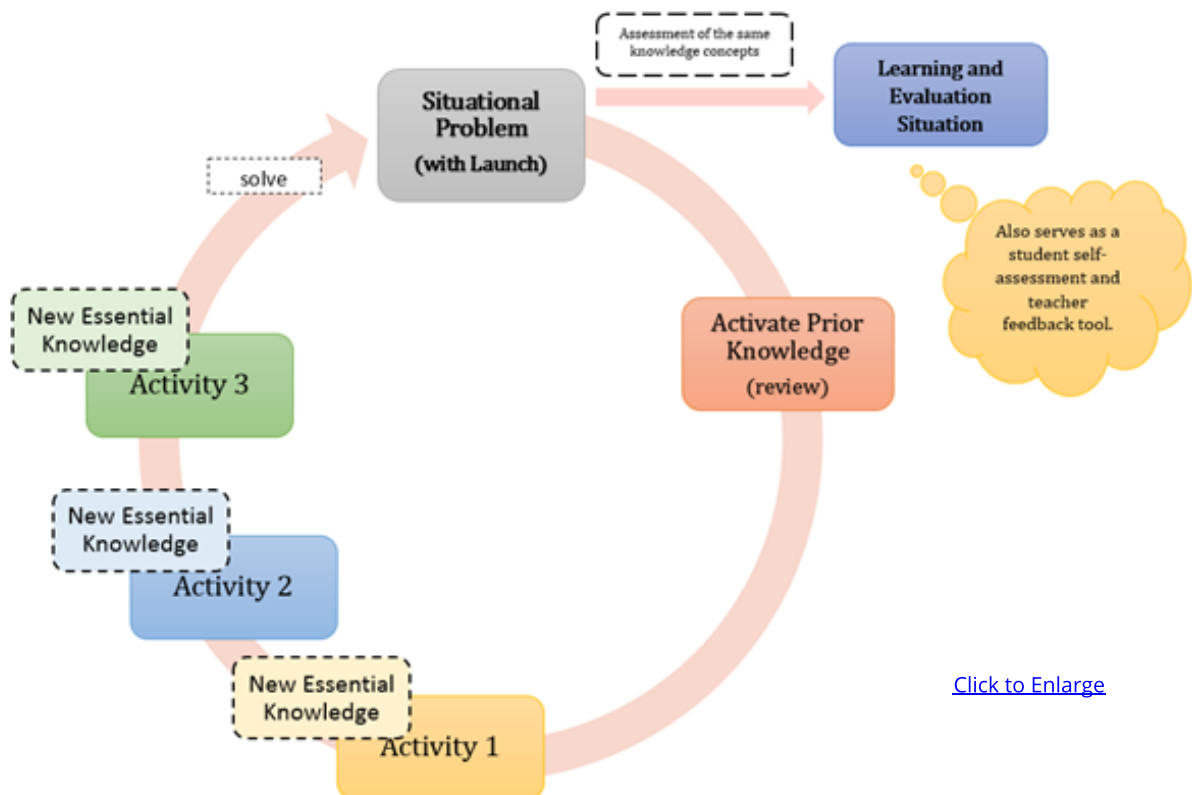
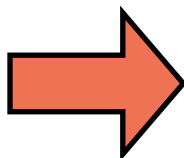


Figure 1: Breakdown of a SOFAD Learning Situation

If you are interested in writing an LES for a math or science course of your choice, please write to [sfiocco02@lbpearson.ca](mailto:sfiocco02@lbpearson.ca). Teachers will be paid for 10 days of work.

The following table presents the content of the courses in the Chemistry program.

Courses		
Title	Hours/ Credits	Compulsory Concepts
<b>CHE-5061-2</b> <i>Chemistry: Gases and Energy</i>	50 hours 2 credits	<ul style="list-style-type: none"> <li>Chemical properties of gases               <ul style="list-style-type: none"> <li>Reactivity</li> </ul> </li> <li>Physical properties of gases               <ul style="list-style-type: none"> <li>Kinetic theory of gases</li> <li>General gas law</li> <li>Ideal gas law</li> <li>Dalton's law</li> <li>Avogadro's hypothesis</li> <li>Molar volume of a gas</li> </ul> </li> <li>Energy transfers that occur in reactions               <ul style="list-style-type: none"> <li>Endothermic and exothermic reactions</li> <li>Energy diagram</li> <li>Activation energy</li> <li>Enthalpy change</li> <li>Molar heat of reaction</li> <li>Relationship between thermal energy, specific heat capacity, mass and temperature variation</li> </ul> </li> </ul>
<b>CHE-5062-2</b> <i>Chemistry: Kinetics and Equilibrium</i>	50 hours 2 credits	<ul style="list-style-type: none"> <li>Reaction rate               <ul style="list-style-type: none"> <li>Factors that influence the reaction rate</li> <li>Rate law</li> </ul> </li> <li>Chemical equilibrium               <ul style="list-style-type: none"> <li>Factors that influence the state of equilibrium</li> <li>Le Châtelier's principle</li> <li>Equilibrium constant</li> <li>Relationship between the pH and the molar concentration of hydronium and hydroxide ions</li> </ul> </li> </ul>



Please see the attached course packs for [Chem 5061](#) and [5062](#). These course packs were created by Martin Lahaie and translated by Sarah Sisso from Sir Wilfred Laurier School Board. Feel free to complete the English version by sharing your LESs and/or pretests!

Thank you Sarah from SWLSB!

[Click on image to enlarge](#)

## PHYSICS

The following table presents the content of the courses in the Physics program.

Courses		
Title	Hours/ Credits	Compulsory Concepts
<b>PHS-5061-2</b> <i>Kinematics and Geometric Optics</i>	50 hours 2 credits	<ul style="list-style-type: none"> <li>Kinematics               <ul style="list-style-type: none"> <li>Reference systems</li> <li>Uniform rectilinear motion</li> <li>Uniformly accelerated rectilinear motion</li> <li>Motion of projectiles</li> </ul> </li> <li>Geometric optics               <ul style="list-style-type: none"> <li>Snell's laws</li> <li>Images</li> </ul> </li> </ul>
<b>PHS-5062-2</b> <i>Dynamics and Transformation of Mechanical Energy</i>	50 hours 2 credits	<ul style="list-style-type: none"> <li>Dynamics               <ul style="list-style-type: none"> <li>Newton's laws</li> <li>Free-body diagram</li> <li>Equilibrium and resultant of several forces</li> <li>Effective force</li> <li>Force of friction</li> <li>Gravitational force</li> <li>Centripetal force</li> <li>Hooke's law</li> <li>Gravitational acceleration</li> </ul> </li> <li>Transformation of energy               <ul style="list-style-type: none"> <li>Relationship between power, work and time</li> <li>Mechanical energy</li> <li>Relationship between energy, the spring constant and the length variation of a helical spring</li> <li>Relationship between work, force and displacement</li> <li>Relationship between work and energy</li> <li>Relationship between potential energy, mass, acceleration and displacement</li> <li>Relationship between kinetic energy, mass and velocity</li> </ul> </li> </ul>

[Click on image to enlarge](#)

## CHEMISTRY & PHYSICS EXAMS:

The prototype for each Physics and Chemistry course code is scheduled to be released within the next two weeks. BIM will be allowed to release their version once the Ministry prototype is released.

Reminder: We are allowed to adjust the prototype as long as we stay true to the DED. If we modify the prototypes, we have to replace the Ministry logo with our school board logo and indicate on the cover page that it is a modified version on the Ministry exam.

## SCT. IV & CHEMISTRY V RESOURCES:

### Course Packs for level IV SCT and Chemistry V:

New resources (notes and assignments) have been added to the [DBE website](#) for SCT IV and Chemistry V. Thank you RSB and SWLSB teachers for sharing!!!

### SOFAD:

The DBE books for Chemistry and Physics are now available on the SOFAD website.

## Upcoming Workshop on Chemistry and Physics!!

Based on teacher feedback, PROCEDE will add two more workshops for Chemistry and Physics. More details to come in the next newsletter. Details and registration will be available in the next newsletter.

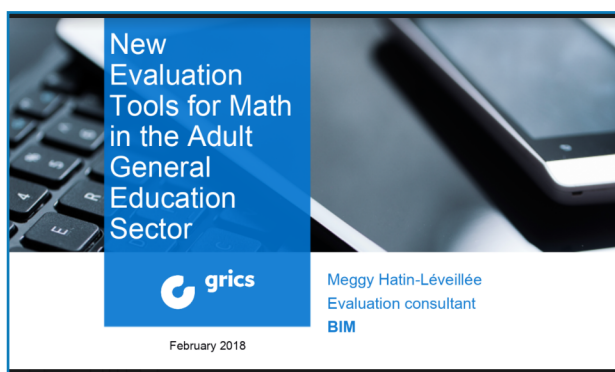
# PROCEDE PROVINCIAL WORKSHOP ON EVALUATION

On February 27th, thirty-five teachers and ped-consultants attended a provincial workshop on evaluation for Math, Science and Technology. Teachers worked with student exemplars to 1) practice the correction process; 2) provide feedback on how to simplify the correction tools; and 3) validate a new rubric for Math. It was a great day of analysis and discussion!

Thank you to Barabra Choquette (BIM), Meggy Hatin-Léveillé (BIM), Goran Petrovic (Place Cartier), Bernard Osei-Asamoah (EMSB), Pauline Lalancette (MEES Representative for Math) and Doris St-Amant (MEES Representative for Science and Technology) for facilitating and answering questions.



*In case you missed it!* Click image to view the power point.



## QUESTION & ANSWERS FOR SCIENCE & TECHNOLOGY

### Questions and Answers from the February 27th Workshop on Evaluation (Answers are provided by Doris St-Amant and translated by Sonya Fiocco)

- 1) Do we have to keep students' wooden prototypes for the 4063 exam? If so, for how long should we keep them?

Yes, the student's wooden prototype must be kept in a safe place for a period of one year after the student has written the exam. This allows the centre to adequately respond to a request for an exam revision which requires the operation of the prototype to be re-examined. The centre must also keep all exam documents (adult booklet, checklist, rubric) in a safe place for a period of one year. After one year, it will be possible to recover the parts and use them for other projects.

Note: The "Guide de Sanctions des Études et Épreuves Ministérielles" mentions that the request for a revision must be made in writing, within 30 days of the student receiving his/her grade!

A photo of the prototype is therefore not allowed.

2. If we ever have to keep the wooden prototypes, can we reuse them for other projects after the allowed time?

Yes, other projects but not for future final exams.

3. Is taking a picture of the final prototype (that students should create during the exam) be enough rather than keeping the projects?

No - see above

## NOTES FROM WORKSHOP FOR SCIENCE & TECHNOLOGY

### D&E Workshop February 27, 2018

#### Science Evaluation

The five secondary 3 courses will be combined into two secondary 4 courses: SCG 4059-2, SCG 4060-2. These are option courses but are meant to be pre-requisite courses. It is recommended to take them before sec. 4 but not obligatory. They do not fulfil the science and tech category. Exams will come out next year: 40% theory, 40% practical, 20% explicit knowledge.

Chemistry and physics version 8's are coming out soon.

#### Practical Criteria

- 1.3 This is what I understand.
- 1.2 This is what I am going to do. They design the procedure/plan.
- 1.3 This is the manipulation of materials. We need to watch the students do this.
- 1.4 This is when students assess what they did and explain what they would do to enhance or modify

### Feb 27th 2018, Science Evaluation Workshop Notes:

The new prerequisite course codes will be SCG 4059-2 and 4060-2. These can now be counted towards option credits for diploma, but **do not count as science credits**. Will not be compulsory, though they are highly recommended since the serve as prep for the science courses. If not taught you will have to teach extra concepts in already heavy courses.

Chemistry and physics version 8's are coming soon.

We evaluate competency and explicit knowledge: Same weighting for all science courses - 40% Theory (comp 2), 40% Practical (comp 2), 20% Explicit knowledge. Comp 3 is not specifically evaluated, is integrated into the other 2 parts.

Handout 1: Evaluation criteria in DED stated exactly as in the course (D&E - DED - Exam).

#### Practical Evaluation Criteria:

- 1.3 representation
- 1.2 plan of action
- 1.3 Implementation - \*\*\*each student must be observed during implementation
- 1.4 explanations, solutions, conclusions.

#### Theory Evaluation Criteria:

- 2.3 Interpretation

Thank you Sheila and Shanna !





March 15, 2018

# IMPLEMENTATION PARTNERS

## CARREFOUR FGA

"Le **Carrefour FGA** est un regroupement de sites québécois conçus pour la formation générale des adultes (FGA). Ici, les idées, les visions et les créations de partout convergent en un seul lieu. (<http://www.carrefourfga.ca/>)

## ALEXANDRIE FGA

"This is where you can share and find educational material and tools created for and by education personnel from Adult General Education" (<http://www2.carrefourfga.com/alexandrie/EN/>)

## APRÈS COURS FGA

"La mission ... est d'accompagner et de soutenir les acteurs de la formation générale des adultes" (<http://aprescours.ticfga.ca/a-propos-des-apres-cours-fga/>)

- Webinaires
- Communautés de partage
- Vidéos

## ACCOMPAGNEMENT NATIONAL

"Afin d'apporter le support nécessaire aux enseignantes et aux enseignants dans le cadre de la mise en œuvre des nouveaux programmes, la DE AFC offre cette année un accompagnement portant sur différents aspects du programme d'études et de l'évaluation". (<http://www.carrefourfga.ca/accompagnement-national/>)

## TRÉAQFP

Favorise et promouvoit des services éducatifs de qualité accessibles aux adultes du Québec

## RÉCIT

Un réseau de personnes-ressources pour le développement des compétences des élèves par l'intégration des technologies

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Are you looking for DBE resources or have some that you want to share? This website is meant to help any educational professional find, locate, use and share class materials.