QOA- Quebec Online Alliance

Standards and Procedures 2021-2022		
Progress Report	**Issued on:** **Friday, November 19, 2021**	**The Progress Report contains comments from the teachers detailing the student's learning, behavior and academic success so far this year.**
Term 1 Report (40% of Final Grade)	**Issued on:** **Friday, January 28, 2021**	**The Report card will be distributed on January 28th, 2022. It will cover the period from September to January 12, 2022.** **Virtual Parent-Teacher Interviews (by appointment) November 2020**
Progress Report 2	**Issued on:** **Friday, April 22, 2021**	**The Progress Report contains comments from the teachers detailing the student's learning, behavior and academic success so far this year.** **Virtual Parent-Teacher Interviews (by appointment) March 31, 2020**
Term 2 Report(60% of Final Grade)	**Issued by:** **July 10, 2022**	**The Report card will be distributed on. It will cover the period from January 13, 2022 to June 23 2022 .**
Means of Communication with Parents	**Email** **Phone calls, virtual meetings** **Student work/evaluations sent home by email to be acknowledged** **Virtual Parent-Teacher Interviews (arranged by school on specific date or between parent and teacher upon request)**	
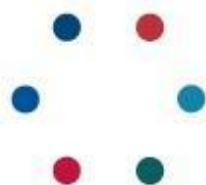
Ethics & Religious Culture Secondary Cycles 1-3

Competencies	% of Term Mark	Term 1	Term 2	Assessment Tools
Reflects on ethical questions	40	X	X	Full class discussions, small group discussions, written and oral reflections on ethical issues, independent research tasks, small group research tasks, examining bias, written and oral opinion pieces, creative writing, developing lines of questioning, written tasks which build on prior knowledge, examination of historical contexts, quizzes.
Demonstrates an understanding of the phenomenon of religion	30	X	X	
Engages in dialogue	30	X	X	
Evaluation Procedures in virtual setting:				
Reflects on ethical questions	Observation of full class and small group discussions, noting progress on research tasks, asking questions to strengthen and defend reasoning on written and oral opinion pieces and creative writing, noting student ability to improve, change, or modify opinions upon receiving new information, noting student understanding of historical contexts and bias, quizzes.			
Demonstrates an understanding of the phenomenon of religion	Observation of full class and small group discussions, noting progress on research tasks, noting student understanding of historical contexts and bias, creative writing, noting student ability to build on their ideas upon receiving new information, quizzes.			
Engages in dialogue	Observation of full class and small group discussions, observing student participation during partner or small group projects, examining student ability to respond to guiding questions when discussing ideas or opinions, as well as student ability to improve written or oral communications when provided with feedback.			

Ethics & Religious Culture Secondary Cycles 4-5

Competencies	% of Term Mark	Term 1	Term 2	Assessment Tools
Reflects on ethical questions	40	X	X	Full class discussions, small group discussions, written and oral reflections on ethical issues, independent research tasks, small group research tasks, examining bias, written and oral opinion pieces, creative writing, developing lines of questioning, written tasks which build on prior knowledge, examination of historical contexts, quizzes.
Demonstrates an understanding of the phenomenon of religion	30	X	X	
Engages in dialogue	30	X	X	
Evaluation Procedures in virtual setting:				
Reflects on ethical questions	Observation of full class and small group discussions, noting progress on research tasks, asking questions to strengthen and defend reasoning on written and oral opinion pieces and creative writing, noting student ability to improve, change, or modify opinions upon receiving new information, noting student understanding of historical contexts and bias, ability for student to properly source information, quizzes.			
Demonstrates an understanding of the phenomenon of religion	Observation of full class and small group discussions, noting progress on research tasks, noting student understanding of historical contexts and bias, creative writing, noting student ability to build on their ideas upon receiving new information, ability for student to properly source information, quizzes.			
Engages in dialogue	Observation of full class and small group discussions, observing student participation during partner or small group projects, examining student ability to respond to guiding questions when discussing ideas or opinions, as well as student ability to improve written or oral communications when provided with feedback, evaluating ability of student to discuss, support, and critique ideas with other classmates in a respectful way.			