



Conseil ontarien des directrices et des directeurs de l'éducation de langue française

***Brief submitted to the
Ontario Ministry of Education***

regarding

EDUCATION ASSESSMENT IN ONTARIO

January 2018

Introduction

Since September 2010, French-language schools in Ontario were mandated to assess, evaluate and report on student achievement in accordance with the policies and practices outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12, 2010*. In 2016, the Ministry published the document *Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools*, a policy implemented across Ontario in September of that year to ensure greater consistency in school boards and schools in their assessment of all students from Kindergarten to Grade 12.

French-language school boards that operate in minority-language settings in Ontario recognize the importance of the policy and its addendum, and are making ongoing efforts to implement both efficiently.

The Ontario French-language educational context has evolved significantly since the release of the policy and the implementation of large-scale assessments. Given the shift in learning conditions due to an increasingly changing, interconnected world and its countless learning possibilities, the latest data- and experience-based information must be taken into account to ensure that provincial assessment and evaluation practices align with emerging educational strategies in the classroom.

In September 2017, the Government of Ontario announced, “a comprehensive overhaul of school curriculum and student assessment tools, aimed at making our schools better at unleashing the full potential of every child.”¹ A team of expert advisors led by Carol Campbell is conducting an independent review of assessment, evaluation and reporting processes. To this end, consultations were launched to gather opinions, recommendations and comments from a multitude of stakeholders and partners. This review will help guide efforts to update assessment, evaluation and reporting practices by focusing on evaluation practices, various reporting tools such as school reports, large-scale assessments and provincial report cards.

As an education partner and stakeholder, CODELF is submitting this brief summarizing its views regarding classroom assessments, provincial assessments created and administered by the Education Quality and Accountability Office (EQAO), as well as national and international assessments. This document also outlines potential options to build on the gains and progress achieved following the 2004 implementation of *Ontario’s Aménagement Linguistique Policy for French-Language Education* and the findings contained in the June 2014 report *Consultation sur l’aménagement linguistique dans les écoles de langue française en Ontario – Rapport de la*

¹ Ontario Ministry of Education. (2017). *Updated Curriculum, New Report Cards Coming to Ontario Schools. Province Modernizing School System to Unleash Full Potential of Every Student.*

September 6, 2017, 10:15 A.M. Office of the Premier.

<https://news.ontario.ca/opo/en/2017/09/updated-curriculum-new-report-cards-coming-to-ontario-schools.html>

consultation in order to improve assessment, evaluation and reporting practices in the years to come.

For the purposes of this brief, input from the twelve (12) French-language school boards represented by CODELF was sought in December 2017. These pages contain their position statement.

Given the francophone minority context in Ontario, the French-language school boards are asking to be actively involved in all undertakings by the Ontario Ministry of Education toward the renewal of the Ontario school curriculum and assessment, evaluation and reporting policies at the classroom, provincial, national and international levels.

1. Classroom assessment

Context

In French-language schools in Ontario, assessment and evaluation is now planned to ensure student success. Assessments *for* and *as* learning are recognized as being the most important to impact student learning. Innovative learning supports derived from new and more accessible and performing technologies have an effect on teaching practices and enable access to cutting-edge assessment tools. Whereas paper alone was used, today's assessment tools, such as portfolios, journals and learning logs to name but a few, can be technology-based. Globalization and the changing labour market have led to a highly specialized and qualified workforce and require schools to focus on global competencies that students will need to acquire to be able to compete as adults. Schools must also determine how to assess these competencies.

In partnership with the Ministry of Education, French-language schools in Ontario are shifting toward digitization and the crucial transformation of learning experiences. Student engagement is key to these changes. French-language school boards in the province acknowledge the importance of reviewing the curriculum and the assessment, evaluation, and reporting policy.

Easier-to-access technology also changes the means of reporting on student achievement. Parents can become true partners in ensuring the success of their child. A review of existing communication tools taking into account access to technology is vital to sustain this partnership.

Given the minority context in which French-language schools operate, access to relevant French-language expertise and resources to support educators in the implementation of the most recent assessment strategies remains a constant challenge.

CODELF's position on classroom assessment

How can classroom assessment be improved to realize our provincial goals?

Recommendations

- French-language school boards have fully implemented the *Growing Success* policy. Preserving what works and what remains valid is important. Despite pressures that might emerge from the field, reverting to a more traditional assessment model would be counterproductive.

- Once new assessment policies have been defined, efforts to ensure a common understanding and a comprehensive implementation of the assessment model across the Ontario education system will be crucial.
- While recognizing that the professional judgment of teachers is the cornerstone of evaluation, a critical analysis of the importance of diagnostic assessment at the classroom level as well as the added value of school-based and system-based diagnostic assessments should be undertaken (This recommendation follows Policy/Program Memorandum No. 155).
- The lack of French-language research and expertise in assessing student achievement in Ontario requires the allocation of funds to develop such expertise in order to support school personnel in the implementation of the new assessment policy.
- To support and promote the in-class assessment process, there should be an emphasis on developing appropriate technology resources and tools in French.
- In the context of renewing the existing evaluation policy, focus should be on skills and competencies rather than on knowledge (expectations and content).
- Consistency in French and English terminology is needed to avoid any confusion arising from translation (for example, competencies, skills, knowledge, abilities).

Other considerations

- Assessment practices, for example, self-assessment and peer-assessment, are becoming key practices that should be examined more attentively in regard to assessing competencies.
- Currently, we recognize that students should be at the center of their learning, which means they must assume new roles, such as, that of researcher and decision-maker. Teachers' roles are also changing. They are no longer knowledge brokers but coaches, guides, course designers, and more.
- Since student engagement is crucial to their success, emphasis should be placed on ensuring that new pedagogical approaches and assessment strategies are designed with students' interests in mind.
- Building on the work already accomplished in the area of evaluation, which is based on triangulation, assessment *for* and assessment *as* learning, is important if the evaluation is ultimately done for the benefit of the student rather than the preparation of the school report card.
- The *Growing Success* policy should better emphasize the importance of planning (backwards planning, planning for the collection of data, planning of learning and teaching tasks, planning according to needs) in the evaluation process to create links between teaching, learning and evaluation.
- Literacy, including mathematical literacy should be systematically integrated in all subjects for evaluation purposes.

What types of reporting of student learning in the classroom do you consider to be most useful, and why?

Recommendations

- The strategy for reporting student achievement should focus more on the assessments *for* and assessments *as* learning since those types of assessments are more conducive to student achievement than reports that simply evaluate learning. Parents value receiving daily evidence of achievement that informs them about their child’s progress more than a judgement on their child’s performance summarized in a report at the end of a period.
- The existing report card does not reflect the shifts in learning that have taken place with the advent of the digital era. Efforts should be made to adapt the report card to the new learning context in Ontario’s French-language schools. The *learning skills and work habits* found in report cards should be reviewed and updated to ensure their cohesion with global competencies identified by the Ministry of Education.
- Completing the Progress Report in October can sometimes be challenging for educators because it is released only a few weeks into the new school year. Using dedicated tools such as pedagogical documentation to communicate with parents on a regular basis could potentially enhance the parent–educator partnership.

Other considerations

- Triangulation provided through observation, pedagogical documentation, student-work portfolios, student–educator conversation, self-assessment and peer-assessment can be continuous feedback on achievement for both students and parents.
- Descriptive feedback and comments on learning outcomes and evaluation criteria that are established with the student are winning strategies that have a significant effect on the student’s engagement.
- Ad hoc communications on acquiring and developing competencies are more meaningful to students than letter grades and percentage marks (required on the report card).
- Communications from students prove to be powerful tools (for example, self-assessments, videos that demonstrate their acquired competencies and skills).
- The personalized comments about the student’s skills and work habits written on the report cards are what is most pertinent to the parents and the students.

2. Large-scale provincial assessments administered by the Education Quality and Accountability Office (EQAO)

Context

For the assessments administered in the French-language schools, EQAO involves educators and administrators working in French-language schools throughout the province in the design, administration, scoring and reporting of assessment results. Currently, EQAO is responsible for the assessments of reading, writing and mathematics for the Primary Division (Grades 1 to 3) and Junior Division (Grades 4 to 6), the Grade 9 assessments of mathematics (academic and applied) and the Ontario Secondary School Literacy Test (OSSLT) administered in Grade 10 as a graduation requirement. Those assessments are administered to all students across the province, are designed separately in both of Canada’s official languages (English and French) and are solidly grounded in the *Ontario Curriculum*.

EQAO’s achievement reports provide province-wide results at the school board, school and student level.

In connection with the comprehensive overhaul of school curriculum and student assessment tools, the Government of Ontario has opened public consultations to update provincial assessment practices, including those of EQAO, to ensure that they are culturally relevant, measure a wide range of learning and better reflect student well-being and equity.

Amongst others, the major reasons for EQAO to modernize their evaluation program, as stated in *EQAO: Information Paper – Modernizing EQAO to Better Support Student Learning*, is to:

- “reflect more closely today’s classroom;
- measure skills that EQAO does not currently measure; and
- facilitate some online customization to accommodate students’ unique learning needs.”²

² Education Quality and Accountability Office (EQAO). (November 2017). *EQAO: Information Paper – Modernizing EQAO to Better Support Student Learning*. Queen’s Printer for Ontario.

http://www.eqao.com/en/about_eqao/modernization/Communication%20Documents/information-paper-modernizing-eqao.pdf

CODELF's position on EQAO

How can EQAO assessments be improved to realize the provincial goals?

Recommendations

- In keeping with the September 2017 announcement to overhaul the Ontario school curriculum, ensuring consistency between the new assessments that will result from the EQAO's modernization plan, the Ontario school curriculum and the *Growing Success* policy is imperative.
- In its revised assessment program, EQAO will need to fully evaluate student learning (global competencies) and shy away from evaluations based mostly on knowledge.
- To recognize the French-language minority context in Ontario and the complexity of the French-language, EQAO must continue to design, administer, score and report assessment results in French in partnership with school personnel that have previously worked or are currently working in the French-language schools.
- For students and educators, the delivery process currently used by EQAO for its tests is artificial. To counter this effect, EQAO's assessment programs need to reflect the pedagogical environment in which French-language schools are currently operating in Ontario given the transformation presently occurring in teaching and learning.
- It would be imperative to critically examine the complexity and length of assessment tasks, the time involved (number of days) and the required planning and administration. Some thought should be given to providing students with choices, for example, to selecting texts based on their interests. It is also important to provide students with access to the same resources as the ones they use in the classroom (for example, a dictionary, Internet access, collaboration with others).
- Since the OSSLT is a graduation requirement and the Grade 9 provincial mathematics test isn't, recognizing the importance of one over the other has its challenges. Addressing this issue and reviewing the rationale for having two distinct assessments of mathematics (applied and academic) for Grade 9 students is imperative.
- Acknowledging the importance of the well-being and success of each student attending a French-language school, the provincial assessment should be designed and administered to improve student achievement in a positive and engaging fashion.
- Recognizing the importance of school personnel's well-being and engagement, it is imperative that they appreciate the added value of EQAO's assessment program. They should not perceive the administration of these assessments as an additional burden, since the priority is to ensure the success of each student.

- In light of the shift toward digitization and the emergence of technology as support for learning in schools, research should be undertaken to determine how technology should be used in EQAO assessment programs. The French-language minority context will also need to be taken into consideration as technological tools are not always available in French.

Other considerations

- Given that differentiated instruction is a preferred instructional strategy regarding student well-being, equity and achievement, EQAO should pay particular attention to this strategy in order to include differentiation when designing their provincial assessment programs.
- Assessments should be better aligned with the assessment policy and practices outlined in *Growing Success*. This would reduce the amount of time educators spend in preparing students for EQAO tests at the expense of the time spent on teaching and learning.
- As for the modernization of EQAO, their current practices of including pilot tasks in their formal assessments to select tasks for future assessments should be critically looked at. Is it good practice to ask students to answer questions or complete tasks that will not be used to assess their achievement?

What types of EQAO reporting do you consider to be most useful, and why?

Recommendations

- Student, school, school board, and provincial reports are pertinent and useful but become problematic when used and shared with the general public for comparing results, for example, anglophone, francophone, catholic and public. It would be best to share information judiciously to mitigate problems relating to current practice.
- Personalized student reports, cohort reports, contextual data and detailed reports on questions that purposefully challenge students are pertinent and useful when planning for and improving student achievement. School profiles and specific recommendations and strategies to support cohort of students through subsequent years are also very useful when planning the next steps. These types of reports should be maintained after EQAO's modernization.
- EQAO's practice of weighting statistical results should be re-examined as the achievement levels revealed by their practice seem to not always reflect the *Growing Success* policy achievement levels. This dichotomy creates confusion for students, parents and school personnel.

Other consideration

- Communicating data in a format that allows for the transfer of data from one electronic file to another would be helpful.

Are you generally in favour of large-scale assessments? If so, why? If not, why?

Recommendations

- Provincial assessments have contributed to student success and to narrowing gaps. They can also foster accountability and responsibility. They are used by educators, schools, school boards, and the province to generate profiles and set new goals. It is with this in mind that large-scale assessment programs should be maintained and redefined.
- Generally, large-scale assessments provide pertinent and interesting data that may serve as useful information for improving student achievement. Data should be well aligned with the existing school curriculum, assessment and evaluation policy and instructional and learning strategies being used in schools.
- To determine if it would be preferable to conduct a sampling rather than a survey of all students, it is essential to undertake an in-depth study to weigh the pros and cons for each option.
 - Surveys of all students provide data useful for longitudinal studies and allow for individual student progress toward achievement to be monitored in a given context. However, this type of assessment is far more arduous in terms of preparing students, administering tests, managing parents' expectations, and impact on the general public.
 - With sampling, the information gathered will certainly be pertinent for the province but probably less so for the school, depending on the types of reports issued. The advantage is that the process is less cumbersome and less expensive due to its smaller scale. Different types of sampling should be examined to determine their appropriateness.
- Since its inception and again more recently in a memo sent to the directors of education (EQAO memo dated December 11, 2017), EQAO has declared itself strictly against the use of their assessment program results to rank schools. Despite this exhortation, the Fraser Institute, the media and a number of real estate companies publish the results for exactly this purpose. In addition to continuing to communicate that ranking schools is not an appropriate practice and is too simplistic, throughout its evaluation and after its modernization, EQAO should look for a way by which the ministry, the school boards, the schools and the students could access their reports, while withholding this information from

the general public for comparative purposes. As a result of the current situation, school boards are facing serious issues:

- While acknowledging the value of the data, school personnel, including educators, school administrators and superintendents, are under pressure yearlong. If results are good, the pressure decreases, but if they are not good, the pressure increases and may lead to despondency.
- Subjects and grades targeted for provincial testing can be a challenge when assigning task to teachers.
- Depending on the environment and for a variety of reasons, delicate situations arise that place well-intentioned school personnel in vulnerable positions that can lead to legal challenges.
- Too often, parents and the general public use EQAO assessment results to select which school to enroll their child in. They overlook other findings and data that might be more relevant. This is particularly problematic when parents are able to compare French-language schools with immersion schools in an area where French is a minority language.

Other considerations

- Data analysis to determine trends and findings for improved achievement planning is a challenge given certain situations (for example, very small schools, small school boards) in the French-language school system.
- In terms of large-scale assessments, which still have their place in the assessment process, it is important to be careful when interpreting results, because they do not always render the current level of student achievement.
- Following consultations and research by the Ontario Ministry of Education, if conducting a sampling rather than a census is the option of choice, communicating results to each student participating in the process would be crucial. The parents as well as the school could also be given access to results. This would help increase the level of engagement in the assessments.

What key recommendations with regard to provincial assessments should be included in the brief in relation to students, students with special needs, students in language-support programs (ALF and PANA) as well as to parents and the general public?

Recommendations

- In the modernizing of EQAO, special attention should be given to the well-being of each student, more specifically, to the well-being of students with special needs and that of students in language-support programs (ALF and PANA). Designing and implementing

assessment programs that can evaluate the achievement of those students in a supportive way should be a priority.

- Efforts should be made to continue to allow for accommodations, especially for students with special needs and students in language-support programs (ALF and PANA) (for example, reference systems, assistive technology).
- The starting point in designing new assessment models should be to identify accommodations that will allow each student to participate fully in the assessment.
- There are a number of issues regarding student exemptions currently allowed by EQAO. This practice should be examined closely to frame the process more adequately and review exemptions allowed. The rationale for each exemption should focus on the well-being of the student and promote equity across the province.

Other considerations

- The results delivered to students by EQAO in assessment jargon is sometimes hard to understand for some students and might be more so for students with special needs. It can create anxiety and have detrimental effects on their well-being, particularly if the results are not positive.
- Because the Ontario Secondary School Literacy Test (OSSLT) is a requirement for graduation and due to the complex nature of the French-language, some parents elect to enroll their child in English-language schools at the secondary level to improve their child's chances of passing the test. The Ontario Secondary School Literacy Course (OSSLC) is a significant alternative and should be maintained.

3. National and international assessments

Context

Current national and international assessments include the Pan-Canadian Assessment Program (PCAP), the Program for International Student Assessment (PISA), the Trends in Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS). The province of Ontario participates to all of these large-scale assessments, cyclical in nature (conducted every few years) and requiring a random sample of students.

Student and school participation to national and international studies provides an opportunity to gather additional data to those gathered at the provincial and school board levels. The supplementary information regarding student achievement, as well as data gathered from surveys conducted with students, parents, educators and administrators may be helpful to plan improvements. For example, the data can be used to compare provincial achievement to national and international achievement and can provide reference points that affect learning.

CODELF’s position on national and international assessments

How can Ontario’s participation in national and/or international assessments better help us to understand how Ontario students are performing relative to their national/international peers?

Recommendations

- With globalization, it is important to continue to participate in these assessment programs, as the data gathered can provide input on what future direction should be given to the provincial curriculum. It can also inform on the use and deployment of resources at the Ministry of Education level so that it maintains its leadership role in the education field. Given the language minority context, data on francophone cohorts is necessary and should be considered in the deployment of resources.
- At the present time, national and international assessments are useful to ministries of Education across Canada, the Council of Ministers of Education, Canada, and the federal government. Since there are no results at the student, school or school board levels, schools and school boards seldom make use of the reports. The ministry could, in collaboration with EQAO, take steps to provide some type of personalized results and reports to students, schools and school boards across the province.
- A process to explain the rationale, the added value for the province and the content of national and international assessment programs should be put in place. This would help

school boards and schools engage actively in the assessments as they would understand and acknowledge the importance of participating.

- Many researchers around the world use data from the Organisation for Economic Co-operation and Development (OECD) in their work. It is recommended to allocate financial support to francophone researchers to ensure that a portion of the analysis work reflects Franco-Ontarian realities. In the section, “Meeting the Needs of All Learners” in the report *A Learning Province – Public Engagement on Education Assessment in Ontario, 2017*, it would be particularly interesting for French-language school boards in Ontario if research was conducted regarding the following observation about the performance of francophone students on the national and international assessments: “French-language students generally perform better on provincial assessments than national or international assessments. Investigation into the accessibility of the language being used in national and international assessments for Ontario’s French-language system may be required, particularly for students living in a minority context where spoken French is not standardized.”³

Other considerations

- Participation in these assessment programs is important as they allow us to compare francophone student achievement with student achievement in other regions, be it in a minority or a majority context, and provide indications on where improvements can be made.
- Misunderstandings about national and international assessment programs and the lack of tangible results and reports have a negative effect on student and school personnel engagement in these programs. For many, participation and administration processes are perceived as an additional burden.
- Given the language minority context for Francophones in Ontario, an adequate sampling is essential to gather results that would be significant to French-language school boards. This means that French-language schools are more often solicited than their English-language counterparts. This is a further reason why it is so important to explain the rationale of the assessment programs.
- Efforts to conduct national and international assessment and provincial curriculum mapping should be made and a provincial report on findings sent to participating school boards so they can more adequately be informed on the interrelation between the Ontario school curriculum and the national or international assessment program in which they participated.

³ Ontario Ministry of Education. (2017). *A Learning Province: Discussion Guide – Public Engagement on Education Assessment in Ontario*. Toronto, Ontario: The Ministry.
http://ontariolearningprovince.ca/assets/downloads/A_Learning_Province_Discussion_Paper_EN.pdf?v=20171124

What key recommendations regarding national and international assessments should be included in the brief in relation to students, student with special needs, students in language-support programs (ALF and PANA) as well as parents and the general public?

Recommendations

- Closer attention should be given to the well-being of each student, more specifically to the well-being of students with special needs and that of students in language support programs (ALF and PANA) in the national and international assessment programs. Designing and implementing assessment programs that can evaluate the achievement of those students in a supportive way should be a priority.
- Efforts should be made to continue to allow accommodations, especially for students with special education needs and students in language-support programs (ALF and PANA) (for example, reference systems, assistive technology).
- Once the national or international organizations responsible for the assessments have established their random sampling, the school should have an opportunity to exempt certain students (for example, those with an intellectual disability ranging from moderate to severe), for well-being and equity purposes.
- In the initial design of any new assessment models, it is important to identify accommodations that will allow each student to fully participate in the assessment.

4. The future of assessments in Ontario

Context

In a world of rapid and constant changes, a school must be able to adapt to enable generations of students to contribute positively to the society in which they will live.

Teaching practices and student assessment will continuously be transformed to align with the labour market context.

Required competencies, technological breakthroughs and the specific needs of future generations of students will inform pedagogy and assessment.

What happened in the last decade in terms of teaching practices and assessment and today's shift in learning will certainly form a solid base that will help to shape the future. Nonetheless, student assessment will need to be used, first and foremost, to ensure the success of every student.

Large-scale assessments will also need to adapt to ensure that they remain current in a pedagogical context marked by constant change.

CODELF's position on the future of assessments in Ontario

It has been 20 years since the first large-scale provincial assessments in Ontario; looking ahead 20 years to 2037, what trends, changes or needs do we need to start thinking about today to guide education assessment and reporting in the future?

Recommendations

- Since it is essential that the student be at the heart of his or her learning, it is necessary, looking ahead 20 years, to give the utmost importance to the student's voice.
- Since assessment is *for* learning, the concept of assessment will need to be explored further throughout the learning process. In the last 20 years, the process revolved around quantitative assessment. School personnel in Ontario acquired skills in gathering data. Recognizing now, the importance of qualitative data, which can include observations, pedagogical documentation and portfolios, could this trend be transposed in large-scale assessments?
- Many countries around the world now acknowledge the importance of global competencies and are working on identifying how to include them in assessing student achievement. In this regard, a number of countries are exploring where self-assessments fits in evaluating competencies. Researchers in Ontario could examine the added value of such a practice.

- Efforts made to implement teaching practices and communication strategies with parents that use different forms of technology as support for learning should be pursued. In a minority context, technology is an indispensable tool in support of the mandate to protect, promote and pass on the French-language and the francophone culture.
- In the next 20 years, EQAO assessment programs will need to provide data aligned with actual trends. Their current programs focus on achievement in literacy and mathematics. Will the organization need to change its assessment programs to include other subjects, global competencies and other skills over time?
- There is a need to promote and support French-language research to ensure that French-language school boards in Ontario have access to data and policies that are culturally appropriate and relevant to their minority context.
- A continued priority should be to build on the professional development of school personnel across the system to allow educators to update their practices in light of the many sociological changes occurring over time. Education faculties will also need to update their practices to reflect these new trends.
- The Ontario Ministry of Education and the Ontario Ministry of Advanced Education and Skills Development (formerly the Ministry of Training, Colleges and Universities) should implement a rigorous approach with school boards, colleges and universities across Ontario to align and harmonize assessment practices, while ensuring that they are adapted and based on the best practices in terms of research and data.

Other considerations

- To establish an authentic partnership with parents, an increasing number of school boards are implementing strategies using technological tools, that facilitate frequent contact. Research should be done to determine the most relevant and efficient tools in that regard.
- To provide students with opportunities to experience authentic and interesting tasks, the Ministry of Education is encouraging the use of experiential learning, and schools are developing programs in partnership with the labour market. The current assessment process could be reviewed based on recommended emerging approaches.
- A strategy based on the use of the Ontario Education Number (OEN) to conduct research to gather relevant and longitudinal information on the success of students pursuing their education at the postsecondary level is needed. The data could provide relevant information about student readiness in a variety of subjects (for example, mathematics, languages, science).

Conclusion

For 20 years now, as a result of Bill 104 in 1997 and the creation of the 12 French-language school boards in Ontario, Francophones have had the responsibility of administering their own French-language schools. Since then, much has been accomplished and successes have been attained in matters related to the dual mandate of French-language schools.

With globalization, the recent past shows that science and technology are progressing in leaps and bounds. In this fast-paced and ever-changing world, it is imperative that French-language education be up-to-date and competitive. Learning and teaching, including assessment, need to transform to reflect best practices based on research and solid data and be aligned with the competencies required in a rapidly evolving globalized world. Meeting the Ministry of Education's four goals and the French-language school boards' objectives should remain at the centre of this pedagogical transformation.

In conclusion, members of CODELF reiterate their engagement to be true partners in the pursuit of excellence in French-language education of francophone students in the province and are more than willing to fully participate to this end.

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