

POLICY ON THE EVALUATION OF LEARNING

(Deposited on January 11, 2008)

(Adopted on March 14, 2008)

Table of Contents

1.0 Rationale.....	3
2.0 Policy Statement.....	4
3.0 Field of Application	4
4.0 Principles	5
5.0 Evaluation Practices.....	5
6.0 Purpose.....	6
7.0 Roles and Responsibilities	6
8.0 Reporting Practices & Procedures	7
9.0 Promotion.....	7
Appendix A - Guidelines on the Roles and Responsibilities.....	9
Appendix B - Recommendations.....	17
Appendix C - Student Evaluation.....	18
Appendix D – Glossary	19

The masculine form has been used throughout this document for purposes of brevity.

Acknowledgements

The work on this policy started in 2004 in parallel with the creation of the CQSB elementary *report card*. On hold for a year, the committee was reconstituted in December 2006 with a few changes to the members. We wish to thank the following members of the Policy on the Evaluation Committee, Phases One and Two.

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1.0 RATIONALE

A collaborative, global and harmonized approach

The renewal of the local framework for the evaluation of learning must be part of a collaborative effort between school boards and schools, firstly, to help develop a

4.0 PRINCIPLES

6.0 PURPOSE

To establish the roles and responsibilities of students, parents, teachers, principals, schools and the School Board for the evaluation of learning. The Quebec Education Program is based on student competency development over a cycle. Competency development is the ability to transfer knowledge and skills and use them in new and challenging situations.

7.0 ROLES AND RESPONSIBILITIES

The policy provides clear information and guidelines to all partners (parents, teachers, principals, school team and School Board), regarding evaluation. The following is an overview of the roles and responsibilities of each partner.

8.0 REPORTING PRACTICES AND PROCEDURES

- Evaluation at the end of a cycle should be based on a representative collection of data that demonstrates the student's degree of attainment of the competencies set out in the curriculum. The data should include any agreed upon examinations and records of performance. Evaluation should be based on specific criteria established prior to the process.
- In order to inform the parents of their child's academic progress, the school shall provide for each student:
 - a) at least 8 communications per cycle, including 5 report cards and an *end-of-cycle competency report* if the student is at the elementary school level or in the first cycle of secondary school; or
 - b) at least 4 communications per year, including 2 report cards and an end-of-year competency report if the student is at the preschool level or in the second cycle of secondary school.
 - c) Despite the first paragraph, the communications to be provided are given to the student if the student is of full age. (BSR, Section 29)
- Additional written evaluation reports, which address students' academic performance, social development, work habits and attendance, may be developed by an elementary and / or a secondary school.
- After consulting the teachers and the parents, the Principal may determine additional means of communicating with the parents.
- At least once a month, information shall be provided to the parents of minors in the following cases:
 - a) their results put them at risk of not achieving the minimum requirements of the program of studies of the cycle or the minimum expectations for that year;
 - b) for children in preschool education, when their progress indicates that they will not be ready to proceed to first grade of elementary school at the beginning of the following school year;
 - c) their behaviour does not comply with the school's rules of conduct; or
 - d) an *IEP* (Individualized Education Plan) has been established.

9.0 PROMOTION

As the organization of the program of studies is based on cycles, promotion to the next cycle will be based on the evaluation of students at the end of each cycle.

Elementary

The rules of promotion of students from elementary to secondary school are as follows:

- As described in the “Minimum requirements for the successful completion of the cycles at the elementary and secondary levels” a student must attain the competencies of the program of studies during the third cycle of elementary to be considered for promotion to the Secondary school.
- Promotion from the elementary to the secondary school is based on the recommendation of the elementary school. It usually takes place after six years of elementary studies. However, promotion is compulsory after seven (7) years of elementary school. A student may be promoted after five years of elementary school if he demonstrates the attainment of curricular competencies as well as social and emotional maturity.
- A student may be retained for the benefit of mastering the competencies required. Such retention shall be possible at the end of any elementary level if there are reasonable grounds to believe that such a measure will facilitate the student’s academic progress (EA, Section 96.17 and 96.18, BSR, Section 13.1).

Secondary

- The decision on the final placement of the student rests with the Principal of the school.
- The secondary schools may agree to establish board wide prerequisites for certain subjects.
- For a secondary school diploma, the students must accumulate the required credits as stipulated in the BSR.
- For those students enrolled in summer school in CQSB and in other accredited schools, the results achieved in summer school will determine the placement for the following year.

Principal’s Responsibilities

- The Principal is responsible for approving, on the proposal of teachers and other professionals concerned, the rules governing the placement of students and their promotion from one cycle to the other at the elementary and secondary levels. A guiding principle for placing students is to assign them to groups where they can learn best.
- The Principal, in consultation with the student’s teachers, the non-teaching professionals and the parents, determines the appropriate placement for the following year of a student who has not attained sufficient mastery of the competencies in the program of studies.

GUIDELINES ON THE ROLES AND RESPONSIBILITIES

1. Student

The student has the responsibility to:

- a) improve his written and spoken English;
- b) understand and participate in the process of competency-based evaluation for each class which may include: development and use of *rubrics*, self-evaluation, peer-evaluation, student record keeping /log books or other student assessment / evaluation tools; or
- c) assume responsibility for his learning and progress by actively reflecting upon and setting personal goals, participating in class, completing and submitting assignments and homework on time, being present at the appropriate time and place for examinations.

2. Parent

Parents' observations of their child's learning progress are often a supplementary source of information that can be used by the parents and the school to take appropriate action.

According to the Education Act:

- A student or parents of a student affected by a decision of the council of commissioners, the executive committee or the governing board, or of an officer or employee of the school, may (in the case of a student) or may (in the case of a parent) appeal the decision to the Education Tribunal.

Therefore, to be actively involved in their child's learning progress, the parent has the responsibility to:

- a) provide a caring and supportive learning environment at home;
- b) ensure regular school attendance for their child;
- c) be knowledgeable and supportive of the school's evaluation processes and procedures regarding their child's personal progress;
- d) assist the child in attaining personal goals;
- e) assume the responsibility of informing themselves as to their child's progress; and
- f) consider the recommendations of the principal and the school team regarding student promotion.

Students at Risk, with Handicaps, Social Maladjustments, or Learning Difficulties

Therefore, to be actively involved in their child's learning progress, the parent has the responsibility to:

- participate in their child's

- shall, in connection with the evaluation of learning:
 - a) contribute to the intellectual and overall personal development of each student entrusted to his care;
 - b) take part in instilling into each student entrusted to his care a desire to learn;
 - c) take the appropriate means to foster respect for human rights in his students;
 - d) act in a just and impartial manner in his dealings with his students;
 - e) take the necessary measures to promote the quality of written and spoken language; (EA, Section 22); and

Therefore the teacher has the responsibility to:

- a) provide students with opportunities to demonstrate knowledge, skills, attitudes and competencies as prescribed in the QEP; (refer to Appendices A & B)
- b) provide ongoing feedback from a variety of sources in order to enable students to set new goals for learning with the aim of self-improvement. These may include observation, peer / self evaluation, and any other evaluation strategies as suggested in the FEL;
- c) specify to their students the criteria and outcomes pertaining to the evaluation of their learning in terms appropriate to the age and ability of the students;
- d) use the Competency Levels by Cycle as a reference tool to help determine overall competency development in elementary education;
- e) use the required Scales of Competency Levels – Secondary School Education Cycle 1 – when preparing the competency end of cycle one report; and
- f) differentiate instruction (*Differentiation*) to enable students with various learning styles, origin and aptitudes to attain objectives. Therefore evaluation practices must reflect certain flexibility and be adapted to the needs of the students without modifying the outcomes.

Students at Risk, with Handicaps, Social Maladjustments, or Learning Disabilities:

The teacher has the responsibility to:

- participate in the development, implementation and the progressive application of the IEP;
- apply the *adaptations* and / or modifications as stated in the IEP; and
- assess the effectiveness of the strategies decided upon in the IEP and adjust them as required.

4. Principal

The principal must understand the evaluation process and refer to the MELS Policy of evaluation to better supervise and assist teachers in the application of the CQSB Evaluation Policy and ensure the pedagogical supervision of teachers, in particular, regarding the evaluation of learning.

According to the Education Act, the principal has the responsibility to:

- Exceptionally, in the interest of a child who has not achieved the objectives of preschool education and following a request, with reasons, made by the child's parents, the principal may admit the child, as prescribed by regulation of the Minister, to preschool education for th

6. School Board

The Central Québec School Board supports the process of *authentic assessment* and evaluation of student progress as prescribed in the QEP and the MELS Policy on

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RECOMMENDATIONS

Central Québec School Board strongly recommends the following practices to enhance learning and promote student achievement.

- The use of the **Developmental Reading Assessment (DRA)** measures student reading and comprehension level. It provides data for grouping students and informs teachers on students' needs to guide them for instructional planning. In addition, this data supplies end of the year information to the school team in order to put in place the necessary resources to help students with special needs. Since it is promoted by Educational Services, training is available for all teachers by CQSB consultants and key people.
- A **variety of assessment tools** should be used to meet the needs of all learners.
- **Learning and Evaluation Situations (LES)** are opportunities for students to demonstrate the development and / or attainment of competencies within a complex task that call upon the use of a variety of resources, knowledge and strategies. LES are composed of learning activities and complex tasks. Teachers adjust their instruction based on student performance observed during each LES. LES are being developed by school boards and the MELS to support learning.
- **Evaluation Situations (ES)** provide teachers with a snapshot of a student's level of competency development. An ES is composed of a complex task where students use a variety of resources, knowledge and strategies to demonstrate competency growth. An ES can be done during a cycle for regulation and at the end of a cycle for judgment.
- The use of **Portfolios** or **Integrated Student Profiles** at the elementary and secondary aive when pwle0

GLOSSARY

Achievement

Demonstration of knowledge, reasoning ability, skills, product process and attitudes relative to cycle curriculum standards.

Adaptation

Adjustments in the learning and evaluation situations that need to be made to better support the needs of the learner, without changing the content of evaluation situations, evaluation situations, evaluation criteria or requirements leading to Certification of Study.

Authentic Assessment

Task to be performed for evaluation purposes involving assessment of student achievement or performance in situations that closely match the experiences of the world outside the classroom.

Baseline Piece

Initial piece of work that enables teachers to help students set goals and move forward in their learning. It is a reference for competency growth.

Certification of Studies

Statement of competencies for a successful completion of a program of study.

Competency

Demonstration of learning behaviours based on the mobilization and effective use of a set of resources in a given situation; the application of prior and new knowledge and resources to problem-solve in real-life situations that are progressive, durable and transferable (FEL, 2002). In other words, competency development is the ability to transfer knowledge and skills and use them in new and challenging situations.

Competency Levels by Cycle (Elementary)

Cumulative guide that provides a description of proficiency levels that indicate the expression of the development of subject specific and cross-curricular competencies; behaviours from lower levels are not repeated at higher levels but are nonetheless implied.

Data

Information collected on an individual student or group of students.

Derogation

Differentiation

Instructional model that primarily focuses on the diversification of processes and procedures to ensure effective learning for each individual; process and product are shaped to the learner while maintaining QEP evaluation criteria.

End-of-cycle Competency Report

Final judgment of the level of competency attained provided in the last reporting period of the cycle; contributes to the determination of promotion and establishment of support or enrichment measures for the subsequent cycle for students who need them.

Essential Knowledge

Processes, strategies, skills and basic learnings, mandatory for the development and application of a competency.

Evaluation Criteria

Observable standards for supporting and judging the development of the competency (QEP pg. 9).

Evaluation Situations (ES)

Complex task designed to evaluate the level of competency development; can be done during a cycle for regulation and at the end of a cycle for judgment.

Exemption

Removal of a student from a course or a program of study requirement.

Expected Outcomes

Benchmarks for what may be expected of students at the end of a cycle; identification of the major stages in the process of developing the competency.

Individualized Education Plan (IEP)

Tool for planning the joint action that provides a specific response to the needs of a student, with academic and /or behavioural difficulties, in developing the competencies required for success.

Information gathering

Stage in the evaluation process that involves the rigorous gathering of a sufficient amount of relevant information, to support the decisions to be made or actions to be taken.

Interpretation

Stage in the evaluation process that involves comparing information to a point of reference in order to understand its degree of acquisition.

Rubrics

Tool for evaluating student work. It is based on criteria with a description on a rating scale. It gives students a clear picture of what is expected on a given task. It also helps teachers rate students' performance based on a program standard.

Scales of Competency Levels (Secondary)

Mandatory reference points that form the basis of the end-of-cycle assessment of the levels of competency development attained by the end of cycle one; facilitates the recognition of student's competencies as provided for in the BSR.

Standards

Common reference of measurement resulting from a consensus of the school team;