



COMMISSION SCOLAIRE EASTERN SHORES EASTERN SHORES SCHOOL BOARD

EVALUATION OF STUDENT LEARNING POLICY ES-107

Adopted on
October 24, 2018

Resolution
C18-10-288

Rationale

The policy on the Evaluation of Student Learning provides the framework to promote the personal success for all students and to allow students to become actively involved in the process of their own education. It specifies the regulations for promotion from one cycle to another or between elementary and secondary school.

The content of this policy is based on the regulations and principles articulated in the Education Act, the Basic School Regulation, the Policy on the Evaluation of Learning (MEES) and the Teachers' Collective Agreement, in force at the time of its application.

1. Definition of Terms
2. Foundations of the Evaluation of Learning
3. Responsibilities of the School Board
4. Responsibilities of the School
5. Responsibilities of the Principal
6. Responsibilities of the Teachers
7. Adapting Evaluation for Students with Special Needs
8. Promotion & Certification of Studies
9. Reporting Practices and Procedures
10. Responsibilities of the Students
11. Responsibilities of the Parents/Guardians
12. Implementation

1. Definition of Terms

The following terms and definitions are present to assist the reader in the understanding of this policy:

Adaptations: Adaptations require changing the way in which students become involved in learning and evaluation situations, particularly students with specific needs, as set out in the individualized education plan established by the school.

Assessment: The process of gathering data through a variety of means and the subsequent analysis in order to discover the progress and achievement of the student.

Authentic Assessment: The task to be performed for evaluation purposes which involves assessing student achievement or performance in situations which closely match the experiences of the world outside the classroom.

Competencies: The Quebec Education Program defines a competency as “a set of behaviors based on the effective mobilization and use of a range of resources”.

Competency Report: The evaluation that occurs at the completion of a two year cycle taking into account an extended series of complex tasks such as a course or a major segment of a course. It is intended to inform the student, the teacher and the parent about the degree of learning acquired by the student.

Compulsory Subjects: Language of Instruction, Mathematics, Science and Technology, Second Language Instruction, Arts Education, Physical and Health Education, History and Citizenship Education; and Ethics and Religious Culture, or any other course defined in the BSR.

Criteria: Conditions that must be met for any desired outcome to be realized.

Cross-Curricular Competencies: The Quebec Education Program recognizes the need to develop intellectual, methodological, personal and social, and communication-related competencies in all students. Cross-curricular competencies are generally developed through learning and evaluation situations (LES) used to acquire subject-specific competencies. These competencies are called cross-curricular because they are of a generic nature and are used in various subject areas. By definition, they have a greater scope than subject-based competencies, since they go beyond the boundaries of the subject area.

Cycle: The program of study is divided into 5 cycles. Cycle 1 – Elementary grade 1 and grade 2; Cycle 2 Elementary – grade 3 and grade 4; Cycle 3 Elementary – grade 5 and grade 6; Cycle 1 – Secondary; levels 1 and 2 and Cycle 2: levels 3, 4 and 5.

Evaluation: 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, when appropriate, administrative decisions. (BSR Art.28)

Evaluation Situations: An evaluation situation evaluates competency development (complex tasks). The internal resources targeted by the situation are a focus of the learning process. These are to be used during and at the end of the cycle and are generally without teacher support. Support is provided exceptionally and taken into account in judgments concerning the competency achieved.

Individualized Education Plan (IEP): A required document as per section 96.14 of the *Quebec Education Act*, which permits the modification and/or adaptation of a student's program from a regular course of study.

Judgment: A judgment consists of analyzing and summarizing information that has been collected about student learning. It leads to situating learning in relation to the requirements established at different stages in the learning process. **Making a judgment is not the result of compiling data. It cannot be reduced to adding up the different marks a student has obtained throughout the cycle or school year.**

Learning and Evaluation Situation: An LES develops competencies (complex tasks) while using knowledge-based tools and is used during the cycle. Students can require support from the teacher or fellow students, as needed.

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

Modification: Modification is an exceptional measure that involves changing the very nature of learning and evaluation situations **for students with specific needs that are set out in the individualized education plan established by the school team, following a process involving all the individuals concerned.** The difficulties of the tasks to be carried out, the requirements or the evaluation criteria of the competencies targeted are modified. **It is important that students and their parents understand the impact on the certification of studies of a decision involving modifications.**

Pedagogical Flexibility: Pedagogical Flexibility is used to offer choices to **all students** during learning and evaluation situations. These choices must not affect the difficulty of the tasks to be carried out, the requirements, or the evaluation criteria of the competencies targeted.

Peer Evaluation: Students making observations about the performance of classmates.

Portfolios: A meaningful collection of student work that exhibits the student's overall efforts, progress and achievement in one or more subject areas over a period of time. A portfolio documents a student's best work and/or may include a variety of other kinds of student information/data.

Process: The intermediate steps a student takes in reaching the final performance or end product. Process includes all strategies, decisions, rough drafts and rehearsals used in completing a given task.

Promotion: The transition of a student who has successfully completed the cycle expectations from one cycle to the next or from one level of education (elementary) to the next (secondary).

Placement: Occurs when a student has not attained sufficient mastery of the competencies in the program of studies.

Quebec Education Program (QEP): The QEP is characterized essentially by its competency-based approach and its focus on the learning process. “Knowledges” are organized in terms of competencies to make learning meaningful and open-ended for students. The conceptual framework defines learning as an active, ongoing process of construction of knowledge.

Retention: The holding of students in their present cycle because they require more time to attain the outcomes at that cycle in exceptional circumstances. (-0.16 negative effect size, John Hattie, Visible Learning pg. 97)

Rubric: A set of scoring or marking guidelines. A rubric will state all the dimensions being assessed, contain a scale, describe the different levels of performance, list the criteria, and often include exemplars.

Self-Evaluation: A student’s reflective practice in which observations are made about one’s own performance.

Standards of Performance: Level at which a specific performance is considered to be successful. This can be indicated by a score or qualitative description obtained on the basis of a predetermined explicit criterion.

2. Foundations of the Evaluation of Learning

The Eastern Shores School Board promotes success for all students through its active involvement in their own learning.

- 2.1 Evaluation must be based upon the values of justice, equality and equity. Evaluation must be fair, coherent, rigorous, transparent and provide students with opportunities to demonstrate the acquisition of competencies.
 - 2.1.1 Evaluation must be an integral part of all aspects of the teaching and learning process.
 - 2.1.2 Evaluation of learning must be based on the teacher’s professional judgment.
 - 2.1.3 Evaluation of learning should respect differences, i.e.: visual, kinesthetic, and auditory.
 - 2.1.4 Evaluation of learning must be carried out by using the evaluation criteria in the Quebec Education Program.

- 2.1.5 Evaluation must allow the students to play an active role in evaluation activities, thereby increasing the student's accountability.
- 2.1.6 Evaluation of learning must reflect ethical standards.
- 2.1.7 Evaluation must contribute to improving the student's quality of spoken and written language across the curriculum.
- 2.1.8 Evaluation of learning for certification purposes must render account of the acquisition of competencies and thus uphold the value that society accords to official certification documents.
- 2.1.9 Recognition of prior learning must allow for the recognition of an individual's competencies regardless of the conditions under which the learning was acquired.

3. Responsibilities of the School Board

The evaluation of learning is the collaborative concern of students, parents, teachers and schools, school boards and the MEES, each within its scope of responsibility.

- 3.1 Every School Board shall ensure that the basic school regulation established by the Government is implemented in accordance with the gradual implementation procedure by the MEES under section 459 (Education Act).
- 3.2 The School Board will provide schools with professional and technical assistance in the professional development of teachers concerning the evaluation process and in the development of assessment instruments and/or practices.
- 3.3 The School Board will be responsible for ensuring that the school report reflects the competencies stated in the curriculum, unless otherwise mandated.
- 3.4 The School Board will provide a common computerized format for the school report.
- 3.5 Every School Board shall ensure that each school evaluates student achievement and administers the examinations imposed by the Minister. A School Board may impose internal examinations in the subjects it determines at the end of each cycle of the elementary cycle and at the end of the first cycle of the secondary cycle. (E.A. section, 231).
- 3.6 Annually, the School Board will inform the public concerning the educational achievements and quality of its systems.

- 3.7 After consulting with the Parents' Committee, every School Board shall establish rules governing promotion from elementary school to secondary school and from first cycle to the second cycle of the secondary level, subject to the rules prescribed in the Basic School Regulation (E.A. section 233).
- 3.8 The School Board is responsible for all derogations regarding early entrance into its schools.

4. Responsibilities of the School

- 4.1 Each school will be responsible for the evaluation of student achievement and the administration of examinations required by the MEES and by the School Board.
- 4.2 Annually, each school will establish the "Standards and Procedures" for the evaluation of student achievement. This will include: the role of classroom assessment, a description of valid assessment practices, instruments and systems; the procedure for evaluating cross curricular competencies with each subject; a schedule for the evaluation of student learning, the criteria for grades/marks/scoring system; and the standards for promotion, retention and placement of students.
 - 4.2.1 At the beginning of the school year, the school will inform students and parents of the procedures of evaluation.
- 4.3 The School will use a variety of assessment tools to evaluate the student's attainment of learning consistent with the QEP.
- 4.4 At the end of each school year, the school will be responsible for the evaluation of student learning, including any assessment required by the School Board or the MEES.
- 4.5 Annually, the school will inform its community of the educational achievements of its students.
- 4.6 The school will ensure that the confidentiality of an individual student's evaluation data is protected.

5. Responsibilities of the Principal

- 5.1 According to the first paragraph of the Education Act, section 96.15, “the principal is responsible for approving, on the proposal of the teachers... (4) The standards and procedures for the evaluation of student achievement in keeping with the prescriptions of the basic school regulation and subject to the examinations that may be imposed by the Minister or the School Board...” These standards and procedures should include the following: 1) Planning and evaluation 2) Information gathering and interpretation, 3) Judgment, 4) Decision-action 5) Communication, 6) Language quality.
- 5.2 The Principal, in conjunction with the staff, will be expected to monitor the development and application of standards and procedures within the subjects at each level and the evaluation of the competencies of the QEP.
- 5.3 The Principal will be responsible for the coordination of communication to the parents and to the students concerning student evaluation.
- 5.4 The Principal, in collaboration with the staff, will be responsible for the annual review of the Standards and Procedures.
- 5.5 **The principal is responsible for approving, on the proposal of the teachers, the rules governing the placement of students and their promotion from one cycle to the other at the elementary level, subject to the rules prescribed by the Basic School Regulation.**

6. Responsibilities of the Teachers

- 6.1 The evaluation of student learning is the primary responsibility of the teachers. The teachers will be expected to use a variety of assessment techniques and instruments coherent with the instructional approaches used and appropriate for describing student learning. The evaluation of student learning must be in relation to the competencies identified in the QEP, and if applicable, the student’s IEP.
- 6.2 The Teachers will be expected to use Learning Evaluation Situations (LES) and Evaluation Situations (ES) throughout the teaching-learning process.
- 6.3 Assessment methods will be appropriate for, and compatible with, the purpose and the context of teaching and learning. The Teachers will specify to their students the criteria, rubrics, exemplars and the expected outcomes pertaining to the evaluation of their learning in terms appropriate to the age of the students.

- 6.4 The students will be provided with opportunities to demonstrate competencies, which include knowledge, skills, techniques, attitudes and behaviors required by the QEP.
- 6.5 As the goal of assessment is to improve learning, constructive feedback is an essential element. The feedback should be descriptive and timely and should enable students to set new goals for their learning.
- 6.6 According to the second paragraph of section 19 of the Education Act, “the Teacher is entitled, in particular... (2) to select the means of evaluating the progress of students as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to his care.”
- 6.7 The procedure for judging student performance will be appropriate to the competencies required by the curriculum and will be consistently applied and monitored. Interpreting the results of the assessment should yield an accurate and informative representation of a student’s performance in relation to the requirements of the curriculum.
- 6.8 All learning activities may be used to formulate a teacher’s judgment of the achievement of a student. **The final mark, however, shall not be arrived at by calculating the average of results.** The judgment is possible only if quality information on student learning is available.
- 6.9 The end-of-cycle evaluation should be representative of the results obtained within the LES and ES in the very last part of the cycle and using the current scale of competency being used.
- 6.10 The opportunity and the time for self-evaluation and for setting goals for further learning will be provided to the students when applicable.

7. Adapting Evaluation for students with Special Needs

Evaluation will be consistent with the student's program of studies. The modification of an assessment will be linked to the Individual Education Plan and in accordance with the QEP and the MEES certification guidelines.

7.1 Differentiation may be used for students with special needs provided that the evaluation addresses the competencies of the QEP. There are three kinds of possible differentiation:

7.1.2 Pedagogical Flexibility: Pedagogical Flexibility is used to offer choices to **all students** during learning and evaluation situations. These choices must not affect the difficulty of the tasks to be carried out, the requirements, or the evaluation criteria of the competencies targeted.

7.1.3 Adaptations: Adaptation requires changing the way in which students become involved in learning and evaluation situations, **particularly students with specific needs that are set out in the IEP established by the school.**

7.1.4 Modifications: Modification is **an exceptional measure** that involves changing the very nature of learning and evaluation situations **for students with specific needs that are set out in the individualized education plan established by the school, following a process involving all the individuals concerned.** The difficulty of the tasks to be carried out, the requirements or the evaluation criteria of the competencies targeted are modified. **It is important that students and their parents understand the impact on the certification of studies of a decision involving modifications.**

Students learn in different ways and have unique strengths and challenges. It is our obligation to consider different approaches and conditions under which examinations are given in order not to exclude their demonstration of that knowledge.

The adaptations or modifications of the evaluation must be defined in the IEP and communicated to students, parents, teachers, principals, etc. The person responsible for certification of studies at the school board and the head of *Direction de la sanction des études* must reach an agreement regarding any other special measures designed to allow students to demonstrate their learning or to give their answers.

NOTE: At no time should adaptations compromise the standards of the examination. The student is expected to demonstrate the same knowledge as the other students in his or her class and should be marked accordingly by the normal marking team/teacher.

8. Promotion & Certification of Studies

- 8.1** A guiding principle for placing students is to assign them to groups where they can best learn.
- 8.2** The Principal is responsible for approving the rules governing the placement of students and their promotion based upon the proposal of the teachers and other members of the staff concerned.
- 8.3** Promotion from one cycle to another in elementary and secondary school, and between elementary and secondary school is prescribed by the Basic School Regulation, Section 28. Should a question of promotion of a student arise, the school administration, in consultation with the cycle team, will review the situation on a case by case basis.
- 8.4** In the second cycle of secondary school, students are promoted by subject or discipline, from one year to the next (BSR, section 28)
- 8.5** Placement in a work-oriented path, whether in pre-work training or in a semi-skilled training program, shall follow the admission rules outlined in the Basic School Regulation (art. 23.3, 23.4, 23.5) The decision to place students in either program shall be made in the best interest of the student, and in collaboration with the principal, the teachers, the non-teaching professionals, the parents and the student.
- 8.6** The principal shall consult with the student's teachers and non-teaching professionals and the parents in determining the appropriate placement for the following year of a student who has not attained sufficient mastery of the competencies in the QEP.
- 8.7** The decision on the final placement of the student rests with the principal.
- 8.8** The Minister shall award a Secondary School Diploma to students who earn at least 54 credits at the Secondary IV or V level. Among those credits, there must be at least 20 credits at the Secondary V level and
- (1) 6 credits in Secondary V language of instruction;
 - (2) 4 credits in Secondary V second language;
 - (3) 4 credits in Secondary IV mathematics;
 - (4) 4 credits in Secondary IV science and technology or 6 credits in Secondary IV applied science and technology;
 - (5) 4 credits in Secondary IV history;
 - (6) 2 credits in Secondary IV arts education; and
 - (7) 2 credits in Secondary V ethics and religious culture or physical education and health.

- 8.9 Based on the school board's recommendations, students in either program will receive a pre-work training or a semi-skilled trade certificate which will be awarded by the MEES (BSR, art. 33, 33.1)

9. Reporting Practices and Procedures

- 9.1 The school board will provide a common computerized format for the school report card.
- 9.2 According to article 29 of the Basic School regulation, the school shall provide:

29. In order to inform a student's parents of the student's learning and behaviour, the school provides one written communication, other than a report card, to the parents no later than October 15. If the student is of full age, the communication is provided to the student.

29.1. In order to inform a student's parents of the student's academic progress, the school provides a report card to the parents at the end of each of the 3 terms, in the form prescribed by Schedules IV to VII. If the student is of full age, the report cards are provided to the student. The report cards are provided no later than November 20 for the first term, March 15 for the second term and July 10 for the third term.

29.2. At least once a month, information is provided to the parents of a minor in the following cases:

- (1) the student's results put him or her at risk of not obtaining the pass mark for the programs of studies or, for a child in preschool education, when the child's progress indicates that he or she will not be ready to proceed to the first grade of elementary school at the beginning of the following school year;***
- (2) the student's behaviour does not comply with the school's rules of conduct;***
- (3) an individualized education plan providing for the information was prepared for the student.***

The information is intended to foster collaboration between the parents and the school in correcting learning difficulties and behavioural problems as soon as they appear and, in some cases, in implementing an individualized education plan.

10. Responsibilities of the students

10.1 The student will take responsibility for their learning and progress by:

- completing their assigned class work or homework so that they are prepared;
- assessing their work using criteria related to the learning requirements;
- incorporating the feedback and revising their work and goals in light of their self-evaluation as well as input from the teachers and their peers;
- investing the time and effort necessary to complete work within the assigned time to ensure satisfactory progress;
- managing, where applicable, their portfolios in an organized manner;
- Being present at the appropriate time and place for examinations in which they are registered;
- seeking clarification of their evaluation when necessary;
- participating in student-led conferencing and/or parent/teacher conferences.

11. Responsibilities of the Parents/Guardians

11.1 Parents/Guardians are requested to support their children`s education by:

- Becoming actively involved in and supportive of their learning progress;
- Remaining informed about school policies, procedures and expectations;
- Monitoring evaluation results, praising good performance, and encouraging extra effort when necessary;
- Assisting them in setting realistic goals and expectations;
- Contacting the school and participating in student-led conferences and meetings upon request.

12. Implementation

12.1 This policy will take effect upon adoption by Council of Commissioners.