



<b>Policy n° 1999-ED-05:</b>	<b>Evaluation of Learning in the Elementary &amp; Secondary Schools</b>  GOAL: To establish the framework in which the Sir Wilfrid Laurier School Board and its schools will fulfill their respective responsibilities under the Education Act with respect to the evaluation of learning of students in Elementary and Secondary Schools.
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<b>Approved:</b>	<b>Resolution n°</b>	<b>990922-ED-0028</b>
<b>Revised:</b>	<b>Resolution n°</b>	<b>CC-080827-ED-0005</b> <b>CC-160525-ED-0103</b>
<b>Origin:</b>	<b>Educational Services</b>	

*NOTE: The masculine gender, when used in this document, refers to both women and men. No discrimination is intended.*

### A Glossary of Terms

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

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

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

**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 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 greater scope than subject-time competencies, since they go beyond the boundaries of the subject areas.

**Cycle:** The Program of Study is divided into 5 cycles. Cycle 1 Elementary: year 1 and year 2, Cycle 2 Elementary: year 3 and year 4, Cycle 3 Elementary: year 5 and year 6. Cycle 1 Secondary: levels 1 and 2 and Cycle 2: levels 3, 4 and 5.

**End of Cycle Evaluation:** The evaluation that occurs at the completion of a two year cycle taking into account an extended series of learning tasks. It is intended to inform the student, the teacher and the parent about the degree of learning acquired by the student.

**Evaluation:** Evaluation is the process whereby a judgment is made on a student's continuous learning on the basis of information gathered, analyzed and interpreted for the purpose of making pedagogical and administrative decisions. (*MEES - Policy on the Evaluation of Learning, 2003*).

**Formative Evaluation:** Continuous monitoring of, and meaningful feedback about, the students' learning progress in support of and for learning.

**Individualized Education Program (IEP):** A legal document which permits the modification and/or adaptation of a student's program from the regular course of study.

**Judgment:** A professional opinion on the learning of a student or of a group of students.

**Learning Outcome:** A statement which describes the observable result that will indicate the attainment of the knowledge, skill, or attitude being measured.

**MEES:** Ministère de l'Éducation et de l'Enseignement Supérieur (MEES).

**Promotion:** The transition of a student to a higher level from one cycle to the next or from one level of education (elementary) to the next (secondary).

**QEP:** Quebec Education Plan

**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 performances, list the criteria, and often include examples.

**Standards and Procedures for the Evaluation of Learning:** A document defined at the school level that communicates the standards for evaluation and the procedures to follow for each standard.



## 1.0 GENERAL PRINCIPLES OF EVALUATION

The Sir Wilfrid Laurier School Board (SWLSB) strives to promote success for all students by assuring they are actively involved in their own learning. Therefore:

- 1.1 Evaluation practices must respect and comply with the articles of the Education Act, the orientations of the Quebec Education Program, the Ministère de l'Éducation et de l'Enseignement Supérieur (MEES) Basic School Regulation, and Policy on the Evaluation of Learning, the Framework for the Evaluation of Learning and each school's Standards and Procedures.
- 1.2 The purpose of evaluation is to advance student learning and to focus on the improvement of the teaching/learning process to support student success.
- 1.3 Evaluation and feedback are integral parts of the teaching/learning process and effective classroom practice.
- 1.4 At the beginning of the teaching/learning process, the criteria and indicators used for an evaluation are made explicit to the learner according to the level or program of study or MEES requirements.
- 1.5 The evaluation process must provide sufficient and varied opportunities for students to demonstrate the competencies required by the program of studies.
- 1.6 Evaluation must be based upon the values of justice, equality, and equity, and must be fair, coherent, rigorous, and transparent as per the orientations outlined in MEES Policy on the Evaluation of Learning.

## **2.0 RESPONSIBILITIES OF THE SCHOOL BOARD**

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

- 2.1 First and foremost, SWLSB supports the process of assessment and evaluation for progress in learning through school and classroom designed assessments.
- 2.2 Each year, after consultation with the schools, SWLSB will determine the subjects and cycle levels for the purposes of a common evaluation and develop the necessary instruments and processes for the evaluation. Such evaluation may occur at the end of each Elementary cycle and Secondary cycle 1.
  - 2.2.1 Evaluation of learning at the end of cycle must be based on a representative collection of evidence that demonstrates the student's degree of attainment of the competencies set out in the curriculum.
  - 2.2.2 In assuming its responsibility to account for student achievement, SWLSB will undertake the regular collection and analysis of performance data in order to promote school improvement.
- 2.3 The SWLSB 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.
- 2.4 The SWLSB will coordinate the necessary supports for schools to develop common assessment practices and standards.
- 2.5 The SWLSB will be responsible for ensuring that the Provincial Report Cards be used in all of its schools.
- 2.6 Annually, the SWLSB will inform the public concerning the educational achievements and quality of its system.

## **3.0 RESPONSIBILITIES OF THE SCHOOL**

- 3.1 Each school will be responsible for the evaluation of student achievement and the administration of examinations required by the MEES and by the SWLSB.
- 3.2 Annually, each school will establish their Evaluation Standards and Procedures as per 110.12 (3) of the Education Act.
  - 3.2.1 The creation of the Evaluation Standards and Procedures is the responsibilities of both teachers and Principals in schools. If the Principal does not approve a proposal of the teachers, the Principal shall give reasons, in writing, for the decision.
  - 3.2.2 The Standards and Procedures of Evaluation shall determine the following:
    - the format of the summary document given to parents;
    - for each subject taught in terms 1 and 2, which competencies/components will be included in the report card;
    - from the selected cross-curricular competencies, which ones will receive comments from the teachers and what type of comments;
    - The selected dates regarding the distribution of the first communication and report cards

with respect to the mandatory deadlines as defined by the MEES.

- 3.2.3 At the beginning of the school year, the Principal shall ensure a summary of the standards and procedures is created and communicated to parents.
- 3.3 The school will use a variety of assessments tools to evaluate the student's attainment of learning in relation to the QEP, and if applicable, the student's IEP.
- 3.4 The school will ensure that the confidentiality of an individual student's evaluation data is protected.
- 3.5 Annually, the school will inform its community of the educational achievements of its students.

#### **4.0 RESPONSIBILITIES OF THE PRINCIPAL**

- 4.1 Upon the recommendations of the teachers, the Principal will be responsible for approving the Standards and Procedures for the Evaluation of Learning as per the Education Act 96.15 (4).
- 4.2 The Principal, in collaboration with the teaching staff, will monitor the development and application of Standards and Procedures within the subjects at each level and the evaluation of the competencies of the QEP.
- 4.3 The Principal, in collaboration with the staff, will be responsible for the monitoring and annual review of the Standards and Procedures for the Evaluation of Student Learning.
- 4.4 The Principal will be responsible for approving the rules governing the placement of students as per the Education Act 96.15 (5).
- 4.5 The principal determines student placement following consultations with teachers, professionals and parents.

#### **5.0 RESPONSIBILITIES OF THE TEACHERS**

- 5.1 The evaluation of student learning is a primary responsibility of the teachers who will be expected to use a variety of learning activities, 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.
- 5.2 The teachers will be expected to use formative assessment to support the evaluation of the learning process.
- 5.3 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 and the expected outcomes pertaining to the evaluation of their learning.
- 5.4 The students will be provided with a variety of opportunities to demonstrate the competencies of the QEP.
- 5.5 Feedback from the teacher should be descriptive and timely and should enable the students to set new goals for their learning.
- 5.6 The opportunity, and the time, for self-evaluation and goal-setting will be provided to the students.

- 5.7 The students participating in group projects will be evaluated based upon their individual contribution.
- 5.8 The summative procedures for evaluating 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 objectives of instruction.
- 5.9 All learning activities should be considered to evaluate the achievement of the student. Thus, the final mark **must not** be determined by simply calculating the average of formative and summative results.
- 5.10 The end of cycle assessment should be representative of the results obtained throughout the evaluation process. The results/marks will be accorded by the teacher to indicate a student's achievement of a standard, a rubric or a pre-determined outcome.

## **6.0 EVALUATION OF STUDENTS WITH SPECIAL NEEDS**

Refer to the SWLSB Policy Outlining the Organization of Services for Students with Handicaps, Social Maladjustments or Learning Difficulties

## **7.0 PLACEMENT, PROMOTION & CERTIFICATION OF STUDIES**

- 7.1 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 as per the rules defined in the Basic School Regulation 13 and 13.1.
- 7.2 The decision on the final placement of the student rests with the Principal of the school.
- 7.3 Placement in the Work-Oriented Path Training, whether in the Pework Training program or in the Training for a Semiskilled Trade program, shall follow the admission rules outlined in the Basic School Regulation 23.3, 23.4, and 23.5.
- 7.4 In the Adult Sector, the Ministry of Education requires an examination for certification purposes in each course. Examinations under the responsibility of Adult Education centres are developed in accordance with the definitions of the domain and in compliance with provincial standards.

## **8.0 RESPONSIBILITIES OF THE STUDENTS**

- 8.1 The students will be expected to take responsibility for their learning and progress by:
- Completing their assigned work within the allotted timeframe so that they are prepared for assessment;
  - Seeking clarification of their evaluation when necessary, incorporating teacher feedback and revising their work;
  - Participating in student-led conferences and/or when the need applies, parent-teacher conferences.

## 9.0 RESPONSIBILITIES OF THE PARENTS / GUARDIANS

9.1 Parents/guardians are expected to support their son's/daughter's education by:

- Becoming actively involved in and supportive of his/her learning progress;
- Remaining informed about school policies, procedures, and expectations;
- Monitoring the evaluation results and communicating with the school on any matter that may affect the progress of their child's learning;
- Participating in student-led conferences, Individual Education Plan meetings and parent-teacher interviews;
- Ensuring the presence of their child(ren) during scheduled examination periods;

*Final 2016-05-25*