



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD



LAURENTIA ELEMENTARY SCHOOL

EVALUATION OF LEARNING: Standards and Procedures

2017 – 2018

Last updated September 2017

INTRODUCTION

Standards and procedures for the evaluation of learning at Laurentia were proposed by a committee of teachers and approved by the school principal. Their aim is to define concrete actions in an effort to ensure that evaluation practices are consistent with the vision of evaluation adopted in the (Québec Education Program). The discussions surrounding the development of these standards and procedures also led to a harmonization of evaluation practices in an effort to ensure consistency throughout the school.

FIELD OF APPLICATION

The standards and procedures in this document apply to Cycle 1 - 3. They cover each of the stages in the evaluation process, namely:

1. Planning of evaluation
2. Information gathering and interpretation
3. Judgment
4. Decision/action
5. Communication of results
6. Language quality

EFFECTIVE DATE: 2017-2018 school year

GOVERNING BOARD

The Governing Board was notified of the selected standards and procedures in May 2016.

CHANGES

Changes may be made to this document as new situations arise. The last update appears on the front cover of this document.

1. Planning of Evaluation

| | Standards | | Procedures |
|-----|--|-------|---|
| 1.1 | The planning of evaluation is done in compliance with the Quebec Education Program (QEP). | 1.1.1 | The evaluation planning of the subject team and the teacher takes into account the evaluation of knowledge and subject-specific and general competencies, the Progression of Learning and the new Frameworks for the Evaluation of Learning. |
| 1.2 | The planning of evaluation is a responsibility shared by the principal, grade-level/subject team and the individual teacher. | 1.2.1 | The grade-level team prepares an overall evaluation plan. The plan includes among other things, the main subject <i>competencies</i> targeted for a given term, the types of evaluation activities to be carried out and when they will take place. Subject consultants from the Educational Services Dept. may lend support or guidance during the planning process. |
| | | 1.2.2 | The members of the grade-level/subject team meets on a regular basis to follow up on the evaluation planning dates. |
| | | 1.2.3 | The grade-level/subject team adopts a planning model for learning and learning evaluation situations. |
| | | 1.2.4 | Using the subject team's overall plan, the individual teacher prepares his/her own evaluation plan. |
| 1.3 | Differentiation during evaluation is an integral part of the planning process. | 1.3.1 | In order to accomodate the individual learning styles of students, the teacher – in collaboration with other school members and/or professionals involved, differentiates by content topics, process activities and product. |
| 1.4 | The planning for evaluation takes into account students with special needs on Individual Education Plans (IEPs). | 1.4.1 | In order to take into account the specific situation of students with Individual Education Plans (IEPs), the teacher – in collaboration with other school members and/or professionals involved – indicates in his or her evaluation plan any adaptations or modifications required via the IEP. |

2. Information gathering and interpretation

| | Standards | | Procedures |
|-----|--|---|---|
| 2.1 | The responsibility for gathering and interpreting information is shared by the teacher, the student and, occasionally, by other professionals. | 2.1.1 2.1.2 2.1.3 2.1.4 | The teacher gathers and records information that is varied, pertinent and spread over a period of time. In the course of learning, the student is involved with information gathering through self-evaluation and peer evaluation. The teacher chooses or produces appropriate tools for <i>gathering information</i> (logbook, learning and evaluation file, etc.) or for interpreting it (rubrics, checklists, etc.). In the case of students with special needs, the resource teacher and/or SWLSB Complimentary Services Professionals may assist the classroom teacher in the gathering of information and its interpretation. |
| 2.2 | Information is gathered during the learning process and at the end of the year. | 2.2.1 2.2.2 | The teacher regularly gathers and records information on the students' learning during classroom activities. The grade-level/subject team develops or chooses at least one end-of-year learning evaluation situation and gathers information using the appropriate tools in order to obtain additional information for the end-of-year report (competency report). |
| 2.3 | Information is gathered by various methods that take into account the needs of all students. | 2.3.1 2.3.2 2.3.3 2.3.4 2.3.5 | Teachers meet on a regular basis to share the information gathering and recording tools they use. The teacher draws upon informal methods (observation, questions, etc.) to gather information. The teacher draws upon formal methods (evaluation rubrics, checklists, analysis of student productions, etc.) to gather and record information. If needed, the teacher notes any specific support given during the task. The teacher adapts the information gathering methods in order to take into account the specific situation of certain students. |
| 2.4 | The interpretation of information is criterion-referenced. | 2.4.1 2.4.2 2.4.3 2.4.4 | The teacher uses evaluation tools (evaluation rubrics, self-evaluation forms, etc.) designed in accordance with the evaluation criteria, outlined in the Framework for the Evaluation of Learning and the Progression of Learning in the Quebec Education Program. Teachers of a given subject adopt a common interpretation of the requirements stemming from the Frameworks for the Evaluation of Learning, in particular by identifying observable indicators. The teacher informs students what is expected of them at the beginning as well as during the task of the criteria and other requirements, with respect to the activities or tasks carried out. The teacher records in the student's individualized education plan (IEP) any changes that have been made to evaluation criteria in order to meet the student's needs. |

| 3. Judgment | | | |
|-------------|---|------------|--|
| Standards | | Procedures | |
| 3.1 | The teacher is responsible for making a judgment based on relevant, varied and sufficient information that reflects student learning. | 3.1.1 | The teacher makes a judgment on the basis of the information gathered and interpreted through the use of informal and formal tools. |
| | | 3.1.2 | The grade-level/subject team comes to a common understanding of the relevance and sufficiency of the information needed to make a judgment during and at the end of the school year. |
| 3.2 | During Terms 1 and 2, judgments are made on the student's progress with respect to the development of subject-specific competencies. | 3.2.1 | The Scales of Competency along with the SWLSB Evaluation and Reporting Alignment Table (see annex 1) are used to make a judgment on student progress. |
| | | 3.2.2 | The teacher refers to the Progression of Learning, the evaluation criteria in the Frameworks for the Evaluation of Learning, when making a judgment on student progress |
| 3.3 | In the final term of the school year, a judgment is made on the student's attainment of knowledge and its application – knowledge and competencies. | 3.3.1 | The Scales of Competency along with the SWLSB Evaluation and Reporting Alignment Table (see annex 1) are used to make a judgment on student progress |
| 3.4 | At the end of Terms 1 and 3, information is provided for 2 of the following general competencies: <i>Exercises critical judgment, organizes his/her work, Communicates effectively, Works in a team</i> | 3.4.1 | The teacher may use the evaluation criteria in the QEP to support his or her judgment (See Section in QEP on Cross-Curricular Competencies). |
| | | 3.4.2 | The teaching team will use the evaluation criteria in the QEP to support his or her judgment |

4. Decision/Action

| | Standards | | Procedures |
|-----|--|----------------|--|
| 4.1 | During the school year, differentiated pedagogical practices are put in place to support and enrich student learning as it progresses. | 4.1.1 4.1.2 | The teacher determines the type and level of supports and approaches necessary to meet the specific needs of his or her students. This may involve the help of the resource teacher and/or SWLSB professionals. The School Level Special Needs Committee may also determine additional support |
| 4.2 | Students gradually develop the ability to regulate their own learning. | 4.2.1 4.2.2 | The teacher provides students with the opportunity to regulate their own learning by suggesting that they set personal goals and find ways to meet and evaluate them. The principal provides teacher (usually on the class list) with a list of special needs students in the class |
| 4.3 | At the end of <u>each</u> year, decisions are made and actions planned to ensure that the student makes a smooth transition to the next school year. | 4.3.1 4.3.2 | The principal and SLSNC team set times for discussion and determine the information to be given in order to ensure student learning is followed from one year to the next. At the end of the school year, the teacher and resource team meet with the parents to provide a detailed account of the student with special need's learning and determine the support measures needed for the following year. |

5. Communication

| | Standards | | Procedures |
|-----|--|-------|--|
| 5.1 | A summary of the <i>Standards and Procedures</i> for the evaluation of student learning is provided to parents at the beginning of the school year | 5.1.1 | Parents are provided with information on the main types of evaluation that will be carried out and when they will take place during the school year. This information is made available to parents by <i>September 15th</i> . The evaluation plan is described to parents at the General Assembly. |
| 5.2 | An informal written communication is prepared and issued to inform parents early in the school year of their child's learning and behavior. | 5.2.1 | The school team selects an appropriate communication tool (e.g. interim report) and prepares and issues it to parents by October 15 th . |
| | | 5.2.2 | Parents of students with special needs or at-risk are given information at least once a month (e.g. note in agenda, phone call, e-mail, meeting, etc.) |
| 5.3 | 3 Uniform Report Cards - with regulated term weightings and set timelines for distribution - are prepared and issued to students and parents during the school year. | 5.3.1 | The principal ensures that all report cards are issued to students and parents by the following dates (as prescribed in the Basic School Regulation): Term 1 – by November 20 th Term 2 – by March 15 th Term 3 – by July 10 th |
| | | | The report card will be transmitted to parents electronically |
| | | 5.3.2 | The principal in collaboration with the SWLSB Information Systems Dept. ensures that regulated term weightings of 20% for Term 1, 20% for Term 2 and 60% for Term 3 are in place (as prescribed in the Basic School Regulation) |
| 5.4 | The <i>report card</i> communicates, in the form of percentage grades, the student's development of subject-specific competencies at the end of each term throughout the year. | 5.4.1 | The entire school team uses the uniform report card developed and prescribed by MEESR. |
| | | 5.4.2 | The school team uses a bank of comments that can be used to describe student strengths and challenges with respect to the subject-specific competencies. |
| | | 5.4.3 | The school team uses a bank of comments in order to evaluate the student's development of the cross-curricular competencies. |
| 5.5 | For Terms 1 and 2, subject-specific competencies in English, French, Math and Sciences are evaluated and reported on in accordance with the frequency of evaluation proposed by the grade-level/subject team. | 5.5.2 | Teachers evaluate the subject-specific competencies in terms 1 and 3 according to the plan established by the grade-level/subject team. (see 1.2.1). |
| 5.6 | For term 3, all subject-specific competencies in English, French, Math and Sciences are evaluated and reported, in the form of percentage grades, to indicate the level of knowledge and competency attained at the end of the school year. | 5.6.1 | Teachers use the Progression of Learning and the new Evaluation Frameworks for the Evaluation of Learning to determine percentage grades for all subject-specific competencies. The overall subject result is based on the competency weightings prescribed by MEESR. These documents can be found on the MEERS website. |

6. Language Quality

| | Standards | | Procedures |
|-----|--|-------|--|
| 6.1 | Language quality is a responsibility shared by all school members and is taken into account in all the school's learning and evaluation activities for students. | 6.1.1 | The quality of spoken and written language is promoted and clear using appropriate means of expression are encouraged. |

Evaluation/Reporting Alignment Table

| SUBJECT-SPECIFIC COMPETENCIES | | | | | |
|--|---------------|---------------|--|---------------|---------------|
| RATING SCALE – Terms 1 and 2 (Report card – Progress in the development of the competencies) | | | SCALE OF COMPETENCY LEVELS – Term 3 (Competency report) | | |
| <i>The student:</i> | <i>Rating</i> | <i>Range</i> | <i>The student demonstrates:</i> | <i>Rating</i> | <i>Range</i> |
| Exceeds expectations for the reporting period | A+ | 95-100 | Advanced competency development | 5+ | 95-100 |
| | A | 88-94 | | 5 | 88-94 |
| Clearly satisfies expectations for the reporting period | B+ | 81-87 | Thorough competency development | 4+ | 81-87 |
| | B | 74-80 | | 4 | 74-80 |
| Minimally satisfies expectations for the reporting period | C+ | 67-73 | Acceptable competency development | 3+ | 67-73 |
| | C | 60-66 | | 3 | 60-66 |
| Is below the expectations for the reporting period | D+ | 51-59 | Partial competency development | 2+ | 51-59 |
| | D | 42-50 | | 2 | 42-50 |
| Is well below the expectations for the reporting period | E+ | 33-41 | Minimal competency development | 1+ | 33-41 |
| | E | 24-32 | | 1 | 24-32 |