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

ÉCOLE PRIMAIRE TWIN OAKS – TWIN OAKS ELEMENTARY SCHOOL

Twin Oaks
École primaire
Elementary School

EVALUATION OF LEARNING
Standards and Procedures
2018-2019

INTRODUCTION

Standards and procedures for the evaluation of learning at Twin Oaks Elementary School were proposed by the 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 Quebec 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

STANDARDS AND PROCEDURES COMMITTEE:

In the spirit of collaboration, all teachers at Twin Oaks were involved in the creation of this document.

EFFECTIVE DATE

The information contained in this document will be applicable for the 2018-2019 school year effective August 30, 2018 and reviewed June 30th, 2019. Should any changes need to be made they will be done at this time.

GOVERNING BOARD

The Governing Board was notified of the selected standards and procedures in October 2018.

CHANGES

Changes may be made to this document as new situations arise. The last update appears on the front cover of this document. The Governing Board will be notified of any changes.

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 cycle team 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 cycle team prepares an overall evaluation plan. The plan includes among other things, the main subject *competencies* 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 cycle team meet every term to follow up on the evaluation planning.
		1.2.3	The cycle team adopts a planning model for learning and evaluation situations (LES) and evaluation situations (ES).
		1.2.4	Using the cycle 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 accommodate 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.

2. Information gathering and interpretation

	Standards		Procedures
2.1	The responsibility for gathering and interpreting information is shared by the teacher, the student, administration, and occasionally, by other SWLSB professionals.	2.1.1	The teacher gathers and records *information that is varied, relevant, sufficient and spread over a period of time.*
		2.1.2	In the course of learning, the student is involved with information gathering through self-evaluation, co-evaluation and peer evaluation.
		2.1.3	The teacher chooses or produces *appropriate tools for gathering information* (logbook, learning and evaluation file, etc.) or for interpreting it (rubrics, checklists, etc.).
		2.1.4	In the case of students with special needs, the resource teacher, administration and/or SWLSB Complementary 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	The teacher regularly gathers and records information on the students' learning during classroom activities.
		2.2.2	The cycle team develops or chooses at least one end-of-year 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	Teachers meet on a regular basis to share the information gathering and recording tools they use.
		2.3.2	The teacher draws upon informal methods (observation, questions, etc.) to gather information.
		2.3.3	The teacher draws upon formal methods (evaluation rubrics, checklists, analysis of student productions, etc.) to gather and record information.
		2.3.4	If needed, the teacher notes any specific support given during the task.
		2.3.5	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 based on the criteria outlined in the Frameworks for the Evaluation of Learning and the Progressions of learning documents in the QEP.	2.4.1	The teacher uses evaluation tools (evaluation rubrics, self-evaluation forms, etc.) designed in accordance with the evaluation criteria, the Framework for the Evaluation of Learning and the Progressions of Learning in the Quebec Education Program.
		2.4.2	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.
		2.4.3	The teacher informs students what is expected at the beginning as well as during the task (criteria and other requirements) with respect to the activities or tasks carried out.
		2.4.4	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 formal and informal tools.
		3.1.2	The cycle 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 Twin Oaks Elementary School 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 (Term 3), a judgment is made on the student's attainment of knowledge and its application. At the end of grade six the student will carry out the Evaluation Situation mandated by the MELS that will count for 20% of the final mark.	3.3.1	*The Scales of Competency along with the Twin Oaks Elementary School Evaluation and Reporting Alignment Table* (see annex 1) are used to make a judgment on student progress.
		3.3.2	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.
		3.3.3	Parents will be notified as to how and when their child will be evaluated.
3.4	At the end of Terms 1 and 3, information is provided for 2 of the following general competencies: *Exercises critical judgment, Organizes his/her work, Communicates effectively, Works in a team*	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	At Twin Oaks, the cross-curricular competencies are evaluated as follows:

Cross Curricular Competencies	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Exercises Critical Judgment		x		x		x
Organizes his/her work	x		x		x	
Communicates Effectively		x		x		x
Works in a team	x		x		x	

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	The teacher determines the type and level of supports and approaches necessary to meet the specific needs of his or her students. The school level Special Needs Committee and Principal may also determine additional support.
4.2	Students gradually develop the ability to regulate their own learning.	4.2.1	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 to evaluate** them.
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	The principal and grade-level 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.
		4.3.2	At the end of the school year, the teacher and resource team provide a detailed account of the Special Needs student's learning, and determine the support measures needed for the following year. A list of coded students and needs are reviewed and decided upon.
		4.3.3.	In August, the Principal informs teachers about students who have special needs in the following manner: • Teachers receive a spreadsheet containing a list of students who are identified as needing support. The types of documents contained in the student's confidential file are indicated (Psychological Evaluation, SLP Evaluation, OT Evaluation, Outside Services, IEP, etc.); • Teachers are notified if students in their classes have MELS codes; • Once the SLSNC has met, teachers are notified as to the support measure that will be provided to them for students with MELS codes (hours of attendant time); • Teachers are encouraged to read the students' confidential files BEFORE the beginning of classes; • A list of IEP's for each class will be distributed.

5. Communication

	Standards		Procedures
5.1	A summary of the *Standards and Procedures* 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 *September 15th*.
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 15th.
		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.) including the report cards.
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 20th Term 2 – by March 15th Term 3 – by July 10th
		5.3.2	The principal, in collaboration with the SWLSB Information technology Department, 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 *report card* 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 MELS.
		5.4.2	Teachers will provide subject specific comments regarding the student's strengths, challenges, and progress.
		5.4.3	The school team develops a bank of comments that can be used to describe student strengths and challenges with respect to the subject-specific competencies.
		5.4.4	The school team develops a bank of comments in order to evaluate the student's development of the general competencies (cross-curricular).
		5.4.5	An alternative report card supplied by MELS will be used for students on modified programs.

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.	5.5.1	Teachers refer to the Educational Services Dept. document, *Subject Competencies: ESD Recommendations At-A-Glance.*
		5.5.2	Teachers evaluate the subject-specific competencies in terms 1 and 2 according to the plan established by the cycle 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 MELS.
		5.6.2	*The Scales of Competency along with the Twin Oaks Elementary School Evaluation and Reporting Alignment Table* (see annex 1) are used to make a judgment on student progress.

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 and appropriate means of expression are encouraged.

Reference documents from the MELS:

Education Act: http://www.canlii.org/qc/laws/sta/i-13.3/20080415/whole.html
Basic School Regulation: http://www.mels.gouv.qc.ca/ministere/legislation/index.asp?page=reglements1
Québec Education Program: http://www.mels.gouv.qc.ca/sections/programmeFormation/index.asp?page=prescolaire
Policy on the Evaluation of Learning: http://www.mels.gouv.qc.ca/DGFJ/de/politique.htm
Frameworks for the Evaluation of Learning: http://www.mels.gouv.qc.ca/dfgj/de/pdf/frameworkpres-el.pdf
Progression of Learning: http://www.mels.gouv.qc.ca/progression/index_en.a

Evaluation/Reporting Alignment Table

ANNEX 1

RATING SCALE – Terms 1, 2 and 3 (Report card – Progress in the development of the competencies)		
The student:	*Rating*	*Range*
Exceeds expectations for the reporting period	A+	95-100
	A	88-94
Clearly satisfies expectations for the reporting period	B+	81-87
	B	74-80
Minimally satisfies expectations for the reporting period	C+	67-73
	C	60-66
Is below the expectations for the reporting period	D+	51-59
	D	45-50
Is well below the expectations for the reporting period	E+	40-44