

POLICY ON THE EVALUATION OF LEARNING

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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 shared vision of the evaluation of learning, and secondly, to harmonize the evaluation choices by school boards and schools. The Central Québec School Board (CQSB) evaluation policy for the youth sector is the product of a team composed of teachers, administrators, consultants and the coordinator of Educational Services from CQSB.

To respect the needs and legal requirements, the following documents governed the creation of this policy:

- Education Act (EA)
- Basic School Regulation (BSR)
- Ministry of Education, Leisure and Sports (MELS) Policy on the Evaluation of Learning (PEL)
- Framework of Evaluation of Learning (FEL) at the preschool and elementary level
- MELS Policy of evaluation at the secondary level
- Administrative manual for the certification of Secondary Studies
- Minimum requirements for the successful completion of the cycles at the elementary and secondary levels
- *Québec Education Program (QEP)*
- *Competency Levels by Cycle (Elementary)*
- *Scales of Competency Levels (Secondary)*

This policy is also in keeping with the implementation of the Québec Education Program (QEP) Pedagogical Renewal in all schools. This policy reflects new thinking regarding instruction and learning. The changes in the programs of studies have a number of consequences on the evaluation practices that are now required to be *competency-based*.

This policy has been developed in response to an expressed need for both a board-wide framework and reporting tools. The values, beliefs and the goals the school board desires to achieve in its “LEARNING FOR ALL” philosophy are reflected in this Evaluation Policy. It delineates the provincial parameters under which the school board operates and adds in its appendix, recommendations which schools can use to respond to their individual communities.

In this policy, there is a section on promotion which acts as a starting point; however, the Evaluation Policy Committee recommends that a new committee to be struck to address concerns specifically related to promotion with our schools.

Included in this policy are four appendices:

- Appendix A gives guidelines on the roles and responsibilities of the different partners;
- Appendix B supplies recommendations on practices to enhance learning and promote student *achievement*;
- Appendix C provides recommended instruments and methods to evaluate students; and
- Appendix D is the Glossary and provides the definitions of words found in italics.

This policy is subject to change as the MELS makes public the Evaluation Policy for Secondary Cycle 2 or any other *modifications* regarding evaluation at any level.

2.0 POLICY STATEMENT

In the conception and implementation of the policy:

- The student is the primary focus;
- All CQSB partners will have an active role to play;
- The unique character of each CQSB school community will be considered (culture, size, school population and diversity);
- The vision of this policy is consistent with the mission of the Québec schools which is to provide instruction, socialize and provide qualifications;
- Evaluation takes into account that the curriculum is based on the development of competencies;
- Evaluation is a complex process that is largely based on the teacher's professional *judgment*. The credibility of the actions taken and decisions made depends on the rigorous application of the process. The stages in the evaluation process are as follows: *planning, information gathering, interpretation, judgment and decision/action*; and
- Evaluation also involves providing students and parents with information as needed using a report card that adheres to the BSR (Section 30).

3.0 FIELD OF APPLICATION

The policy applies to the youth sector of the Central Québec School Board.

4.0 PRINCIPLES

Our vision of “LEARNING FOR ALL” is anchored in our commitment to fundamental values of openness, leadership, and cooperation in a caring and learning environment.

Mission statement: The mission of the CQSB is to support vibrant learning communities in its schools and centres that empower all students to receive the best possible education, to foster their social development and to prepare them to achieve their fullest potential and become contributing members of our ever-changing society.

MELS Policy on Evaluation of Learning

The MELS Policy on Evaluation of Learning is based on the fundamental values of Justice, Equality, Equity. In conformity with **justice**, students have the right to retake examinations and lodge appeals. **Equality** requires that all students have an equal opportunity to demonstrate what they have learned. To respect these values, requirements must be defined. The program of study sets out, in the same way for all students, the *Expected Outcomes* as well as the *evaluation criteria*. On the basis of these benchmarks, it is possible to ensure equality both in terms of how students are educated and any judgments of their learning. **Equity** requires that evaluation practices take into account the individual characteristics of certain students or the common traits of certain groups to ensure that evaluation does not contribute to increasing existing differences. Bias of any kind leading to advantages or disadvantages for certain students must not be introduced. Each student must be able to demonstrate the development of his competencies.

5.0 EVALUATION PRACTICES

Evaluation is the process whereby a judgment is made of a student’s **learning** on the basis of information gathered, analyzed and interpreted for the purpose of making pedagogical and, where appropriate, administrative decisions (BSR, Section 28).

Learning is described in terms of competencies to be developed. A **competency** is the capacity to carry out a task by drawing on a variety of resources, including *essential knowledge*, strategies, techniques, attitudes and perceptions.

Essential knowledge is one of the elements of the program and must be taught to make the student able to carry out complex tasks in different *learning and evaluating situations*. No demonstration of competencies can be successful without the appropriate essential knowledge. However, the development of competencies cannot be judged solely on the acquisition of essential knowledge.

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. This section is developed in more detail in Appendix A.

Students are at the core of this policy. It provides information to all partners regarding how evaluation serves the students' best interest. This ensures that decisions regarding their academic progress are well understood by all partners. Students have an active role to play in the evaluation process. Their special needs are taken into consideration when necessary.

Parents are a key to students' success. This policy contains information that parents need to better understand their child's progress and achievements. The document gives parents a better understanding of their rights and responsibilities which enables them to guide their child in their educational journey. This document provides information concerning the evaluation of students with special needs, however, reference to the School Board Policy for the organization of educational services for students, with handicaps, social maladjustments or learning delays gives parents more in depth information.

Teachers are responsible for the evaluation of learning. This policy informs teachers of their legal responsibilities and provides them with suggestions regarding the evaluation of all students. Appendices B and C provide them with recommendations on evaluation processes, *procedures* and tools.

Principals play an important role in mobilizing their school teams to support and guide teachers in the evaluation process. This policy informs them on their legal responsibilities regarding evaluation for all students.

Schools have to decide on reporting practices to ensure that they provide parents with clear information regarding the students' progress. This policy informs schools on reporting practices, such as reporting periods, in compliance with the law. It also helps to guide schools on *data* collection and best teaching practices to enhance student success.

Finally, the **School Board** has the ultimate responsibility for the quality of learning in its schools and must develop a policy that is consistent with the responsibilities delegated by the Ministry of Education, Leisure and Sports. The School Board has a supportive role in assisting the schools in the evaluation process which involves professional development for teachers as well as data collection and internal examinations.

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 board may request the council of commissioners to reconsider such decision as stipulated in the document entitled Complaint policy for parents and students. (EA, Section 9)
- Exceptionally, according to the School Board policy, 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 the school year in which he would be eligible for admission to elementary school education, if there are reasonable grounds to believe that such a measure is necessary to foster the child's academic progress. (EA, Section 96.17)
- Exceptionally, in the interest of a student who has not achieved the objectives or mastered the compulsory notional contents of elementary school education at the end of the period fixed by the basic school regulation for mandatory promotion to secondary school and following a request, with reasons, made by the student's parents, the principal may admit the student, as prescribed by regulation of the Minister, to elementary school education for one additional school year, if there are reasonable grounds to believe that such a measure is necessary to foster the student's academic progress. (EA, Section 96.18)

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 *Individualized Education Plan* (IEP).

3. Teacher

The evaluation of student learning is the primary responsibility of the teachers. First and foremost, teachers are required to:

- understand the evaluation process; and
- refer to the MELS Policy on the Evaluation of Learning to plan assessment that takes into account a curriculum, based on the development of competencies.
- need to adhere to the standards and procedures for evaluation as agreed upon at the school level and as approved by the principal. (EA, Section 96.15)

According to the Education Act, the teacher:

- selects the methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care; (EA, Section 19)
- selects the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to his care; (EA, Section 19)

- 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:

- approve under the recommendation of the teachers, the standards and procedures for the evaluation of student achievement in keeping with the prescriptions of the QEP, the BSR and subject to the examinations that may be imposed by the MELS or the School Board. (EA, Section 96.15). The proposals of the teachers or the staff members under this section shall be made according to the procedure determined by the teachers and the staff members at general meetings called for that purpose by the principal or, failing that, according to the procedure determined by the principal. This proposal must be made within 15 days following the request made by the principal, failing which the principal may act without such proposal.
- if the principal does not approve a proposal of the teachers or the staff members, the principal shall give reasons, in writing, for this decision. (EA, Section 96.15)
- approve the rules governing the placement of students and their promotion from one cycle to the other at the elementary level based on the rules prescribed by the BSR (EA, Section 96.15).
- assist the governing board in the exercise of its functions and powers and, for that purpose, the principal shall consult the governing board before approving the proposals under section 96.15, subparagraphs 3 and 4 and the proposals relating to how parents are to be informed of the academic progress of their children. (EA, Section 96.15)
- develop and maintain, in conjunction with the teaching staff, consistency of standards within the subjects at each level and the application of cross-curricular competencies throughout the school as prescribed in the BSR.
- organize the annual review of the evaluation standards and procedures in conjunction with the teaching staff. During the school year, the principal is also responsible for monitoring its application.
- coordinate the reporting practices and procedures.

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

- It is the responsibility of the principal to establish, see to the implementation and periodical evaluation of the IEP. This is done with the assistance of the student's parents, of the staff providing services to the student and of the student himself, unless the student is unable to do so. The IEP may contain adaptations that support the student's attaining *certification of studies* or in certain circumstances, modifications which may have an impact on certification. (EA, Section 96.14)

- 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 the school year in which he would be eligible for admission to elementary school education, if there are reasonable grounds to believe that such a measure is necessary to foster the child's academic progress. (EA, Section 96.17)
- Exceptionally, in the interest of a student who has not achieved the objectives or mastered the compulsory notional contents of elementary school education at the end of the period fixed by the basic school regulation for mandatory promotion to secondary school and following a request, with reasons, made by the student's parents, the principal may admit the student, as prescribed by regulation of the Minister, to elementary school education for an additional school year, if there are reasonable grounds to believe that such a measure is necessary to foster the student's academic progress. (EA, Section 96.18)
- In the case of support measures, adaptations, modifications or *exemptions* that need to be made for the evaluation of a student with special needs, Chapter 5 entitled "Support measures & exemptions" of the "Administrative manual for the certification of studies" should be followed. It provides guidelines on the administration of MELS examinations.
- The principal has the responsibility to explain to all concerned parties any modifications to a student's curriculum (within an IEP) and the consequences of such to the certification of studies. (EA, Section 2.21 & 2.22)
- The principal is responsible for the placement of students after consultation with the students' teachers, the non-teaching professionals and the parents.
- The principal makes a request to the school board, after consulting with the student's parents and subject to the rules governing the certification of studies prescribed by the BSR, to exempt a student who needs special support services in the language of instruction, second language or mathematics program from a subject prescribed by the basic school regulation; no exemption may be granted however, in those programs. (EA, Section 222.1)
- At the secondary level, different paths of learning must be considered if the student's competency report or IEP shows that a different orientation is needed to meet the student's interests, needs and abilities. A student may be admitted to pre-work training if the student has not achieved the objectives of the elementary level programs of studies for language of instruction and mathematics. A student may also be admitted to a semi-skilled trade program if the student has achieved the objectives of the elementary level programs of studies for language of instruction and mathematics, but has not earned the credits in the first cycle of the secondary level in those subjects. (BSR, Section 23.4 & 23.5)

5. School

Each school:

- is responsible for the evaluation of student achievement and administration of examinations required by the MELS and by the school board;
- is required to implement the CQSB Policy for the Evaluation of Learning;
- will inform students and parents of the modalities of evaluation set forth in their evaluation standards and procedures at the beginning of the year;
- is required to use a report card which conforms to the BSR and the EA;
- is recommended to use the CQSB report cards. Minor changes must conform to the EA and BSR. Consensus must be reached before submitting proposed changes to the Director of Instructional Services;
- must follow the provided guidelines that accompany MELS or board exams;
- must provide its own specific guidelines in terms of local exams/assessments;
- is responsible for the evaluation standards and procedures in the event that the MELS has not mandated an examination or that the School Board has not prescribed a common evaluation process for a compulsory subject;
- will analyze collected data such as DRA, end-of-cycle assessment and MELS exams to promote learning, drive teaching, and review teaching practices in order to improve students' success; and
- will provide performance data in order to foster school improvement, upon the school board's request.

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

- At least once a month, information shall be provided to the parents of students who have an IEP.

At the secondary level, different paths of learning must be considered if the student's competency report or IEP shows that a different orientation is needed to meet the student's interests, needs and abilities. A student may be admitted to pre-work training if the student has not achieved the objectives of the elementary level programs of studies for language of instruction and mathematics. A student may also be admitted to a semi-skilled trade program if the student has achieved the objectives of the elementary level programs of studies for language of instruction and mathematics, but has not earned the credits in the first cycle of the secondary level in those subjects. (BSR, Section 23.4 & 23.5)

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 Evaluation of Learning. The School Board is responsible for assisting the schools in the implementation of the MELS policy on the Evaluation of Learning.

The School Board:

- shall ensure that the BSR established by the Government is implemented in accordance with the gradual implementation procedure established by the Minister under section 459. (EA, Section 222)
- shall ensure that each school evaluates student achievement and administers the examinations imposed by the Minister. (EA, Section 231).
- may impose internal examinations in the subjects it determines at the end of each cycle of the elementary level and at the end of the first cycle of the secondary level. (EA, Section 231). The school board, if wishing to avail themselves of the right to set examinations at the end of each cycle of the elementary education and at the end of the Secondary Cycle One, must ensure that the guidelines provided to the schools respect the spirit of the Policy on the Evaluation of Learning and the new practices in the area of classroom evaluation. The school board will therefore develop the necessary instruments and process for the evaluation, taking into account the evaluation process as prescribed in the MELS Policy of Evaluation of Learning.
- shall recognize, in accordance with the criteria or conditions established by the Minister, the learning acquired by a student otherwise than as prescribed in the BSR. (EA, Section 232)
- will establish, after consulting with its parents' committee, rules governing promotion from elementary school to secondary school and from the first cycle to the second cycle of the secondary level, subject to the rules prescribed by the BSR (Sections 31, 32, 33, 33.1 and 34) (EA, Section 233).
- may request collection and analysis of the performance data in order to promote school improvement. This is also done in an effort to ensure that each school evaluates student achievement.
- will provide schools with technical and professional assistance in the professional development of teachers concerning the evaluation process and in the development of assessment instruments.
- will be responsible for ensuring that the school report card meets the requirements of the BSR.
- will annually inform the public concerning the educational achievements and quality of its system.

- may, with the authorization of and subject to the conditions determined by the Minister, allow a school to replace a program of studies established by the Minister by a local program of studies designed for a student or a category of students who are unable to benefit from the programs of studies established by the Minister. Every such local program of studies must be submitted by the school board to the Minister for approval (EA, Section 222.1)

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

- The school board shall adopt, after consultation with the advisory committee on services for handicapped students and students with social maladjustments or learning difficulties, a policy in conformity with Section 235 in the EA.
- The school board, upon the recommendation of the school principal, initiates communications with the MELS in regards to individual demands for *derogations* to the regular Certification of Studies or for the submitting and receiving approval for all modifications to local programs of studies. (EA, Section 222.1)
- At the request of a school principal, after consulting with the student's parents and subject to the rules governing certification of studies prescribed by the BSR, exempt a student who needs special support services in the language of instruction, second language and mathematics program from a subject prescribed by the BSR; no exemption may be granted, however, in respect of those programs. (EA, Section 222.1)
- A student who receives home schooling and benefits from an educational experience which, according to an evaluation made by or for the school board, is equivalent to what is provided at school is exempted from compulsory school attendance. (EA, Section 15)
- For humanitarian reasons or to avoid serious harm to a student, the school board may, following a request, with reasons, made by the parents of the student, by the student, if of full age, or by the school principal, exempt the student from the application of a provision of the BSR. In the case of an exemption from the rules governing certification of studies referred to in section 460, the school board must apply therefore to the Minister. (EA, Section 222)

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 levels is strongly recommended. They contain evidence of ongoing student competency development. These communication tools are most effective when presented to the parents by the student.
- **Student-led conferencing** provides dynamic interaction between the teacher, the student and the parents. It allows parents to learn about their child's development and enables the student to become more responsible for his own learning. Suggestions of documents that can be found in a portfolio or integrated student profile:
 - Student work annotated by the teacher
 - Comments by the teacher(s) on growth
 - Self evaluation
 - Reflection on progress, strengths and challenges
 - Goal setting
 - *Reading Response Log*
 - Writing pieces/*Baseline pieces*
 - Rubrics
 - *Reading Log*
 - Project reports
 - Tests in different subject areas
 - Learning and evaluation situations (LES)
 - Checklist

STUDENT EVALUATION

Recommended methods and instruments to assess and evaluate student progress.

- **Anecdotal records**
- **Checklists, rating scales, or performance charts**
- **Cycle team input on the development of cross-curricular competencies**
- **Developmental Reading Assessment (DRA)**
- **Evaluation situations (ES)**
- **Examinations, tests, quizzes, essays**
- **Information & Communications Technology (ICT)**
- **Learning and evaluation situations (LES)**
- **Peer evaluation**
- **Portfolios or integrated student profiles**
- **Rubrics**
- **Self evaluation**
- **Student demonstrations and presentations**
- **Student journals**
- **Student-Teacher Conferencing**
- **Teacher journal or log book**
- **Teacher observations**

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

Authorization that bypasses an established rule; temporary or permanent exemption from part of the regulations.

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.

Judgment

Stage in the evaluation process that involves a decision regarding the degree to which competencies have been developed (FEL, 2002).

Learning and Evaluation Situation (LES)

Integrated learning activities and complex tasks designed to verify the level of competency development according to the outcomes prescribed in the QEP and to drive further instruction.

Modification

Changes to the learning and evaluation situations in one or more subjects: not part of the regular program of study (QEP).

Changes of this nature need to be approved by the School Board* and/or the MELS.

*a form will be provided

Modified Instructional Level

Alterations to the cycle level of the learning and evaluation situations but still part of the regular program of study (QEP) at an alternate cycle level than peer grouping.

Changes of this nature need to be approved by the parents, administration and teachers through use of the IEP.

Planning

Organized intentions of the learning and evaluation process to be applied.

Portfolio / Integrated Student Profile

Collection of works selected by a student and/or teacher, based on criteria, to demonstrate the development of competencies (See Appendix B).

Procedure

Explanation on how to apply a standard which guides evaluation strategies and indicates means of action.

Québec Education Program (QEP)

Mandatory curriculum (program of studies) for the province of Québec.

Reading Log

Student-kept record of books read during a specified period usually by date and sometimes including the number of pages read, author name, book rating, genre, etc.

Reading Response Log

Student-kept writing journal where students respond in different ways (make connections, predictions, ask questions, visualize, ...) to what they have read.

Report card

Official recording document of the judgments made by the teacher concerning student competency development during the course of learning or at the end of a cycle.

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; prescriptive but revisable; consistent with the EA, the BSR, the QEP, the PEL and the Policy on Special Education.