

EASTERN TOWNSHIPS SCHOOL BOARD	<i>Title:</i> STUDENT EVALUATION AND STUDENT PLACEMENT POLICY	
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Policy Statements

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

Assessment Systems: Methods of evaluating a student's achievement of curriculum outcomes by reference to student data collected according to specific criteria and to a variety of data (writing samples, reading logs, tests, projects, etc.) A portfolio is an example of an assessment system.

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

Competencies: The expected outcomes that students are to master in the learning process.

Compulsory Subjects: Language of Instruction; Mathematics, Science and Technology; Second Language Instruction; Arts Education; Physical Education and Health Education; History and Citizenship Education; and Moral and/or Religious Education.

Contexts: Different kinds of settings or challenges related to an outcome. The situation that describes the environment in which performance is required. The identification of all the elements of the situation in which performance is required.

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

Criterion-Referenced Evaluation: The curriculum standards against which performance is assessed.

Cross-Curricular Skills: Skills, behaviours and attitudes which cut across the curriculum. Cross-curricular learning is grouped into three categories: intellectual and methodological skills, language skills, personal and social skills.

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 4 – Secondary levels 1, 2 and 3; and Cycle 5 – Secondary levels 4 and 5.

Evaluation: the interpretation and judgement of data relating to the achievement of the learning objectives determined in the programs of studies and to the students' overall development, with a view to making appropriate judgements and decisions.

Formative Assessment: Continuous monitoring of, and meaningful feedback about students' learning progress. It aims to inform students and teachers of the extent to which each objective of a lesson and/or course has been learned. It also makes it possible to discover where and in what respects the student may be experiencing difficulties so as to suggest to the teacher and/or student, the means for more satisfactory progress. Formative assessment may take place at the beginning, during, or at the completion of one or

more learning activities. Its essential role is that of assistance in effecting improvement whenever required. Among the valid sources of information for the purposes of formative assessment are: responses during learning activities, oral responses, visual responses, written assignments, tests, checklists, anecdotal files, notebooks, laboratory reports, interviews, tapes, peer and self assessment.

Judgement: 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.

Objective: A specific statement of intent which the student will be able to do as a result of learning.

Norm-Referenced Evaluation: Testing in which students' scores or marks are related to other students with respect to the level of attainment of the same desired outcomes.

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

Performance Assessment: An evaluation in which students are expected to engage in a predetermined task, construct responses, create products or perform demonstrations to provide evidence of their knowledge and skills. The assessment is based on the combination of the process the student uses and on the final product. Some performance assessments emulate work place activities or real life skills applications that require higher order processing skills.

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 works 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 to a higher level from one cycle to the next or from one level of education (elementary) to the next (secondary).

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 exemplars.

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

Standard 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.

Summative Evaluation: The evaluation that occurs at the completion of an extended series of learning 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. The following is a sampling of useful instrument for summative evaluation: student performances in authentic learning situations; school, School Board or Ministère de l'Éducation examinations; teacher-designed tests; observation records; interviews; written assignments; oral presentations. The student's work as a result of most of these instruments may be collected in a portfolio.

1.0 Foundations of the Evaluation of Learning

- 1.1 The Eastern Townships School Board believes that the purpose of evaluation is to advance student learning and to focus on the improvement of the teaching-learning process.
- 1.2 Evaluation is a process which assesses what learning is taking place, provides feedback to students, parent and educators about the students' progress in attaining knowledge, skills, behaviour and attitudes required by the program of study and makes judgements about achievement so that informed decisions are made regarding the students' continuous learning.
- 1.3 The School Board recognizes that assessment and evaluation are integral parts of the teaching-learning experience and effective classroom practice. This process helps students take increasing responsibility for their own learning and evaluation. In addition, this process informs and assists teachers in order that teaching may be readjusted for the student to attain the desired outcome.
- 1.4 For the purpose of this policy, *assessment* involves the gathering of data through a variety of means and the subsequent analysis in order to discover the strengths and needs of the learner; *evaluation* is the interpretation and judgement of that data to make decisions about student achievement.
- 1.5 The School Board expects that evaluation must be compatible with the purpose of assessment in the teaching-learning context. Assessment practices should be in authentic teaching-learning situations and in keeping with the conditions under which learning has occurred. Further, the assessment process must provide sufficient opportunity for students to demonstrate that knowledge, skills, attitudes and behaviours required by the program of studies, have been acquired.
- 1.6 Evaluation in the School Board must be based on the values of justice and equality. The School Board expects forms of evaluation to be fair, consistent, equitable, transparent, authentic and provide the students with opportunities to demonstrate the acquisition of knowledge, skills and abilities.
- 1.7 In the application of this Policy on Evaluation of Learning, relevance to learning, academic rigour, and openness to standards of practice determined by the outcomes of the curriculum are essential.
- 1.8 The evaluation of a student's learning is the concern of the student, the parent, the teacher, the school, the School Board and the ministère de l'Éducation, each within its own field of responsibility.

2.0 Responsibilities of the School Board

- 2.1 The Eastern Townships School Board 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, the School Board will determine the compulsory subjects and grade levels for the purposes of a common summative evaluation and develop the necessary instruments and process for the evaluation. Such evaluation may occur at the end of each Elementary cycle and Secondary cycle.
- 2.2.1 In the event that the ministère de L'Éducation has not mandated an examination or the School Board has not prescribed a common summative evaluation process for a compulsory subject, each school will be responsible for a summative evaluation plan.
- 2.2.2 Summative 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. Summative evaluation should be based on specific criteria and rubrics established prior to the process.
- 2.2.3 In assuming its responsibility to account for student achievement, the School Board will undertake the regular collection and analysis of the performance data in order to promote school improvement.
- 2.3 The School Board 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 and/or systems.
- 2.4 The School Board will be responsible for ensuring that the school report reflects the competencies stated in the curriculum.
- 2.5 The School Board will provide the appropriate resource allocation to enable the school to realise a common computerised format for the school report.
- 2.6 The School Board will coordinate the necessary liaison mechanisms for schools to develop common assessment practices and standards.
- 2.7 The School Board may authorize the use of norm-referenced tests to gauge system wide achievement. These tests will be determined on an annual basis.
- 2.8 The School Board may enter into agreement for the purpose of home schooling as prescribed in the Education Act.
- 2.9 Annually, the School Board will inform the public concerning the educational achievements and quality of its system.
- 2.10 The School Board is responsible for all derogations regarding early entrance into its schools.

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 ministère de L'Éducation and by the School Board.
- 3.2 Each school will establish and evaluation plan for the implementation of the Policy for the Evaluation of Learning. The plan will include: the role of classroom assessment, a description of valid assessment practices, instruments and systems; the process for evaluating cross curricular competencies within 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.
 - 3.2.1 At the beginning of the school year, the school will inform students and parents of the modalities of evaluation set forth in their evaluation plan.
- 3.3 The School may request the assistance of the School Board in the development of authentic assessments and of summative instruments (such as examinations) as a requirement of the school's evaluation plan.
- 3.4 The School will use a wide range of summative instruments which are criterion-referenced to the program of studies being evaluated. The school will evaluate the student's attainment of learning competencies in the context of the curriculum and learning goals.
- 3.5 At the end of each cycle, the School will be responsible for the summative evaluation of student learning including any assessment required by the School Board or the ministère de l'Éducation.
- 3.6 In the Secondary schools, the weighting of term marks and any final examinations for each level and subject area will be determined by the school prior to the beginning of the school year. A final summative examination should not be weighted more than 50% of the year's mark. The school must inform the students and the parents at the beginning of the year about these decisions; in particular, the weighting of terms.
- 3.7 The School will ensure that the confidentiality of an individual student's evaluation data is protected.

4.0 Responsibilities of the Principal

- 4.1 On the recommendations of the teachers, the Principal will be responsible for approving the standards and procedures for the evaluation of student achievement in keeping with the policies of the School Board, the Basic School Regulation, and subject to the examinations required by the ministère de l'Éducation or the School Board.
- 4.2 The Principal, in conjunction with the staff, will be expected to develop and maintain consistency of standards within the subjects at each level and the application of cross-curricular competencies throughout the school.
- 4.3 The Principal, in conjunction with the staff, will be responsible for the annual review of the evaluation plan.
- 4.4 The Principal will be responsible for approving the rules governing the placement of students and their promotion from one cycle to the other based on the proposals received from the teachers. The Principal will also inform the Governing Board of these rules.
- 4.5 After consultation with the student's teachers, the placement of individual students will be the responsibility of the Principal. The Principal will arrange for consultations with students, teachers, non-teaching professionals and parents regarding the placement of individual students in specific cases.
- 4.6 The Principal will be responsible for the co-ordination of communication to the parents and to the students concerning student evaluation.
- 4.7 The Principal will be responsible regarding the extension of one year of the number of years determined by the Basic School regulations of elementary education for children registered in his/her school and make a report to the School Board.

5.0 Responsibilities of the Teachers

- 5.1 The evaluation of student learning is a primary responsibility of the teachers. The teachers will be expected to use a variety of assessment techniques and practices consistent with the instructional approaches used and appropriate for describing student achievement. The evaluation of student learning must relate to the competencies identified in the Program of Studies.
- 5.2 The teachers will be expected to use formative assessment throughout the teaching-learning process.
- 5.3 The 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 outcomes pertaining to the evaluation of their learning in terms appropriate to the age of the students.
- 5.4 The students will be provided with opportunities to demonstrate the desired knowledge, skills, attitudes and behaviours required by the program of study.
- 5.5 As the goal of assessment is to improve learning, constructive feedback is an essential element. The feedback should be descriptive, as immediate as possible and should enable the students to set new goals for learning with the aim of self-correction.
- 5.6 The opportunity and the time for self-evaluation and for setting goals for further learning will be provided to the students.
- 5.7 The students participating in group projects will be evaluated based on their individual contribution.
- 5.8 The summative procedures for judging student performances 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 The results/marks will be accorded by the teacher to indicate a student's attainment of a standard, a rubric or a predetermined outcome.
- 5.10 All learning activities may be used to formulate a teacher's judgement of the achievement of a student. The final mark, however, shall not be arrived at by calculating the average of formative and summative results. The final mark shall be representative of the results obtained through summative evaluation activities.
- 5.11 Home Services authorized for specific students - the teacher responsible must:
1. Inform the tutor about the subject matter to be taught, and ensure that the tutor has the required texts and other materials necessary to teach the course(s).
 2. Supply the tutor with evaluation instruments, both formative and summative.
 3. Decide with the tutor who should mark the assignments and evaluations completed by the student (either the teacher or the tutor can be responsible for marking).
 4. Enter the marks of the student on the student report.
 5. Meet with the parents of the student when requested.
 6. Meet with the tutor on a regular basis.

6.0 Adapting Evaluation for Students with Special Needs

- 6.1 Alternative forms of summative evaluation may be used for students with learning difficulties provided that the measurement instruments address the competencies of the curriculum. The decision to adapt a summative instrument will be linked to program modifications outlined in an Individual Education Plan and in accordance with the ministère de l'Éducation guidelines.
- 6.2 Alternative means of evaluation may include use of scribes for written examinations, oral presentations or the use of tape recorders instead of written assignments, extended time-lines, breaking large exams into several sessions, keyboarding and enlarged type on exams.
- 6.3 When an alternative means of evaluation is to be used, the Principal or his/her delegate will inform, in writing, all parties (student, parent(s), and teacher(s)) of the alternate mode of evaluation to be used and reason for its use.
- 6.4 Special Consideration for Secondary 4 and 5 students.
All secondary schools are to provide flexible testing situations for all their students. Providing extra time and a comfortable environment are options often accessible to all students. Keeping in mind that our goal is to assess students knowledge, the following guidelines are recommended.

Guiding Principles:

- The purpose of summative evaluation is to assess students' knowledge at the end of a teaching unit, term or year.
- Examinations should be administered under optimal conditions to ensure that students have the greatest opportunity to demonstrate their knowledge.
- Examinations must be offered in such a way as to maintain standards set by the school under the guidelines set by the Ministry of Education.
- Our purpose in examining our students is not to put obstacles in their way which might prevent acquired knowledge from being demonstrated.
- We know that students learn in different ways and have different strengths and weaknesses. 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.
- We cannot prejudice chances of success by considering only the conventional paper and pencil, timed examinations.

Accommodations:

- Generally, only students having Individual Education Plans (IEP's) are eligible for special considerations. The accommodations needed are to be reviewed annually for Secondary 3, 4 and 5 students in order to ensure their necessity and their success.
- More time: Students may be given more time to complete their examination. The amount of time should be determined by the department in consultation with the Resource Teacher and administrator responsible for examinations prior to each examination.
 - Setting: Some students require a quiet setting or a special environment. The school may decide on the setting for examinations.

- Specialized, individual accommodations.
 - The MEQ Administrative manual for the Certification of Secondary School Studies clearly allows for accommodation for students having sensorial limitations such as a hearing impairment, a visual impairment of a severe motor impairment. (Chapter 5)
 - Students having specific learning disabilities such as dyslexia or dysgraphia may also be entitled to special adaptations such as a reader, use of a computer or a scribe. Scribes and readers may not interpret information for students. Each student needs to have on file a recent evaluation by a qualified professional indicating the nature of the disability as well as an IEP specifying the necessary accommodations. Usually, these accommodation will have been in place since the student began taking secondary school examinations.
 - Students using computers may have access to a spell check but not to a grammar check. Adult supervision must be present at all times.

Note: At no time should accommodations 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. The accommodations provided (offered by the school, signed by the parent and student) should be in the student's file. If at any time it is not clear whether a student is entitled to certain accommodations, an individual request may be submitted to the Ministry of Education. Such requests must include the evaluation indicating the student's disability, an indication of the accommodations to be given and the reasons why these are deemed necessary. Approval is usually received within a couple of weeks. For Secondary 4 or 5 students, these requests should be made when registering students for provincial exams.

Teachers should consider trying special accommodations for their students during formative testing during the school year to find the optimal environment for all their students. A knowledge of the different learning difficulties, as well as Attention Deficit Hyperactivity Disorder (ADHD), and strategies to address these problems is essential in teaching today. Information about different Learning Styles (Dunn and Dunn) Multiple Intelligences (Gardner) should be available to all teachers. For workshops and materials in these areas, please contact Student Services.

7.0 Promotion

- 7.1 A guiding principle for placing students is to assign them to groups where they can learn best.
- 7.2 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 level, and from one grade to the next at the Secondary level.
- 7.3 As the organization of the program of studies is based on cycles, promotion to the next cycle will be based on the summative evaluation of students at the end of each cycle.
- 7.4 The rules for promotion of students from elementary to secondary school are as follows:
- 7.4.1 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.
- 7.4.2 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/she demonstrates the attainment of curricular competencies as well as social and emotional maturity.
- 7.5 The Principal will consult with the student's teachers, the 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 program of studies.
- 7.6 A student may be retained for the benefit of mastering the competencies required. Such retention shall be possible only at the end of an elementary cycle.
- 7.7 The rules for promotion of Secondary students from the fourth cycle to the fifth cycle are as follows:
- 7.7.1 A student must have achieved the minimum outcomes of any two of the following: language of instruction, the second language, and mathematics; and must accumulate a minimum of 82 credits in Secondary 1,2 and 3.
- 7.8 The decision on the final placement of the student rests with the Principal of the school.
- 7.9 The secondary schools may agree to establish board wide prerequisites for certain subjects.
- 7.10 For a secondary school diploma, the students must accumulate the required credits as stipulated in the Basic School Regulation.
- 7.11 For those students enrolled in summer school in the Eastern Townships School Board and in other accredited schools, results achieved in summer school will determine the placement for the following year.

8.0 Reporting Practices and Procedures

- 8.1 Common computerised school reports will be used in the Elementary schools as well as in the Secondary schools.
- 8.2 At least four times per school year parents of each student will receive a school report stating the student's academic performance, work habits, social development and attendance.
- 8.3 The school reports will be clear and easy to understand for parents and students and will include all the pertinent information required in the Basic School Regulation.
- 8.4 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.
- 8.5 After consulting the teachers and the parents, the Principal may determine additional means of communicating with the parents.
- 8.6 All criteria for reporting and for evaluation will be established before an assessment is made.
- 8.7 In the Elementary schools, the marking schemes will describe the attainment of the learning outcomes as indicated by the descriptors.
- 8.8 All teachers will have the responsibility of reporting the students' acquisition of cross-curricular competencies on the school report.

9.0 Responsibilities of the Students

- 9.1 The students will take responsibility for their learning and progress by:
 - completing their assigned class work or homework so that they are prepared for assessment;
 - assessing their work using criteria related to the learning objectives;
 - incorporating the feedback and revising their work 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 organised manner;
 - being present at the appropriate time and place for examinations in which they are registered;
 - seeking clarification of their evaluation when necessary;

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participating in parent-teacher conferences.

10.0 Responsibilities of the Parents/Guardians

10.1 Parents/guardians are requested 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 evaluation results, praising good performance, and encouraging extra effort when necessary
- assisting him/her in setting realistic goals and expectations;
- providing the school with information and perspectives that may aid in his/her progress;
- contacting the school and participating in conferences.

11.0 Implementation

11.1 This policy will take effect upon adoption by the Council of Commissioners. However, certain articles will come into effect as the basic school regulations and the instructions are approved.