Standards & Procedures for the Evaluation of Learning

1. Planning

Evaluation Standard	Defining procedures
The planning of evaluation is a responsibility shared by the school team, the cycle team and the teacher. Each teacher is responsible for sharing his or her evaluation plan during Curriculum night.	The main competencies evaluated reflect the QEP and the Progressions of Learning. Evaluations, (summative and formative) will take place several times throughout each term. Subject specific and general competency knowledge will be evaluated using the following tools: ✓ **K**indergarten; observations on an ongoing process that occurs during the daily routines and activities of classroom. ✓ **Cycle 1**: observations, discussion with students, oral presentations, rubrics and checklists, LES, and tests. ✓ **Cycle 2**: tests, rubrics, discussions, peer evaluations, self-evaluations, oral presentations and observations. Teachers will coordinate cycle meetings throughout each term. ✓ **Cycle 3**: tests, rubrics, discussions, peer evaluations, peer editing, self-evaluations, oral presentations and observations, learning and evaluation situations. Common practices will be established amongst the cycle team during cycle meetings. **The following subjects will be evaluated**: ✓ **Cycle 1**: English Language Arts, Math, French , Arts Plastiques, ECR, Music, and Physical Education ✓ **Cycle 2 & 3**: English Language Arts, Math, French, Arts Plastiques, ECR, Drama, Science, GHC and Physical Education. ✓ ***Kindergarten*** following 6 competencies: Develops sensory motor skills, Develops his/her personality, Relates well with others, Communicates orally, Becomes familiar with his/her environment, Completes projects or activities. **Communication Of Evaluation** Kindergarten, Cycle 1 & 2 & 3: ✓ First communication, report cards, meetings with parents, written and electronic communication, including phone calls, periodic communication through the signing of agendas, tests and assignments.
The planning of evaluation takes into account support for learning during the cycle and the recognition of competencies at the end of the cycle.	**Cycle 1-3** ✓ The cycle team determines requirements related to the evaluation criteria of the competencies at different periods of learning, in order to set guidelines for the development of learning in the cycle. ✓ Throughout each term, the teachers will gather and record varied information that is relevant to the subject matter. Assessment tools listed in 1.1, DRA, GB+ and math diagnostic assessments could be used in conjunction with school board and government assessment tools at the end of each cycle. ✓ The cycle team will determine the competencies to be evaluated every term (see evaluation plan).
The planning of evaluation is done in compliance with the Quebec Education Program.	**Kindergarten, Cycle 1, Cycle 2 and Cycle 3:** ✓ Evaluations and Common assessments will be based on the requirements of the program as indicated in the progressions of learning.
The Planning of evaluation is integrated into the planning of learning and teaching.	**Kindergarten Cycle 1 & 2 & 3:** ✓ The teacher specifies the evaluation criteria for the competencies developed in learning and evaluation situations planned for the students. The teacher chooses or creates his or her evaluation tools, as well as, rubrics provided by MEES.
Differentiation during evaluation is an integral part of the planning process.	**Kindergarten and Cycle 1-3** ✓ *Adaptations or modifications* are made to meet the needs of specific students. In order to take into account the specific situation of students with individualized education plans, the teacher in collaboration with the other parties involved indicates in his or her evaluation plan any adaptations or modifications concerning the task, evaluation tools, support offered, time allotted, etc. *Adaptations or modifications* are made to meet the needs of specific students as outlined in their IEPs.

2. Information Gathering and Interpretation

Evaluation Standard	Defining procedures
The teacher, the student and on occasion, other professional staff share the responsibility for gathering and interpreting information.	Kindergarten-Cycle 3 Observations and assessments ✓ The teacher gathers and records information that is varied, relevant and sufficient and spread over a period of time. The teacher chooses or produces appropriate tools for gathering information (learning and evaluation situations) or for interpreting it (rubrics, checklists, etc.). ✓ Assessment tools such as tests, rubrics, discussions, peer evaluations, self-evaluations, oral presentations and observations will be used. ✓ The administration, cycle team and support staff will be gathering and interpreting information on students. Health professionals (ex. psychologist, OT, social worker…) may also be consulted in providing information on student performances.

	✓ The teacher draws upon formal methods such as evaluation rubrics, checklists, analysis of student productions and learning evaluations, as well as, informal methods to gather and record information throughout the year. ✓ For our special needs students, additional information is gathered and shared with a multidisciplinary team made up of teachers and complementary services professionals.
Information is gathered during the learning process and at the end of the cycle.	How are you gathering information during the cycle of learning (formal/informal)? K: Observations and personal notes and by speaking with Phys. Ed. Teacher and ELA Teacher. Cycle 1 & 2 & 3: The teacher regularly gathers and records information on the student's learning during ordinary classroom activities. Formal and informal competency evaluations will be used in all subject areas. Cycle 1: There are Board provided exams for end of cycle Evaluation Situations in order to obtain additional information for the end-of-cycle report. Cycle 2: Informal and formal competency evaluations will take place throughout the cycle in all subject areas. The school board provides end of cycle exams in math, ELA and French (Immersion). Cycle 3: Formal competency evaluations will be provided by MEERS at the end of grade 6 in math and ELA. The school board will provides a mandatory assessment for French Immersion at the end of the cycle.
Information is gathered by various methods that take into account the needs of all students.	**K, Cycle 1 & 2 & 3**: Cycle meetings and informal discussions and meetings by subject for the three core subjects. The formal methods used for gathering information will be evaluation rubrics, checklists, analysis of student productions and learning evaluations. **Cycle 1**: The teacher adapts the information gathering methods in order to take into account the specific situation of certain students. **Cycle 2:** Teachers will use informal methods (observations, questions, etc.) to gather information as well as, formal methods (evaluations rubrics, checklists, tests, oral presentations, etc.). Support will be indicated if necessary. **Cycle 3**: Adaptations will be defined according to students' needs as outlined in their IEPs.
The interpretation of information is criterion-referenced.	**K & Cycle 1 & 2 & 3:** The teacher uses evaluation tools designed in accordance with the evaluation criteria in the QEP. **Cycle 1**: Teachers of a given subject have a common interpretation of the requirements stemming from the evaluation criteria in the Quebec Education Program, in particular by identifying observable indicators. **Cycle 3**: The cycle Team interprets the evaluation criteria during cycle meetings and informal discussions. Cycle 1: The evaluation criteria is explained to the students. Expected outcomes are communicated. Cycle 1 & 2 & 3: The evaluation criteria is explained to the students by showing them the different evaluation tools (eg. rubrics). The teacher records in the student's individualized education plan any changes that have been made to the evaluation criteria in order to meet the student's needs.

3. Judgment

Evaluation Standard	Defining procedures
Judgment-making is the responsibility of the teacher and is shared, when needed, with other members of the cycle and school team.	K & Cycle 1 & 2 & 3: In order to make a sound judgment, the teacher discusses the situation of certain students with members of his or her cycle team.
Judgments are made regarding subject-specific and cross-curricular competencies.	K: The cycle team discusses its understanding of the evaluation criteria per term. Cycle 1 & 2 & 3: The cycle team discusses its understanding of the evaluation criteria, the end-of-cycle outcomes (subject-specific competencies), competency progress (cross-curricular competencies) and the Framework for the Evaluation of Learning.
During the cycle, a judgment is made on the student's learning progress and, at the end of the cycle, on the level of competency development.	K & Cycle 1 & 2 & 3: During the cycle, the teacher makes a judgment on the learning progress of all students based on the guidelines of the QEP and Progressions of Learning (previously set by the Cycle team).
A judgment is based on relevant, varied and sufficient information that reflects student learning.	K & Cycle 1 & 2 & 3: The teacher makes a judgment on the basis of the information gathered and interpreted through the use of observations and the use of formal and informal tools. If necessary, the selected tools may be given to the Principal. K & Cycle 1 & 2 & 3: The principal is provided with an evaluation plan that delineates general tools to be used by subject over the course of the cycle and timeline of the school year.

The end-of-cycle judgment is made using the same references for all students.	Cycle 1 & 2 & 3: At the end of the cycle, the teacher uses the Framework for the Evaluation of Learning for all students in order to make a judgment on the levels of competency attained in a given subject, with the exception of the students who have an IEP.

4. Decision/Action

Examples of evaluation standards	Defining procedures
During the cycle, differentiated pedagogical practices are put in place to support and enrich student learning as it progresses.	K & Cycle 1 & 2 & 3: Varying pedagogical practices shall be used to support and enrich student learning. Differentiation will be implemented to highlight different learning styles. Here are a few examples: • a clear and understandable vision of the learning target. • examples and models of strong and weak work. • regular descriptive feedback. • opportunities to self-assess and set goals. • lessons to focus on one learning target or aspect of quality at a time. • instruction that allow students to effectively revise work. • opportunities to self reflect and let them keep track of and share their learning.
Students gradually develop the ability to regulate their own learning.	K: Students are learning to take part in self-evaluation practices which enable him/her to begin to recognize his/her strengths, challenges and accomplishments. Cycle 1 & 2 & 3: The teacher provides students with the opportunity to regulate their own learning by suggesting that they set personal challenges and find ways to meet them. The Zones of Regulation Program is used throughout the school.
Pedagogical practices are planned to ensure students continue their learning.	Cycle 1 & 2 & 3: The cycle team sets times for discussion and determines the information to be given in order to ensure student learning is followed from the first year of the cycle to the second. There is also a transfer of documentation (Progressions of Learning) including information about student performance. The latest IEP is located in the child's IEP file. The Principal will submit a list and provide a copy of the students who have IEP's and a confidential file at the beginning of the school year.

5. Communication

Evaluation Standard	Defining procedures
The means of communication, other than the report card, the end-of-year report and the end-of-cycle report, are varied and used regularly by teachers throughout the year.	K & Cycle 1 & 2 & 3: The school team uses the agenda/email as a means of daily communication with parents. Two parent-teacher meetings are scheduled every school year. Samples of student work is sent home every month (does not apply for Cycle I).
An Evaluation Plan is provided to the parents at the beginning of the school year.	K & Cycle 1 & 2 & 3: Parents are provided with a written evaluation plan in September at curriculum night. The evaluation plan is reviewed at the end of the previous school year and tweaked in August.
An informal written communication is prepared and issued to inform parents early in the year of their child's learning and behavior.	K & Cycle 1 & 2 & 3: The school team selects an appropriate communication tool (interim report), prepares and issues it to parents by October 15th.
3 uniform report cards are prepared and issued to parents by the following dates: Term 1 - by November 20th Term 2 - by March 15th Term 3 - by July 10th	K & All Cycles: The report cards will be emailed to parents on or before the following dates: Term 1 - by November 20th Term 2 - by March 15th Term 3 - by July 10th
Each subject-specific competency is evaluated in the report card at least three times during the cycle.	K & Cycle 1 & 2 & 3: The use of comments (individual or code comments) is left to the discretion of each teacher except in the case of students on IEPs.
The cross-curricular competencies targeted by the cycle team are evaluated in the report card at least twice during the cycle.	Cycle 1 & 2 & 3: The cycle team chooses the competencies to be reported on. Refer to Teacher evaluation plan.
The end-of-year report and the end-of-cycle report render account of the development of at least one cross-curricular competency.	K & Cycle 1 & 2 & 3: Teachers may use the comment bank provided on GPI or create their own.

Amended due to the pandemic: two formal report cards issued no later than January 22 and July 10, 2021