

Standards and Procedures
2017-2018

Standards & Procedures for the Evaluation of Learning

1. Planning

Evaluation Standard	Procedures
<p>The planning of evaluation is a responsibility shared by the school team, the cycle team and the teacher.</p>	<p>The grade-level/subject team prepares an overall evaluation plan. The plan includes among other things, the main subject <i>competencies</i> targeted for a given term, the types of evaluation activities to be carried out and when they will take place.</p> <p>Subject consultants from the Educational Services Dept. may lend support or guidance during the planning process.</p> <p>The members of the grade-level/subject team meet <i>at least once a month</i> to follow up on the evaluation planning.</p> <p>The grade-level/subject team adopts a planning model for learning and evaluation situations.</p> <p>Using the subject team's overall plan, the individual teacher prepares his/her own evaluation plan.</p>
<p>The planning of evaluation takes into account support for learning during the cycle and the recognition of competencies at the end of the cycle.</p>	<p>Each teacher notes the progressions of learning that have been acquired to provide the next year teacher with knowledge about the class learning.</p>
<p>The planning of evaluation is done in compliance with the Quebec Education Program.</p>	<p>The evaluation planning of the Grade-level/subject team and the teacher takes into account the evaluation of knowledge and subject-specific and general competencies, the Progression of Learning and the new Frameworks for the Evaluation of Learning.</p>
<p>Differentiation during evaluation is an integral part of the planning process.</p>	<p>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.</p> <p>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 –</p>

	indicates in his or her evaluation plan any <i>adaptations or modifications</i> required.
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2. Information Gathering and Interpretation

Evaluation Standard	Defining procedures
The responsibility for gathering and interpreting information is shared by the teacher, the student and, on occasion, other professional staff.	<p>The teacher gathers and records information that is varied, relevant, sufficient and spread over a period of time. Example: Rubrics, checklists, Diagnostic Reading Assessment (DRA), self-evaluation tools according to the QEP and at the teacher's discretion.</p> <p>In the case of students with special needs, the resource teacher and/or SWLSB Complimentary Services Professionals may assist the classroom teacher in the gathering of information and its interpretation.</p>
Information is gathered during the learning process and at the end of the cycle.	<p>The teacher regularly gathers and records information on the students' learning during classroom activities.</p> <p>The teacher draws upon informal methods (observation, questions, etc.) to gather information.</p> <p>If needed, the teacher notes any specific support given during the task.</p> <p>Teachers provide constructive feedback (oral and written) to help students achieve learning outcomes.</p>
Information is gathered by various methods that take into account the needs of all students.	Varied teaching strategies, feedback (oral and written), logs, rubrics, tests, quizzes, etc.
The interpretation of information is criterion-referenced.	<p>The task. (criteria and other requirements) with respect to the activities or tasks carried out.</p> <p>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.</p>

3. Judgment

Evaluation Standard	Defining procedures
<p>Judgment-making is the responsibility of the teacher and is shared, when needed, with other members of the cycle and school team.</p>	<p>The teacher discusses the situation of certain students with members of the school team.</p> <p>The teacher follows the students' IEP and updates the SMART goals when they have been attained.</p> <p>Teachers who have contributed to the development of a given competency for the same student share their information on learning and make a collective decision.</p>
<p>Judgments are made regarding subject-specific and cross-curricular competencies.</p>	<p>The teacher makes a judgement regarding the subject-specific and cross-curricular competencies. The teacher works in collaboration with the other teachers in the cycle.</p>
<p>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.</p>	<p>The teacher makes a judgement on the learning process of all students on the basis of guidelines set by teaching team</p>
<p>A judgment is based on relevant, varied and sufficient information that reflects student learning.</p>	<p>The cycle teams works collaboratively to create guidelines and rubrics to form judgements.</p>
<p>The end-of-cycle judgment is made using the same references for all students.</p>	<p>The cycle teams works collaboratively to create guidelines and rubrics to form judgements.</p> <p>The teacher refers to the Progression of Learning, the evaluation criteria in the Frameworks for the Evaluation of Learning when making a judgement on student progress</p>

4. Decision/Action

Evaluation standards	Defining procedures
<p>During the cycle, differentiated pedagogical practices are put in place to support and enrich student learning as it progresses.</p>	<p>The teaching team proposes a set of intervention strategies, to support, to guide, and to enrich student learning.</p> <p>The teacher chooses formative and enrichment methods to meet specific needs of his/her students.</p>

	The school Level Special Needs Committee and Principal may also determine additional support.
Students gradually develop the ability to regulate their own learning.	The teacher provides students with the opportunity to regulate their learning by suggesting that they set personal challenges and find ways to meet them.
Pedagogical practices are planned to ensure students continue their learning.	The teaching team meets in August to discuss and to determine the information to be provided in order to ensure student learning is followed from the first year of the cycle to the second year. At the end of the year, the teaching team and the other personnel in the school who have worked with certain students provide a detailed account of the students' learning and determine the support measures needed for continued learning in the next 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.	Teachers communicate to parents through a variety of methods and upon teacher preference: the agenda, by email, blog, etc Curriculum Night is held before September 15. Two parent-teacher meetings are scheduled every year. Samples of student work is sent home occasionally.
An Evaluation Plan is provided to the parents at the beginning of the school year.	Evaluation plans are posted on the Genesis website before September 30.
An informal written communication is prepared and issued to inform parents early in the year of their child's learning and behavior.	A progress report is provided to parents before October 15 reporting on the three major subjects: ELA, FSL, and Mathematiques.
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 15th	Parents receive the report card by email before the dates provided. Teachers will provide subject specific comments when needed regarding the student's strengths, challenges, and progress.
Each subject-specific competency is evaluated in the report card at least three times during the cycle.	All competencies are evaluated at each term except: Mathematics: Solves a situational Problem Term 1 in grade 1, and grade 2. FLS: Produces oral and written texts in French term 1 in grade 1 and grade 2

	<p>ELA: Produces written and media texts term 1 in grade 1 and grade 2.</p> <p>Arts Plastiques: apprecier des oeuvres term 1 in all grades.</p>
The cross-curricular competencies targeted by the cycle team are evaluated in the report card at least twice during the cycle.	The teaching teams chooses which cross-curricular competencies are targeted in the report card, as noted in the evaluation plans
The end-of-year report and the end-of-cycle report render account of the development of at least one cross-curricular competency in Comments which category (intellectual, methodological, personal and social, communication-related.)	<p>The school teams adopts an assessment scale that allows for judgements to be made on the students' development of the cross-curricular competencies.</p> <p><i>The Scales of Competency along with the SWLSB Evaluation and Reporting Alignment Table are used to make a judgment on student progress.</i></p> <p>See attachment.</p>

6. Quality of Language

Evaluation Standard	Defining procedures
Language quality is a responsibility that is shared by all school personnel and students.	<p>The teaching staff and principal assure that the language quality is a priority in this school.</p> <p>The quality of spoken and written language is promoted and clear. Appropriate means of expression are encouraged.</p>

RATING SCALE for Terms 1 & 2 (Report Card- Progress in the development of the competencies)	
EXCEEDS expectations for the reporting period	95-100 88-94
CLEARLY SATISFIES expectations for the reporting period	81-87 74-80
MINIMALLY SATISFIES expectations for the reporting period	67-73 60-66
IS BELOW the expectations for the reporting period	50-59

SCALE OF COMPETENCY LEVELS for Term 3 (End-of-year report on competency acquisition)		
ADVANCED competency development	5+ 5	95-100 88-94
THOROUGH competency development	4+ 4	81-87 74-80
ACCEPTABLE competency development	3+ 3	67-73 60-66
PARTIAL competency development	2+ 2	51-59 42-50
MINIMAL competency development	1+ 1	33-41 24-32