

ROYAL WEST ACADEMY



INSTITUTIONAL STANDARDS AND PROCEDURES FOR THE EVALUATION OF STUDENT LEARNING

Committee:

I.Margetis, Vice Principal

Lynn Bourdeau, teacher

Daniela Colannino, teacher

Nancy Dupaul, teacher

Amy Henderson, teacher

Ginette Purdy, teacher

Nijad Dahdah, GB Member

Robin Simmons, GB Member

RWA STANDARDS AND PROCEDURES FOR THE EVALUATION OF STUDENT LEARNING

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Introduction

This document is Royal West Academy's Policy for the Evaluation of Student Learning. It describes:

- Standards and Procedures in regards to evaluation
- Rules about student academic progress
- Responsibilities:
 - o of the school administration
 - o of the School Board
 - o of the teacher

This document is based on the **ministerial orientations** presented in the *Evaluation of Learning Policy* from the MELS (2003):

- Evaluation in the course of learning must be an integral component of all aspects of the learning process.
- Evaluation of learning must be based on the teacher's professional judgment.
- Evaluation of learning must respect differences.
- Evaluation of learning must be carried out in conformity with the education programs and programs of study.
- Evaluation in the course of learning must allow the student to play an active role in evaluation activities, thereby increasing the student's accountability.
- Evaluation of learning must involve the collaboration of all stakeholders, while taking into account their respective responsibilities.
- Evaluation of learning must reflect the ethical standards shared by the various stakeholders.
- Evaluation of learning must contribute to improving the student's quality of spoken and written language.
- Evaluation for certification purposes must render account of the acquisition of competencies and thus uphold the value that society accords to official certification documents.

1- Definition of Standards and Procedures for the Evaluation of Student Learning

Standards and Procedures for the Evaluation of Student Learning are the guidelines followed by our school. They have been established according to the 6 steps found in the Evaluation of Learning Policy from MELS.

- Planning of Evaluation
- Information Gathering and Interpretation
- Judgment
- Decision/Action
- Communication
- Language Quality

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2- Stakeholders' Responsibilities

- the school administration towards the internal evaluation and certification of studies; *****LINK*****
- the School Board for the evaluation of learning; *****LINK*****
- Responsibilities of the teacher for the evaluation of learning. *****LINK*****

3. Aim of the document

- To formulate standards and procedures, that explain how evaluation is put into practice in our school.
- To make official and public the methods by which our school evaluates student learning.
- To guarantee to the student and his/her parent(s)/guardian(s) the right to a fair evaluation of his/her learning.
- To ensure that the evaluation of learning reflects the reality of each student's progress.
- To ensure that there is collaboration between the persons who are responsible for the evaluation of student learning.

4. Scope of application / the implementation date(s)

- This document, which is a local policy for the evaluation of student learning, is intended for students, parents, teachers, and administrators.
- This document must be adhered to by all stakeholders.
- This document will take effect when adopted by the RWA Governing Board.
- This document will be reviewed annually.

Planning of Evaluation

STANDARD 1.1

The planning of evaluation is done in compliance with the Québec Education Program (Q.E.P.).

PROCEDURES:

1.1.1 Evaluation planning shall be consistent with the Q.E.P. and reflect the frameworks for the evaluation of learning, the progression of learning, the subject specific and cross curricular competencies, the evaluation criteria, and the end of cycle outcomes.

1.1.2 Cross curricular competencies will be evaluated on a yearly basis as stipulated by MELS. The administration will decide which department will be responsible for the evaluation of cross curricular competencies and relay this information at the start of the school year.

1.1.3 Each department shall ensure that they share the same understanding of the evaluation criteria; the frameworks for the evaluation of learning; the progression of learning; and the end of cycle outcomes, for both subject-specific and cross-curricular competencies. These will be taken into account in evaluation planning.

STANDARD 1.2

The planning of evaluation is a responsibility shared by different stakeholders.

PROCEDURES:

1.2.1 It is the responsibility of the teacher to prepare evaluation tasks and tools and exercise professional judgment in student achievement of course competencies.

1.2.2 Each department is responsible for preparing an overall annual evaluation plan which is both vertical and horizontal. The plan includes the evaluation criteria and evaluation tools targeted for the progression of learning (i.e. common learning and evaluation situations within each cycle, common rubrics, and common mid and end of year exams). This plan will be reviewed annually and revised if necessary. Furthermore, members of each department will meet throughout the year to review evaluation tasks and tools.

1.2.3 It is the school's responsibility to ensure that evaluation methods and practices adhere to school, school board, and/or ministerial regulations. Furthermore, it is the school's role to ensure that adequate support is provided to teachers, students, and parents on issues pertaining to evaluation.

1.2.4 Course Outlines

1.2.4a Each teacher is responsible for distributing a course outline to every student during the first week of school. In order for students to be fully informed of the requirements of the course, teachers must review the course outline with students and highlight important points of information.

1.2.4b Course outlines must be developed by department and be consistent for each level of a given subject (i.e. all teachers teaching grade 7 ELA will use the same course outline).

1.2.4c The course outline will include at minimum (**See Appendix for course outline template**):

- A general course description
- Materials needed for each course
- Teacher contact information and remediation schedule
- The competencies evaluated per term
- A brief description of evaluation methods
- The weight of terms and mid-year and final exams
- Regulations for course work submitted late and evaluation missed due to absence

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- The signatures of the student and parent/guardian

1.2.4d Course outlines will be available electronically on the Royal West Academy website.

STANDARD 1.3

The planning of evaluation is integrated into the planning of learning and teaching.

PROCEDURES:

1.3.1 Students in different sections of the same course, whether with the same teacher or with a different teacher, must be evaluated in a coherent manner. Evaluation planning should ensure that objectives, student workload, evaluation tasks, marking criteria, and weight of evaluation tasks are consistent. This requires collaboration between teachers; it does not require conformity in evaluation practices, but rather uniform standards and guidelines for each department to follow.

1.3.2 Evaluation planning must ensure that evaluation is progressive and accounts for a student's progress throughout the term/year; a final grade (whether for a term or course) cannot be based on a single evaluation exercise.

1.3.3 Adequate evaluation planning ensures that students are provided with clear and understandable information pertaining to evaluation tasks.

1.3.4 Evaluation planning should be flexible and adjusted so as to allow the teacher to provide timely results and feedback to students.

1.3.5 Evaluation planning must allow for both formative and summative evaluation exercises.

- Formative evaluation: used to assist and further student learning. This is achieved through the task itself, through teacher feedback, and through student collaboration. Formative evaluation tasks may or may not be formally graded.
- Summative evaluation: used to formally assess student achievement. Includes mid-year and final exams.

In order to maximize the usefulness of an evaluation, planning should include enough time to provide students with feedback as a means to increase the likelihood of success on future evaluations. Before a summative evaluation takes place, students must be aware of their progress on formative evaluations.

1.3.6 Summative evaluation pertaining to mid-year and final exams: they must be the same for each section of each course, regardless of the teacher.

1.3.7 Planning of evaluation tasks will take into account the school's "Black-Out Policy".

STANDARD 1.4

Differentiation and accommodation is an integral part of the planning process.

PROCEDURES:

1.4.1 Students with special needs are entitled to the accommodations for evaluation that are stipulated in their Individualized Education Plan (I.E.P.) as stipulated by MELS. The teacher, in collaboration with the other parties involved, indicates in his/her evaluation plan any adaptations concerning the task, evaluation tools, support offered, time allotted, etc.

1.4.2 Pertaining to evaluation, accommodations may include, but are not limited to, alternative, but equivalent evaluation tasks, use of a quiet space to complete an evaluation task, extra time to complete an evaluation task, and/or special assistance.

1.4.3 Accommodations may also be necessary for students (who may or may not have an existing I.E.P.) that are suffering from a medical condition and/or personal/family crisis. Those cases will be dealt with on a case-by-case basis with the collaboration of teachers, parents, the student in question, and the administration.

Information Gathering and Interpretation

STANDARD 2.1

The responsibility for the gathering and interpreting information shall be shared by the teacher, the student and other professionals.

PROCEDURES:

2.1.1 The teacher shall gather and record information that is varied, relevant, sufficient and spread over a period of time.

2.1.2 The student is involved in information gathering through self-evaluation, co-evaluation and/or peer evaluation.

2.1.3 A multidisciplinary team made up of teachers and complementary educational services professionals shall gather and interpret information for students experiencing difficulty in meeting RWA's academic standards and/or students with an Individualized Education Plan (I.E.P.).

2.1.4 The teacher chooses or produces appropriate tools for gathering information (i.e. learning and evaluation situations) or for interpreting it (i.e. rubrics, checklists, etc.).

STANDARD 2.2:

Information shall be gathered during the learning process and at the end of each school year.

PROCEDURES:

2.2.1 The teacher shall regularly gather and record information about student learning during regular classroom activities (formative evaluation), and keep recordings in GPI or a mark book.

2.2.2 At the end of each term and each year, the teacher may administer a summative evaluation prepared by the subject team, school board, or MELS.

2.2.3 Information gathered will be recorded in a mark book that will be submitted to the administration at the end of the school year.

STANDARD 2.3

Information shall be gathered using a variety of means, taking into account the characteristics and prior learning of all students.

PROCEDURES:

2.3.1 The teacher draws upon informal methods (observation, questions, etc.) to gather information.

2.3.2 The teacher draws upon formal methods (evaluation rubrics, checklists, analysis of student productions, etc.) to gather and record information.

2.3.3 The teacher shall adapt his/her method of gathering information to the special needs of certain students in collaboration with a multidisciplinary team made up of teachers and complementary educational services professionals.

2.3.4 In unusual circumstances (e.g., participation in competitions, etc.) where a student must be absent from school, parents are required to inform the administration in writing **before** the event takes place.

2.3.5 Some students may be absent from a class when an assignment is due or when a test is scheduled because of participation in a school sponsored activity. These students are expected to hand in their assignment before they

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leave and to make arrangements in advance that are satisfactory to their teacher, should the activity involve missing an evaluation (i.e. test, lab).

2.3.6 Students who are absent due to illness, accident, death in the family, or other extreme circumstances, must consult teachers immediately upon their return to make arrangements to hand in their work. Under both circumstances, a teacher may or may not require students to write missed tests.

2.3.7 Students are expected to be present for all class tests and examinations. Students who do not have a valid reason substantiated with a doctor's note for missing a class test or examination may receive a mark of "0".

2.3.8 With regards to late or incomplete assignments, or assignments which were never handed-in, teachers may remove up to a maximum of 20% per school day if no prior arrangements have been made between teacher and student.

2.3.9 Plagiarism or Cheating

The following are sanctions for students found guilty of plagiarism or cheating:

- i) A mark of zero will be given for the assignment. If another student has permitted the plagiarizing or cheating student to copy his or her work, the writer of the original work will also receive a zero.
- ii) A letter will be sent home and a copy of the letter will be inserted in the student's file. This will be for internal use only, and the letter will be removed when the student leaves the school.
- iii) A subsequent offence will result in suspension.

2.3.9 Information gathered will be recorded in a mark book that will be submitted to the administration at the end of the school year.

STANDARD 2.4

The interpretation of information is criterion-referenced.

PROCEDURES:

2.4.1 The teacher designs and uses evaluation tools that are in accordance with the Q.E.P.

2.4.2 Teachers of a given course will meet regularly to adopt a common interpretation of the requirements stemming from the evaluation criteria in the Q.E.P.

2.4.3 The teacher tells students, in a **clear fashion**, what is expected of them (instructions, timeline, means of evaluation, criteria and requirements).

2.4.4 The teacher records in the student's Individualized Education Plan (I.E.P.) any changes that have been made to evaluation criteria in order to meet the student's needs.

Judgment

STANDARD 3.1 (*ref. Evaluation policy orientation 6*)

The teacher shall be responsible for making judgments, in cooperation with other members of their department and/or multidisciplinary team, if necessary.

PROCEDURES:

3.1.1 In order to make a well-informed judgment, the teacher shall discuss the situation of certain students (at risk of failing or with an I.E.P.) with other members of their department and if necessary with educators from complementary educational services.

3.1.2 Before grading a common end-of-year exam, teachers will develop a standard for grading that is fair for all students. As in the case of English Language Arts and *Productions écrites en Français*, teachers share a common marking system by exchanging student productions.

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3.1.3 Teachers teaching the same subject courses will evaluate the same competencies per term, respecting the guideline that each competency must be evaluated at least twice a year.

STANDARD 3.2 *(ref. Basic school reg. section 30.1)*

The judgment recorded in the report card shall be based on the same reference point(s) for all students.

PROCEDURES:

3.2.1 The teacher shall use the same requirements for all students to make judgments in the report card.

3.2.2 The teacher may judge a student's learning on the basis of requirements other than those established for the class, provided that this is recorded in an Individualized Education Program (I.E.P) and that it is indicated in the report card.

3.2.3 At the end of the cycle, the teacher uses the scales of competency levels for all students—even for those who were evaluated by means of adapted procedures—in order to make a judgment on the levels of competency attained in a given subject.

3.2.4 Teachers will use common rubrics to evaluate student learning in relation to the cross-curricular competencies.

STANDARD 3.3

With respect to planning, judgment shall be based on relevant, varied and sufficient information about the student's learning.

PROCEDURES

3.3.1 The teacher makes a judgment on the basis of the information gathered and interpreted through the use of evaluation tools.

3.3.2 Each department comes to a common understanding of the relevance and sufficiency of the information needed to make formative and summative judgments.

3.3.3 When making a judgment based on observation, criteria for assessment and evaluation should be clearly communicated to students in advance.

STANDARD 3.4

Judgments shall be made on the subject-specific and cross-curricular competencies in the Q.E.P.

PROCEDURES:

3.4.1 The teacher shall use the evaluation criteria in the Q.E.P to support his/her judgment recorded in the report card. **The passing mark in each subject is 60%.**

3.4.2 Each department shall ensure that they share the same understanding of the evaluation criteria, the key features, the end-of year outcomes, and the subject specific competencies.

3.4.3 Common rubrics will be used to evaluate student learning in relation to the cross curricular competencies.

3.4.4 Language skills may be evaluated in other classes outside of English and French, but should not carry a weighting greater than 20% of the value of the assignment.

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Decision/Action

STANDARD 4.1

During the cycle, actions shall be taken to enhance and support the progress of learning.

PROCEDURES:

4.1.1 The teacher chooses support measures and enrichment methods to meet the specific needs of his or her students in line with the evaluation criteria (remediation, peer tutoring, supplemental activities).

4.1.2 IEP's shall be reviewed/modified by the school team in collaboration with parent(s)/guardian(s) and student at any given time in the school year.

4.1.3 At the end of each term students' academic results will be reviewed by the school team and decisions pertaining to academic standing will be made. (see ACADEMIC STANDARDS annex___)

4.1.4 At the end of the school year, students in secondary 1, 2 or 3 missing credits in English, French, or Mathematics can acquire them at a summer school. Generally, only those students who receive a mark of 50 to 59% are permitted to attend summer school. Students in secondary 4 and 5 missing credits in English, French, Mathematics, History, and/or Science can acquire them by writing supplemental examinations during the month of August.

STANDARD 4.2

The student shall develop the ability to regulate his/her own learning.

PROCEDURES:

4.2.1 Students requiring an I.E.P. will be consulted on the measures the school wants to put into place to support their learning.

4.2.2 The teacher shall give students the opportunity to regulate their own learning through self and peer-evaluation.

Communication

STANDARD 5.1 (*ref: Basic School Regulation, section 30*)

Standards and Procedures for each subject will be communicated to parents at the beginning of the school year.

PROCEDURES:

5.1.1 At the beginning of each year subject teams will meet to develop a common course outline based on the Framework for the Evaluation of Learning pertaining to their subject (appendix for content).

5.1.2 A hard copy will be handed out to each student and must be signed by the student and his/her parent(s)/guardian(s).

5.1.3 Course outlines will be posted on the school's website for consultation by parents and students.

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STANDARD 5.2 (ref:Basic School Regulation, section 29.1, 29.2)

The school will issue at least 8 communications per cycle, including 6 report cards and 2 progress reports.

PROCEDURES:

5.2.1 The school team shall send parents one progress report (by October 15th) and 3 report cards over the course of one year (at the latest November 20th, March 15th, and July 10th).

5.2.2 Each report card will include:

- a percentage result for each subject
- the grade level average for each section
- comment for students with an I.E.P.

5.2.3 Formal parent/teacher interviews will be held in November and March.

5.2.4 At least once a month, information will be provided to the parent(s)/guardian(s) of a student in one or more of the following cases:

1. Results put him/her at risk of not obtaining the passing mark (60%).
2. The student's behaviour does not comply with the school's rules of conduct.
3. An individualized education plan (IEP) was prepared for the student.

5.2.5 Parents concerned about their child's progress should contact the teachers and/or student services personnel at any time.

STANDARD 5.3

From one year to the next, information about students with difficulty shall be shared with teachers and other educators who will be working with the student in order to offer him/her support.

PROCEDURES:

5.3.1 At the beginning of every year, the administration and student services will relay to teachers the list of students that attended summer school.

5.3.2 At the beginning of every year, the administration and student services will meet with teachers and parents to develop/modify an IEP for students with special needs or difficulties.

STANDARD 5.4 (ref:Basic School Regulation, section 30)

Each subject specific competency shall be assessed in the report card, in accordance with the frequency of evaluation proposed by the subject team and/or department.

PROCEDURES:

5.4.1 The subject team and/or department shall select the subject-specific competency/ies to be assessed in the report card for a given period of learning, and shall inform parents and students. Each competency must be evaluated at least twice by the end of each year and will be expressed in the form of a percentage. This information will also be indicated on the course outline.

5.4.2 In the third report card of each year, the teacher shall assess all of the subject-specific competencies.

5.4.3 All subject-specific competencies must be evaluated in the first term of cycle 2, year 3 (grade 11).

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5.4.4 Teachers teaching the Fine Arts courses in grade 7 (Music, Drama, Visual Arts) will report the marks as follows:

- 1st round: a progress report will be issued by October 15
: the subject mark (100%) will be recorded in term 2
- 2nd round: a progress report will be sent to parents during term 2
: the subject mark (100%) will be recorded in term 3
- 3rd round: a progress report will be sent to parents during term 3
: the subject mark (100%) will be recorded in term 3

5.4.5 Teachers teaching semester courses such as POP and Computers will report the marks as follows:

- Semester 1: a progress report will be issued by October 15
: the subject mark (100%) will be recorded in term 2
- Semester 2: a progress report will be issued during term 3
: the subject mark (100%) will be recorded in term 3

STANDARD 5.5

Means of communication, other than official communications, shall be varied and used regularly by teachers to report on the student's progress in the development of competencies.

PROCEDURES:

5.5.1 Teachers shall use different methods (e.g. portfolio, learning file, annotation of student productions, comments, telephone calls, e-mails, meetings) to inform parents of their child's progress.

5.5.2 At the end of each term administration will meet with parents of students considered academically "at risk". (annex)

STANDARD 5.6

The end-of-year report card indicates the decision made concerning the students' continuation of learning.

PROCEDURES:

5.6.1 The June report card shall indicate the following:

- If the student is promoted to the next grade level.
- If the student has completed all extra-curricular activities required.
- If the student must attend summer school.
- If the student must take a supplemental examination.

STANDARD 5.7

At the end of each year, a final result is composed of the average of the results for each competency or the average of the subject marks for each term.

PROCEDURES:

5.7.1 Terms are weighted in the following manner: 20% for term 1, 20% for term 2 and 60% for term 3.

5.7.2 Mid-year examinations count for 50% of term 2 in a given subject. If an examination focuses on one competency, it will count for 50% of the said competency.

5.7.3 In cycle two, end of the year MELS exams are worth 50% of the year for the competency (ies) evaluated.

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5.7.4 In cases where a student writes a Ministry set examination, the mark indicated on the June report card is the school mark sent to Québec. The final mark, which the student receives from the Ministry in July, is a composite of the Ministry examination results and a school mark.

Quality of Language

STANDARD 6.1

The quality of written and spoken language is taken into account in all the school's learning and evaluation activities for students.

PROCEDURES:

6.1.1 In courses where the acquisition of English or French language skills is one of the main learning objectives, there is no limit to how much weight or value can be assigned to the evaluation language conventions. The courses that fall in this category are: English Language Arts, Français langue maternelle, and Français langue d'enseignement. (*Spanish 3 & 4 also fall under this category)

6.1.2 In courses where the acquisition of English or French is not a main learning objective, a maximum of 20% of the grade (on an individual evaluation task) can be set aside to evaluate English or French proficiency (i.e. spelling, grammar, punctuation, etc.).

STANDARD 6.2

Language quality is a responsibility that is shared by all school personnel and students.

PROCEDURES:

6.2.1 During learning and evaluation situations, students from every cycle are encouraged to promote the use of quality language, both spoken and written, in the school.