



Riverside School Board - Policy

Resolution E174-20200616

Policy Name:	Policy on Evaluation of Student Learning (Youth Sector)
Policy Number:	Resolution E174-20200616 Replacing Resolution Number E102-20110628
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1.0 Rationale

Riverside School Board believes that evaluation is a collaborative, communicative process that contributes to the development of competency and fosters lifelong learning.

The **Policy on Evaluation of Student Learning** provides the framework to promote success for all students and to allow students to become actively involved in the process of their own education. It specifies the regulations for promotion throughout elementary and secondary school.

The contents of this policy are based on the regulations and principles articulated in the Education Act (Ed. Act), the Basic School Regulation (BSR), the **Policy on the Evaluation of Learning** (Ministry of Education), the Annual Directives, and the Teachers' Collective Agreement in force at the time of its application. These official documents take precedence over the present policy.

All legal references to the Education Act were made as it stood on February 4, 2019. For an up-to-date version of this document, please refer to the following website: <http://legisquebec.gouv.qc.ca>.

2.0 Definition and Purpose

Evaluation is not an end in itself, but rather a process that supports student learning.

Evaluation is the process whereby a judgment is made on a student's learning, that is, knowledge and competencies in each subject area, on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and, where appropriate, administrative decisions. (B.S.R, Section 28)

*Students do not learn in order to be evaluated: they are evaluated so that they can learn more effectively. (Ministry of Education **Policy on the Evaluation of Learning**, p.12)*

*[Evaluation] must allow all students to pursue their learning according to their individual characteristics, aptitudes, aspirations without any lowering of educational standards. (Ministry of Education **Policy on the Evaluation of Learning**, p.14)*

3.1 Orientation

Evaluation:

- supports learning by providing ongoing feedback to students;
- acknowledges achievement through recognition of competency development;
- is considered an integral component of the learning process;
- is based on the teacher's professional judgment carried out in a collaborative manner;
- respects differences in learning whereby conditions may be adapted for certain students;
- conforms with Ministry programs of study and is enhanced through understanding by stakeholders (students, teachers, administrators, parents/guardians) of the documents outlined in Section 1, paragraph 3;
- takes into account the respective responsibilities of all stakeholders and increases the focus on collaboration and teamwork among those working with students;
- recognizes that students take an active role in all components of their learning process, including evaluating their learning, thereby increasing their understanding and accountability.

While behaviour may interfere with or support learning, it is not considered in the assessment of competency development unless it is directly connected to the demonstration of the competency. Behaviour unrelated to competency development is addressed through other venues than evaluation and reporting of competency.

4.1 Process of Evaluation

The process of evaluation of learning includes the following components:

- Planning – establishing the goal of evaluation, choosing the means, timing and methods;
- Information gathering and interpretation – records are kept, observations are recorded over time, comparison is made on the student's learning with what is expected;
- Judgment – relies on the analysis and synthesis of the information gathered;
- Decision/action – either pedagogical or administrative in nature.

Communication of evaluation is a responsibility shared by all partners. The process includes the participation of the students, parents, teachers, school administration, school board and Ministry of Education.

4.1 Responsibility of the Student

The student has the responsibility to become actively involved in the learning process, including participating in the setting of their learning goals. In addition, the student will monitor their progress toward those goals; and evaluate their success in meeting the goals. The student participates in the process of reporting the results of the evaluation, for example, through student-led conferences.

4.2 Responsibility of the Parent/Guardian

The parent/guardian has the responsibility to be an active participant in the student's education and to work in collaboration with the school on establishing a home- school partnership. The parent/guardian continuously supports their child's progress in learning, reviews the communication of evaluation results with the student and participates in parent-teacher interviews.

4.3 Responsibility of the Teacher

The teacher ensures that the learning and evaluation goals are aligned with the expectations of Ministry of Education programs.

The teacher is entitled (...) to select 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. (Ed. Act, section 19).

The teacher supports learning by providing feedback on a regular basis as well as at strategic times, such as during and at the end of a unit of study. The teacher provides opportunities for students to participate in the learning process, including evaluation.

The teacher respects differences in learning whereby conditions for evaluation may be adjusted for certain students and acknowledges achievement through recognition of competency.

The teacher, working in collaboration with colleagues, uses professional judgment to interpret the results of assessment in an evaluation process. The teacher reports these results, as required, to the student, parent/guardian, school administration and school board, using the accepted reporting tools provided.

4.4 Responsibility of the School Administration

The principal ensures collaboration within teacher teams for the evaluation of student learning and the reporting to parents.

The principal is responsible for approving, on the proposal of the teachers (...) the standards and procedures for the evaluation of student achievement, in particular, how parents are to be informed of the academic progress of their children, in keeping with the prescription of the basic school regulation and subject to examinations that may be imposed by the Minister or the school board. (Ed. Act, section 96.15(4)).

At the beginning of the school year, the principal shall ensure that (...) a summary of the standards and procedures for the evaluation of student learning, approved by the school principal, indicating in particular the nature of the main evaluations and the period during which they are scheduled for each subject, is provided to the parents of each student or to the student if of full age. If during the year, significant adjustments are made (...) the principal will ensure that the adjustments are also communicated to the parents or to the student (B.S.R. Section 20).

These standards and procedures must also include an evaluation and reporting schedule indicating for which subjects and competencies a mark will be provided in each of the three terms, in keeping with the B.S.R. section 30.1 and the Annual Directives.

4.5 Responsibility of the School Board

The school board ensures that each school evaluates student achievement and administers the examinations imposed by the Ministry of Education.

The school board 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. (Ed. Act, section 231)

Riverside School Board provides the schools with the first communication template to be used in reporting to parents in elementary and secondary schools by October 15th.

The board ensures that the regulations of the Ministry of Education are followed in each of its schools.

4.6 Responsibility of the Ministry of Education

The Ministry of Education through its Basic School Regulation may:

- *establish the rules on the evaluation of learning achievement and the certification of studies. (Ed. Act, section 447, 4);*
- *determine the diplomas, certificates and other official attestation awarded by the Minister and prescribes the conditions under which they are to be awarded (Ed. Act, section 447, 5);*
- *authorize a school board, on conditions and to the extent determined by the Minister, to exempt a category of students from the application of a provision of the basic school regulation. (Ed. Act, section 447, 10).*

4.7 Communicating Evaluation

Elementary education is organized into 3 cycles of 2 years each. Secondary education is organized into 2 cycles; the first covers 2 school years and the second, 3 school years. (B.S.R. Section 15)

Each school year is divided into 3 terms. The school provides one written communication and three report cards each year to the parents or, if the student is of full age, to the student. The dates of reporting to parents each year must correspond to the dates established by the Minister. The formal report card used for terms 1, 2 and 3, in Preschool (Kindergarten), Elementary and Secondary education, must be the report card and all associated procedures as are prescribed by the Minister. (B.S.R. Sections 29 & 30)

Reporting Procedures:

As per the Basic School Regulation, the following reporting procedures are obligatory:

- *In order to inform parents of their child's learning and behaviour, the school provides one written communication, other than a report card, to the parents no later than 15 October. If the student is of full age, the communication is provided to the student. (B.S.R., Section 29)*
- *In order to inform a student's parents of the student's academic progress, the school provides a report card to the parents at the end of each of the 3 terms, in the form prescribed by the Ministry of Education. If the student is of full age, the report cards are provided to the student.*
- *The Term 1 report card will be provided no later than November 20, the Term 2 report card will be provided by March 15, and the Term 3 report card will be provided by July 10. (B.S.R., Section 29.1)*
- *At least once a month, information is provided to the parents of a minor in the following cases:*
 - *The student's results put him or her at risk of not obtaining the pass mark for the programs of studies, or, for a child in preschool education, when the child's progress indicates that he or she will not be ready to proceed to the first grade of elementary school at the beginning of the following school year;*
 - *The student's behaviour does not comply with the school's rules of conduct;*
 - *An individualized education plan providing for the information was prepared for the student.*
- *The information is intended to foster collaboration between the parents and the school in correcting learning difficulties and behavioural problems as soon as they appear and, in some cases, in implementing an individualized education plan. (B.S.R., Section 29.2)*

Communications with parents may take a variety of forms, such as emails, parent-teacher interviews, portfolios, student-led conferences, individual educational plans, etc. and form an integral part of the ongoing reporting process.

Reporting on Achievement

Information in the report card, and other reporting tools:

- should make it possible to determine the progress made by a student with regard to competency development;
- shows where a student stands in relation to the expected outcomes of the Québec Education Program.

As per the Basic School Regulation (Sections 30 to 30.3), the following reporting aspects are obligatory:

- For preschool (5 year-old kindergarten), reporting will correspond to the requirements given in the Framework for the Evaluation of Learning established by the Minister. In terms 1 and 2, reporting will indicate the status of the development of the competencies in the Preschool Education program. In term 3, reporting will indicate the final level of development of the competencies.
- For elementary and secondary education, a student's results must include:
 1. *A detailed result per competency for the language of instruction, second language and mathematics;*
 2. *A detailed result per component, theory and practical, for compulsory and elective science subjects other than mathematics;*
 3. A subject mark for each subject and the group average.
- At the end of the first 2 terms of the school year, the detailed result, for the subjects for which such results are required, are detailed only for the competencies or components that have been evaluated.
- At the end of Term 3, the report card will provide results for all of the competencies or components of the program of studies, as well as the student's final marks and the group averages. The results are based on the framework for evaluation of learning established by the Minister for each program of study.
- The final mark per competency or component is calculated according to the following weighting: 20% for the first term, 20% for the second term, 60% for the third term.
- A student's result for an examination set by the Minister at the end of cycle 3 elementary is worth 20% of the student's final mark.
- For all secondary programs of studies for which the Minister sets an examination, the minister shall take into account the summative evaluation of the student transmitted by the school board in a proportion of 50%, This is subject to validation and possible revised weighting (Ed. Act 470). The minister shall then certify success or failure in that program.
- For secondary 4 and 5 students, official results are those provided by the Ministry in a transcript titled Achievement Record for Secondary Studies.

5.1 Promotion

For elementary and secondary education, the pass mark is 60% for each subject. (B.S.R. Section 28.1)

Rules Governing Promotion and Retention of Students

Preschool (5-year-old kindergarten)

Exceptionally, in the interest of a child who has not achieved the objectives of preschool education, and if there are reasonable grounds to believe that such a measure is necessary to foster the child's academic progress, students may be retained in preschool for one year. This decision is made by the school principal, following a request with reasons, made by the child's parents (Ed. Act. section 96.17), in consultation with the school board.

Elementary School

A decision to promote a student to the next cycle shall be based on the student's last report card of the last school year and on the rules governing promotion established by the school or the school board, according to their respective responsibilities. (B.S.R. section 28)

Promotion occurs following 6 years in elementary school. Retention in the same grade level is an exceptional measure which, in the student's interest, is applied if it is evident from the student's individualized education plan that such a measure, among all possible measures, is the most likely to facilitate the student's academic progress. (B.S.R. Sections 13 & 13.1)

Elementary Cycle 3 to Secondary School

Under the direction of the school principal, and using the results of the student's last report card of the last school year (B.S.R. Section 28), each student who is determined to have met the minimum expectations of the Quebec Education Program at this level shall be promoted to secondary school.

Under the direction of the school principal, for each student who has not met the minimum expectations for elementary education at the end of the period fixed by the basic school regulation for mandatory promotion to secondary school, one of the following options shall be applied:

1. The student shall be assessed for particular learning needs and a recommendation will be made regarding the most appropriate academic plan, which will then be implemented.
2. The student shall be promoted to secondary Cycle 1 and provided with suitable support at this level. These support measures will be determined by the secondary school principal in consultation with the school board.
3. Exceptionally, in the interest of a student and if there are reasonable grounds to believe that such a measure is necessary to foster the student's academic progress, the student may be retained in elementary for one year. This decision is made by the school principal, following a request, with reasons, made by the child's parents (Ed. Act. section 96.18), in consultation with the school board.

Secondary School

Decisions and subsequent actions related to promotion or retention of a student in a year will be in accordance with Ministry regulations, the provisions of this policy and the Rules of Academic Progress given in the school's Local Framework for Evaluation.

A decision to promote a student to the next cycle shall be based on the student's last report card of the last school year and on the rules governing promotion established by the school or the school board, according to their respective responsibilities. (B.S.R. section 28)

Secondary Cycle 1

At the end of the first year of secondary school, the school principal may, exceptionally, in a student's interest, allow the student to remain for a second year in the same class if it is evident from the student's individualized education plan that such a measure is, among possible measures, a measure more likely to facilitate the student's academic progress. (B.S.R. section 13.1)

Under the direction of the school principal, for each student who has not met the minimum expectations of the Quebec Education Program Cycle 1, one of the following options shall be applied:

1. The student shall be assessed for particular learning needs and a recommendation will be made regarding the most appropriate academic plan, which will then be implemented.
2. The student shall be promoted to secondary Cycle 2 and provided with suitable support at this level, as determined by the school principal in consultation with the school board.

Secondary Cycle 2

Promotion of a student from one year to the next in Cycle 2 shall be by subject in the case of a student taking the general education path or the applied education path (B.S.R. Section 28), and in accordance with the Rules of Academic Progress given in the school's Local Framework for Evaluation.

6.0 Students with Special Needs

Refer to the Riverside School Board **Policy Concerning the Organization of Educational Services for Students with Handicaps and Students with Social Maladjustments or Learning Disabilities.**

7.0 Homeschooling

Decisions and subsequent actions related to the evaluation of students receiving homeschooling will be in accordance with the Education Act, the Basic School Regulation, the Homeschooling Regulation and the **Riverside School Board Homeschooling Guidelines.**

8.0 Conclusion

The **Policy on Evaluation of Student Learning** will come into force on its adoption by resolution of the Council of Commissioners of Riverside School Board.