



Evaluation & Reporting Plan

Standards & Procedures

2020 – 2021

Elementary School Document

Howick Elementary School

INTRODUCTION

Standards and procedures for the evaluation and reporting of student learning at Howick Elementary School follow the MEES guidelines. Their aim is to define specific actions when evaluating and reporting on student progress and achievement. This approach allows the entire staff to develop a common understanding of the school's evaluation and reporting practices and helps to facilitate the development of a parent information document early in the school year.

FIELD OF APPLICATION

The standards and procedures in this document apply to all elementary cycles. They cover each of the stages in the evaluation and reporting process, namely:

1. Planning for Evaluation and Reporting
2. Information Gathering and Interpretation (Student Learning)
3. Professional Judgement
4. Decision/Action
5. Evaluation and Reporting

GOVERNING BOARD

The Governing Board was informed of the school team's work on standards and procedures for the evaluation and reporting of student learning on May 25th 2020.

1. Planning For Evaluation & Reporting

Standards	Procedures
The planning of evaluation is done in compliance with the <i>Quebec Education Program (QEP)</i> .	When planning for evaluation, teachers will take into account the evaluation of knowledge, subject-specific competencies and general competencies, and work closely with MEES's <i>Progression of Learning and Evaluation Frameworks</i> .
The planning of evaluation is a responsibility shared by the principal, grade-level or same-subject teachers and the individual teacher.	Teachers and principal will communicate annually about evaluation and reporting. This plan includes which terms specific competencies will be evaluated as per the <i>Basic School Regulation</i> . Teachers will incorporate team-planning decisions into their own classroom planning when applicable.
The planning for evaluation takes into account students with special needs on <i>Individual Education Plans (IEPs)</i> .	In order to take into account the specific situation of students with Individual Education Plans (IEPs), teachers – in collaboration with other school members and/or professionals – will include in their evaluation planning any <i>*Adaptations or **Modifications</i> required (as defined by MEES – see below).
A summary of the <i>Evaluation and Reporting Plan</i> is prepared for parents early in the school year.	The principal will ensure that parents are provided with information on the main types of evaluation that will be carried out and when MEES evaluations will take place during the school year. This information will be handed out to parents (<i>or posted on school web site</i>) early in the school year.

***Adaptation** involves making adjustments to learning and evaluation situations without modifying grade-level expectations/outcomes and what is evaluated. The student follows a regular program and is expected to take part in the same learning and evaluation situations as other students.

Examples: Extra time on an exam/evaluation, support of a reader (except when reading competency is evaluated), taking an exam in a separate location, etc.

****Modification** involves making changes to learning and evaluation situations by modifying grade-level expectations/outcomes and what is evaluated. The student does not follow the regular program and is not expected to complete the same learning and evaluation situations as other students. The modified program brings changes to the number and complexity of learning and evaluation situations relative to the regular grade-level program.

Examples: Assigning an easier task or situation that is different from that assigned to the other students, reading an exam to the student when the reading competency is being evaluated, etc.

Important: The student must be given every opportunity to demonstrate the full extent of their learning within the regular grade-level program (with resources and supports in place) before consideration is given to changing the student to a modified program of study.

2. Information Gathering & Interpretation (Student Learning)

Standards	Procedures
<p>The teacher is responsible for gathering and interpreting information and may, when required, involve other professionals.</p>	<p>The teacher will gather, record, and interpret <i>information about student learning throughout the term.</i></p> <p>In the course of learning, the student may be involved with information and evidence gathering through self-evaluation, co-evaluation, and peer evaluation.</p> <p>The teacher chooses or produces appropriate tools for gathering information and evidence (logbook, learning and evaluation file, etc.) and for interpreting it (rubrics, checklists, etc.).</p> <p>Teachers will provide regular feedback to students - not always in the form of marks (e.g. conversation, informal meeting, notes, etc.).</p> <p>In the case of students with special needs, the resource teacher and/or Complimentary Services Dept. professionals may assist classroom teachers in the gathering of information and its interpretation.</p>
<p>The interpretation of information is based on the evaluation criteria in the <i>Frameworks for the Evaluation of Learning.</i></p>	<p>Teachers of a given subject adopt a common interpretation of the requirements stemming from the <i>Frameworks for the Evaluation of Learning</i>, in particular by identifying observable indicators.</p> <p>The teacher informs students what is expected of them at the beginning, as well as during, the task (criteria and other requirements) with respect to the activities or tasks carried out.</p> <p>The teacher records any changes that have been made to the evaluation criteria in the student's Individualized Education Plan (IEP) in order to meet the student's needs.</p>
<p>Formative assessment and benchmark testing.</p>	<p>Students in the elementary program will complete two formative assessments in math, English, and French and testing to assess their literacy level in English and French to help guide teaching practices.</p>

3. Professional Judgement

Standards	Procedures
<p>The teacher is responsible for making a judgment based on relevant, varied, and sufficient information /evidence that reflects student learning.</p>	<p>The teacher makes a judgment on the basis of the information gathered and interpreted through the use of formal and informal tools.</p> <p>School teams collaborate to come to a common understanding of the relevance and sufficiency of the information needed to make a judgment during and at the end of the school year.</p>
<p>During Terms 1 and 2, judgments are made on students' progress with respect to the development of subject-specific competencies.</p>	<p>The teacher refers to the <i>Progression of Learning</i> and the evaluation criteria in the Framework for the <i>Evaluation of Learning</i> when making a judgement on student progress.</p> <p>A competency can be NE either in term 1 or term 2. Each competency must be evaluated at least twice per year, including at the end of term 3. If the teacher chooses not to evaluate a competency during one of these terms, they must</p> <ol style="list-style-type: none"> 1- Discuss it with the principal 2- Ensure that other groups in that year are evaluating in the same way. For example, the interaction competency in French is often NE term 1; all grade 1 teachers would need to do the same. This should be discussed at the beginning of the term to ensure that continuity and the possibility of gathering the right data\observations.
<p>In the final term (Term 3), a judgment is made on students' attainment of knowledge and its application (competency).</p>	<p>The teacher refers to the NFSB Assessment, Evaluation & Reporting Table (see annex 1, Evaluation/Reporting Alignment Table) when making judgments on student progress.</p> <p>The teacher refers to the Progression of Learning and the evaluation criteria in the Framework for the Evaluation of Learning when making a judgement on student progress.</p> <p>All competencies MUST be evaluated in term 3.</p>
<p>At the end of Terms 1 and 3, information is provided for 2 of the General Competencies</p>	<p>Two of four cross-curricular competencies will be evaluated each school year and reported in term one and term three. The four are: <i>Exercises critical judgment; Organizes his/her work; Communicates effectively; Works in a team.</i></p> <p>The cross-curricular competencies will be identified at the beginning of the year at the first school council meeting.</p>

4. Decision / Action

Standards	Procedures
During the school year, varied and differentiated pedagogical practices are taken to support and enrich student learning as it progresses.	The teacher determines the type of supports and approaches necessary to meet the specific needs of their students. This may involve the help of the resource teacher and/or professionals.
Students are involved in their own learning experiences and gradually develop the ability to assess their own learning.	The teacher provides students with opportunities to reflect on and assess their own learning by including activities and time to set, attain, & evaluate personal and learning goals.
At the end of <u>each</u> year, decisions are made and actions planned to ensure that the student makes a smooth transition to the next school year.	<p>The principal and teachers will <i>set times for discussion and determine the information to be given</i> in order to ensure student learning is followed from one year to the next.</p> <p>Documents detailing individual student progress, challenges, and needs will be prepared by current teachers to support successful transitions for the following school year.</p> <p>The classroom and resource teachers will keep detailed records of the student with special needs' learning and identify the support measures needed for the following year.</p>

5. Evaluation and Reporting

Standards	Procedures
An informal written communication is prepared and issued to parents to inform them early in the school year of their child's learning and behavior.	The principal and teachers will select an appropriate communication tool (e.g. interim report) and distribute it to parents by <i>October 15th</i> .
3 <i>MEES Uniform Report Cards</i> - with regulated term weightings and set timelines for distribution - are prepared and issued to students and parents during the school year.	The principal will ensure that all report cards are issued to students and parents by the following dates (as prescribed in the Basic School Regulation): <i>Term 1 – by November 20th</i> <i>Term 2 – by March 15th</i> <i>Term 3 – by July 10th</i>
For Terms 1 and 2, subject-specific competencies are evaluated and reported on in accordance with the frequency of evaluation proposed by the teachers in consultation with the school principal.	Teachers will work closely with the <i>Progression of Learning</i> and the <i>Evaluation Frameworks for the Evaluation of Learning</i> when determining grades for subject-specific competencies. The subject result is based on the competency weightings set by MEES. Teachers will enter comments in GPI to indicate student strengths and challenges for each subject.
As prescribed by MEES, all subject-specific competencies are evaluated and reported on in the 3 rd Term.	Teachers will work closely with the <i>Progression of Learning</i> and the <i>Evaluation Frameworks for the Evaluation of Learning</i> when determining grades for all subject-specific competencies. The term subject result and final mark are based on the competency and term weightings set by MEES. As needed, teachers will enter comments in GPI to indicate student strengths and challenges for each subject.
At the end of Terms 1 and 3, teachers provide information for 2 of 4 General Competencies: <i>Exercises critical judgment, Organizes his/her work, Communicates effectively, Works in a team</i>	Early in the school year, the principal and teachers will prepare an annual plan on the selection of <i>General Competencies</i> for each grade level. At the end of Terms 1 and 3, teachers will report on 2 <i>General Competencies</i> in the form of comments available in GPI (comments related to strengths and challenges).

Standardized Evaluation and Assessment Schedule

Level		Assessments/Evaluations
Cycle 1	Year 1	<ul style="list-style-type: none"> • Fall: <ul style="list-style-type: none"> ○ Common Formative Assessment in ELA, French, math • Winter: <ul style="list-style-type: none"> ○ Common Formative Assessment in ELA, French, math • Spring: <ul style="list-style-type: none"> ○ PM Benchmark Testing ○ GB+ Benchmark Testing
	Year 2	<ul style="list-style-type: none"> • Fall: <ul style="list-style-type: none"> ○ Common Formative Assessment in ELA, French, math • Winter: <ul style="list-style-type: none"> ○ Common Formative Assessment in ELA, French, math ○ PM Benchmark Testing ○ GB+ Benchmark Testing • Spring: <ul style="list-style-type: none"> ○ PM Benchmark Testing ○ GB+ Benchmark Testing
Cycle 2	Year 1	<ul style="list-style-type: none"> • Fall: <ul style="list-style-type: none"> ○ Common Formative Assessment in ELA, French, math • Winter: <ul style="list-style-type: none"> ○ Common Formative Assessment in ELA, French, math ○ PM Benchmark Testing ○ GB+ Benchmark Testing • Spring: <ul style="list-style-type: none"> ○ PM Benchmark Testing ○ GB+ Benchmark Testing
	Year 2	<ul style="list-style-type: none"> • Fall: <ul style="list-style-type: none"> ○ Common Formative Assessment in ELA, French, math • Winter: <ul style="list-style-type: none"> ○ Common Formative Assessment in ELA, French, math ○ PM Benchmark Testing ○ GB+ Benchmark Testing • Spring: <ul style="list-style-type: none"> ○ PM Benchmark Testing ○ GB+ Benchmark Testing
Cycle 3	Year 1	<ul style="list-style-type: none"> • Fall: <ul style="list-style-type: none"> ○ Common Formative Assessment in ELA, French, math • Winter: <ul style="list-style-type: none"> ○ Common Formative Assessment in ELA, French, math ○ PM Benchmark Testing ○ GB+ Benchmark Testing • Spring: <ul style="list-style-type: none"> ○ PM Benchmark Testing ○ GB+ Benchmark Testing
	Year 2	<ul style="list-style-type: none"> • Fall: <ul style="list-style-type: none"> ○ Common Formative Assessment in ELA, French, math • Winter: <ul style="list-style-type: none"> ○ Common Formative Assessment in ELA, French, math ○ PM Benchmark Testing ○ GB+ Benchmark Testing • Spring: <ul style="list-style-type: none"> ○ MEES End of Cycle Evaluations (English, Math) ○ End of Cycle Evaluation (French) ○ PM Benchmark Testing ○ GB+ Benchmark Testing

REFERENCE DOCUMENTS FROM THE MELS

Education Act:

http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I_13_3/I13_3_A.html

Basic School Regulation:

http://www.meq.gouv.qc.ca/legislat/Regime_ped/projet_regime_ped/epps_a.pdf

Québec Education Program:

<http://www.mels.gouv.qc.ca/sections/programmeFormation/index.asp?page=prescolaire>

Policy on the Evaluation of Learning:

<http://www.mels.gouv.qc.ca/DGFJ/de/politique.htm>

Frameworks for the Evaluation of Learning:

<http://www7.mels.gouv.qc.ca/dc/evaluation>

Progression of Learning:

http://www.mels.gouv.qc.ca/progression/index_en.asp

ANNEX 1 - CONVERSION GRID

Level of competency	% on report card	Status of competency	Descriptor of status	% Grade
+5	98	Exceeds the requirements (Advanced competency development)	Exceeds the demands of the learning activities with ease and autonomy	95% - 100%
5	92		Exceeds the demands of the learning activities working independently	88% - 94%
+4	84	Meets all the requirements (Thorough competency development)	Meets the demands of the learning activities with ease and autonomy	81% - 87%
4	77		Meets the demands of the learning activities and works with increasing independence	74% - 80%
+3	70	Meets many of the requirements (Acceptable competency development)	Meets most of the demands of the learning activities and works with increasing independence	67% - 73%
3	63		Meets most of the demands of the learning activities but does so with support	60% - 66%
+2	54	Meets few of the requirements (Partial competency development)	Meets a few of the demands of the learning activities and struggles to do so independently	51% - 59%
2	45		Meets a few of the demands of the learning activities and requires constant support	42% - 50%
+1	36	Does not meet the requirements (Minimal competency development)	Meets none of the demands of the learning activities unless supported throughout the process	33% - 41%
1	27		Meets none of the demands of the learning activities even with constant support	24% - 32%
NE		Not evaluated		NE