



**EVALUATION OF LEARNING:**  
**Standards and Procedures**  
2021 – 2022



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

## **INTRODUCTION**

The Standards and procedures for the evaluation of learning at **PHOENIX ALTERNATIVE HIGH SCHOOL** were created by the teachers and approved by the school principal. The aim is to define concrete actions in an effort to ensure that evaluation practices are consistent with the vision of evaluation adopted in the Quebec Education Program.

## **FIELD OF APPLICATION**

The standards and procedures in this document apply to **Cycle II**. They cover each of the stages in the evaluation process, namely:

1. Planning of evaluation
2. Information gathering and interpretation
3. Judgment
4. Decision/action
5. Communication of results
6. Language quality

**EFFECTIVE DATE: March 22, 2019**

## **CHANGES**

Changes may be made to this document as new situations arise. The last update appears below.

Last Modified December 14, 2021

# 1. Planning

Evaluation Standard	Phoenix Procedures
<p>The planning of evaluation is a responsibility shared by the school team, the cycle team and the teacher.</p>	<p>Teachers teaching the same course will meet at the beginning of each year to create a standard, and agreed-upon, course outline and evaluation plan. This course outline and evaluation plan will be presented to the parents at the curriculum evening in September.</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>Subject teams will develop cooperatively common learning and evaluation tools that will be applied to recognize competency development and end of cycle evaluations.</p>
<p>The planning of evaluation is done in compliance with the Quebec Education Program.</p>	<p>The evaluation planning of the Grade-level takes into account the subject-specific and general competencies, the Progression of Learning and the Frameworks for the Evaluation of Learning.</p>
<p>The Planning of evaluation is integrated into the planning of learning and teaching.</p>	<p>The grade level teachers will plan to include formative and similar summative assessments.</p>
<p>Differentiation during evaluation is an integral part of the planning process.</p>	<p>For all students, teachers can allow students to demonstrate their competence according to their interests, strengths and capacity.            For summative assessment, teachers can, when deemed appropriate, use alternative tools of assessment for example: Retake of tests, tests that span more than one day, flexible deadlines, and one-on-one orals.</p> <p>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 <b>adaptations</b> concerning the task, evaluation tools, support offered, time allotted, etc.</p>

## 2. Information Gathering and Interpretation

Evaluation Standard	Phoenix Procedures
<p>The responsibility for gathering and interpreting information is shared by the teacher, the student and, on occasion, other professional staff.</p>	<p>The teacher gathers and records information that is varied, relevant, sufficient, and spread over a period of time.</p> <p>The teacher defines how the student may be involved with information gathering through self-evaluation, co-evaluation, and peer evaluation.</p> <p>The teacher defines the appropriate tools for gathering information (logbook, learning and evaluation file, portfolio, etc.) and for interpreting it (rubrics, checklists, etc.).</p> <p>In the case of students with special needs, the resource teacher, and/or SWLSB Pedagogical Services Professionals, may assist the classroom teacher in gathering and interpreting information.</p>
<p>Information is gathered during the learning process and at the end of the cycle.</p>	<p>The teacher regularly gathers and records information on the students' learning during classroom activities.</p> <p>Any major assessment is during the learning process, or at the end of the cycle is developed by the cycle team.</p>

<p>Information is gathered by various methods that take into account the needs of all students.</p>	<p>Teachers meet on a regular basis to discuss the results of the tools used.</p> <p>Informal methods such as these are used to gather information:</p> <ul style="list-style-type: none"> <li>-Observation</li> <li>-Practice exams</li> <li>-Assignments with no grades</li> <li>-Discussion</li> </ul> <p>Formal methods such as these are used to gather information:</p> <ul style="list-style-type: none"> <li>-Tests (content based)</li> <li>-Projects (labs, artwork)</li> <li>-Essays</li> <li>-Oral interaction</li> <li>-Comprehension tests</li> </ul> <p>Teachers will follow the student's IEP with regards to adaptations during assessment. Differentiation methods for assessment will be used when appropriate and possible.</p> <p>For regularly attending students, assignments begun in class, and completed partially within the classroom, may (at the discretion of the teacher) be completed at home.</p> <p>For truant students regardless of the reason and/or situation, work <i>may</i> be sent home for the purpose of formative assessment and preparation. However, all summative evaluation will be completed within the school, and under the direct supervision of the teachers.</p> <p>Teachers are under no <i>obligation</i> to provide additional work for a sustained period of time for students who are not in school.</p>
<p>The interpretation of information is criterion-referenced.</p>	<p>The teacher will determine which evaluation tools (evaluation rubrics, self-evaluation forms, etc.), designed in accordance with the evaluation criteria, the Framework for the Evaluation of Learning and the Progressions of Learning in the Quebec Education Program, that will be used.</p> <p>The teacher will use various techniques to inform students what is expected of them at the beginning, as well as during the task.</p> <p>The teacher records in the student's individualized education plan (IEP) any changes that have been made to evaluation criteria in order to meet the student's needs.</p>

### 3. Judgment

Evaluation Standard	Phoenix Procedures
Judgment-making is the responsibility of the teacher and when needed, with other members department and school team.	The teacher makes a judgment on the basis of the information gathered and interpreted through the use of formal and informal tools. The subject team comes to a common understanding of the <i>relevance and sufficiency of the information needed</i> to make a judgment during, and at the end of the school year. However, the final judgement will be made by the individual teacher.
Judgments are made regarding subject-specific and cross-curricular competencies.	<p>The teacher may use the evaluation criteria in the QEP to support his or her judgment (See Section in QEP on Cross-Curricular Competencies).</p> <p>Every year, one department will be responsible for Cross Curricular Competencies on a rotating basis</p> <p>Evaluation of cross-curricular competencies will take place in Terms 1 and 2.</p>
During the cycle, a judgment is made on the student's learning progress and, at the end of the cycle, a summative judgement will be made.	<p>The SWLSB Evaluation and Reporting Alignment Table (see annex 1) is used to make a judgment on student progress.</p> <p>Grades between 0% and 100% will be awarded to students. Phoenix does not adhere to a minimum percentage grade.</p> <p>The teacher refers to the Progression of Learning, and the evaluation criteria in the Frameworks for the Evaluation of Learning when making a judgement on student progress.</p>
A judgment is based on relevant, varied and sufficient information that reflects student learning.	<p>The teacher makes a judgment on the basis of the information gathered and interpreted through the use of formal tools.</p> <p>A summative exam / evaluation may replace a student's previous marks (where permitted) following a team meeting. The final decision will be made by the relevant teacher.</p>
The end-of-cycle judgment is made using the same references for all students.	At the end of the cycle, the teacher uses the Framework for the Evaluation of Learnings for all students in order to make a judgment on the levels of competency attained in a given subject.

## 4. Decision/Action

Evaluation standards	Phoenix Procedures
During the cycle, differentiated pedagogical practices are put in place to support and enrich student learning as it progresses.	The teacher determines the type and level of support and strategies necessary to meet the specific needs of his or her students.
Students gradually develop the ability to be responsible for their own learning.	The teacher provides opportunities for students to be responsible for their own learning.
Pedagogical practices are planned to ensure students continue their learning.	The principal and school team set a date for discussion to determine students' paths from one year to the next.

## 5. Communication

Evaluation Standard	Phoenix 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.	Two parent-teacher meetings are scheduled every school year. Parents will be contacted as needed with a good and/or bad news message throughout the year.
An Evaluation Plan for parents is provided at the beginning of the school year.	Parents are provided with information on the main types of evaluation that will be. This information is made available to parents by Curriculum Night.
An informal written communication is prepared and issued to inform parents early in the year of their child's learning and behavior. The written communications will be received no later than November 19 April 22	Two written communications will give a general picture of learning and behavior, but will not include any specific marks. These communications will be available to download from the Mozaik Parent Portal on November 19 <sup>th</sup> , 2021, and on April 21 <sup>st</sup> , 2022.  Parents of special needs or at-risk students are given information at least once a month by phone call, e-mail, or meeting.
2 uniform report cards are prepared and issued to parents by the following dates:  Term 1 - by February 4 Term 2 - by July 10	The principal ensures that all report cards are issued to students and parents by the following dates (as prescribed in the Basic School Regulation):  The report cards will follow the two Terms and will be available to download from the Mosaic Parent Portal on February 4 <sup>th</sup> , 2022, and before July 10 <sup>th</sup> 2022.  Parents will receive a digital copy of the report card for Terms 1 and 2. The school may, at the request of a parent, provide a paper copy of the Term 2 (final) report card.

<p>Each subject-specific competency is evaluated in the report card in each term during the cycle. More specifically, the report card must contain a detailed result per competency for English language arts, French second language, mathematics and science and technology in term 1 and term 2. A subject mark for each subject taught and the group average, must also appear in term 1 and 2. Please refer to section 30.1 of the Basic School Regulation.</p>	<p>The entire school team uses the uniform report card developed and prescribed by MEES. Teachers may provide subject specific comments regarding the student's strengths, challenges, and progress.</p> <p>The school team will use either the bank of comments or provide specific comments regarding students' strengths and, challenges with respect to the subject specific competencies.</p> <p>Teachers evaluate the subject-specific competencies in Terms 1 and 2 according to the plan established by the subject team.</p> <p>Students who do not submit work, who are excessively truant (without a medical note) and for whom there is insufficient evidence of learning, are subject to failing grades. NR's are not the standard practice, are rare exceptions, and will only be possible with an acceptable medical note, or communication from a medical professional, excusing the student from attending school on a long-term basis.</p> <p>Teachers use the Progression of Learning and the Evaluation Frameworks for the Evaluation of Learning to determine percentage grades for all subject-specific competencies. The overall subject result is based on the competency weightings prescribed by MEES.</p> <p><i>The SWLSB Evaluation and Reporting Alignment Table</i> (see annex 1) are used to make a judgment on student progress.</p>
<p>The cross-curricular competencies targeted by the cycle team are evaluated in the report card at least twice during the cycle.</p>	<p>The cycle team chooses the competencies to be reported on. Teachers use pre-established bank of comments to evaluate cross-curricular competencies.</p>
<p>The end-of-year report and the end-of-cycle report render account of the development of at least one cross-curricular competency in each category (intellectual, methodological, personal and social, communication-related.)</p>	<p>The core teachers decide on the cross-curricular competency or competencies that will be evaluated. Each student is evaluated on his or her development towards proficiency.</p>

## 6. Quality of Language

Evaluation Standard	Phoenix Procedures
<p>Language quality is a responsibility that is shared by all school personnel and students.</p>	<p>Quality of spoken and written language is promoted and clear, and appropriate means of expression are encouraged.</p>



## Evaluation/Reporting Alignment Table

<b>SUBJECT-SPECIFIC COMPETENCIES</b>					
<b>RATING SCALE – Terms 1 and 2</b> (Report card – Progress in the development of the competencies)			<b>SCALE OF COMPETENCY LEVELS – Term 3 (Competency report)</b>		
<i>The student:</i>	<i>Rating</i>	<i>Range</i>	<i>The student demonstrates:</i>	<i>Rating</i>	<i>Range</i>
<b>Exceeds</b> expectations for the reporting period	<b>A+</b>	<b>95-100</b>	<b>Advanced</b> competency development	<b>5+</b>	<b>95-100</b>
	<b>A</b>	<b>88-94</b>		<b>5</b>	<b>88-94</b>
<b>Clearly satisfies</b> expectations for the reporting period	<b>B+</b>	<b>81-87</b>	<b>Thorough</b> competency development	<b>4+</b>	<b>81-87</b>
	<b>B</b>	<b>74-80</b>		<b>4</b>	<b>74-80</b>
<b>Minimally satisfies</b> expectations for the reporting period	<b>C+</b>	<b>67-73</b>	<b>Acceptable</b> competency development	<b>3+</b>	<b>67-73</b>
	<b>C</b>	<b>60-66</b>		<b>3</b>	<b>60-66</b>
<b>Is below</b> the expectations for the reporting period	<b>D+</b>	<b>51-59</b>	<b>Partial</b> competency development	<b>2+</b>	<b>51-59</b>
	<b>D</b>	<b>42-50</b>		<b>2</b>	<b>42-50</b>
<b>Is well below</b> the expectations for the reporting period	<b>E+</b>	<b>33-41</b>	<b>Minimal</b> competency development	<b>1+</b>	<b>33-41</b>
	<b>E</b>	<b>0-32</b>		<b>1</b>	<b>0-32</b>

