



Standards and Procedures for the Evaluation of Student Learning

2016 – 2017

Macdonald High School

Updated 2017-04-26

INTRODUCTION

Standards and procedures for the evaluation and reporting of student learning at Macdonald High School were prepared collaboratively by the principal and teachers. Their aim is to define specific actions when evaluating and reporting on student progress and achievement.

FIELD OF APPLICATION

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

1. Planning for Evaluation & Reporting
2. Information Gathering and Interpretation (Student Learning)
3. Judgment
4. Decision/Action
5. Communication of Results

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 April 26th, 2017.

CHANGES

Changes may be made to this document as new situations arise. The last update appears on the front cover of this document.

FURTHER INFORMATION

Further information regarding our programs, course time allocations and course outlines can be found on our website: <http://macdonald.lbpsb.qc.ca>

1. PLANNING FOR EVALUATION & REPORTING

Standards	Procedures
The planning of evaluation is done in compliance with the <i>Quebec Education Program</i> (QEP).	When planning for evaluation, our teachers will take into account the evaluation of knowledge, subject-specific competencies and general competencies. Teachers will work closely with the MEES's <i>Progression of Learning and Evaluation Frameworks</i> . https://www7.education.gouv.qc.ca/dc/evaluation/index_en.php?page=search
The planning of evaluation is a responsibility shared by the principal, grade-level, same-subject teachers and the individual teacher.	Teachers and administrators will meet 2 times per year to discuss evaluation and reporting issues. Teachers will incorporate team-planning decisions into their own classroom planning.
The planning for evaluation takes into account the students on an <i>Individual Education Plans</i> (IEPs).	In order to take into account the specific situation of students identified with special needs, the teachers, in collaboration with the resource department, other school members and/or professionals develop Individual Education Plans (IEPs). The IEP's outline the individual programs, strategies implemented as well as resource support measures. The IEP will also include in their evaluation planning any *Adaptations or **Modifications required (as defined by MEES, see below). Comments on Learning (by Subject)
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 they will take place during the school year. This information will be posted on school web site.

***Adaptation:** an adaptation involves making adjustments to learning and evaluation situations without modifying the grade-level expectations or outcomes' regarding 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 of adaptations:

Extra time on an exam or evaluation; use of technology such as Google Read and Write; support of a reader (except when the reading competency is evaluated); taking an exam in a separate location...

****Modification:** a modification involves making changes to learning and evaluation situations by modifying grade-level expectations or outcomes regarding what is evaluated. The student does not follow the regular program and is not expected to complete the learning and evaluation situations to the same expectations as other students. The modified program brings changes to the number and complexity of expectations relative to the regular grade-level program. Modifications could result in a student not completing a complete grade level in one year.

Examples of modifications:

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

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. Modifications must be indicated in the student's IEP.

2. INFORMATION GATHERING & INTERPRETATION (STUDENT LEARNING)

Standards	Procedures
<p>The teacher is responsible for gathering and interpreting information and may occasionally involve other Professionals.</p>	<p>Teachers will gather record and interpret information about student learning throughout the term using various tools (tests/quizzes/projects/labs...).</p> <p>During evaluation meetings, teachers will discuss and share information about their evaluation practices (e.g. formative assessment techniques, rubrics, checklists, student work samples, tests/quizzes...).</p> <p>Teachers will provide regular feedback to students - not always in the form of marks (e.g. conversation, informal meetings, notes...)</p> <p>In the case of students with special needs, the resource teacher and/or Student Services Dept. professionals may assist classroom teachers in the gathering of information and its interpretation.</p>
<p>Varied and sufficient information about student learning is gathered and interpreted.</p>	<p>During evaluation meetings, teachers will come to a common understanding of what is considered as 'varied and sufficient information' of student learning within a subject area.</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 will use evaluation tools outlined in the evaluation criteria of the <i>Frameworks for the Evaluation of Learning</i>.</p> <p>Teachers of a given subject will work closely to adopt a common interpretation of the requirements stemming from the Frameworks for the Evaluation of Learning.</p> <p>In the case of a student on a modified program, teachers will record in the Individual Education Plan (IEP) how the student will be evaluated.</p>

3. JUDGMENT

Standards	Procedures
<p>For Terms 1 and 2, the teacher makes a judgment that reflects the knowledge and competencies that a student has acquired, based on the evaluations carried out during each term.</p>	<p>Teachers will use the <i>Progression of Learning</i> and the <i>Frameworks for the Evaluation of Learning</i> to make a judgment on student progress.</p> <p>In those subjects involving competencies, the principal and teachers will reach consensus on the competencies evaluated in Terms 1 and 2.</p>
<p>For Term 3, the teacher makes a judgment that reflects the knowledge and competencies that a student has acquired, based on the evaluations carried out during the term and may include evaluations that cover the student's learning as a whole for the year.</p>	<p>Teachers will use the <i>Progression of Learning</i> and the <i>Frameworks for the Evaluation of Learning</i> to make a judgment on the attainment of knowledge and competencies.</p> <p>As per Ministry directives, teachers will evaluate all competencies in Term 3.</p> <p>In the case of a compulsory evaluation produced by MEES or the school board, teachers will use the MEES evaluation guidelines to evaluate the compulsory evaluation.</p>

4. DECISION / ACTION

Standards	Procedures
<p>During the school year, varied pedagogical practices are taken to support and enrich student learning.</p>	<p>Teachers will determine 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 LBPSB Professionals, including tutorials.</p>
<p>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>	<p>The principal and teachers will set times for discussion and determine the information to be given in order to ensure student learning is followed from one year to the next.</p> <p>The classroom and resource teachers will keep detailed records of the student with special needs' learning and determine the support measures needed for the following year.</p> <p>Decisions regarding placement in enriched and immersion programs for the following academic is at the recommendation of the teachers, and approval by the Principal.</p> <p>Promotion to the next grade level is at the recommendation of the teachers and approval by the Principal.</p>

5. COMMUNICATION OF RESULTS

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.	A progress report will be distributed to parents by the following date: October 30 th , of current school calendar year.
3 MEES Uniform Report Cards - with regulated term weightings and set timelines for distribution - are prepared and issued to students and parents during the school year.	<p>Report cards are prescribed by MEES. For a complete listing of the competencies and their weightings, please refer to Appendix 1 of this document.</p> <p>At the end of the year, the final mark for each subject is calculated based on the following weighting of the term marks: Term 1: 20% Term 2: 20% Term 3: 60%</p> <p>The principal will ensure that all report cards are issued to students and parents on or before the following dates of the current school year: Term 1 – on December 1st Term 2 – on February 25th Term 3 – on June 30th</p>
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.	<p>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 (see the following link for the details): goo.gl/KXqh1D</p> <p>As needed, teachers will enter comments in GPI to indicate student strengths and challenges for each subject.</p> <p>It is strongly recommended that teachers report on all competencies at the end of Terms 1 and 2. An exemption must be requested to the appropriate member of the administration.</p>
As prescribed by MEES, all subject-specific competencies are evaluated and reported on in the 3 rd Term.	<p>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.</p> <p>It is compulsory for teachers to report on all competencies at the end of Term 3. As needed, teachers will enter comments in GPI to indicate student strengths and challenges for each subject.</p>
At the end of Term 3, teachers provide information for 1 of 4 General Competencies: <i>Exercises critical judgment, Organizes his/her work, Communicates effectively, Works in a team</i>	<p>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.</p> <p>At the end of Term 1 and Term 3, teachers will report on 1 <i>General Competency</i> in the form of comments available in GPI (comments related to strengths and challenges).</p>

6. ADDITIONAL INFORMATION

TERM 1 and TERM 2 RESTRICTED DAYS:

- In order to facilitate evaluations, Macdonald High School has 5 restricted days at the end of Term 1 and Term 2.
- Absence from these days may only be authorized for the following reasons:
 - Serious illness confirmed by a medical certificate or support document
 - Death in the family
 - Court Summons
 - Participation in a high level sports event whose date(s) has been already established.
- Documentation must be provided to the school on the first day of return.
- Restricted days are listed in the calendar on the Macdonald High School Website. All travel plans must take these dates into consideration.

MEES and Board Compulsory Exams

- Students following regular programs or regular programs with adaptations must write all MEES and/or Board compulsory exams scheduled at their grade level.
- Absence from these exams may be authorized for the following reasons:
 - Serious illness confirmed by a medical certificate or support document
 - Death in the family
 - Court Summons
 - Participation in a high level sports event whose date(s) has been already established.

CEGEP APPLICATIONS – GRADE 11:

- Many Quebec CEGEPS process application requests through SRAM (<https://www.sram.qc.ca/home>)
- It is important to note that some CEGEPS have their own registration systems, such as Dawson College and Marianopolis College
- When applying for CEGEP, students' marks will be transmitted by the school board to SRAM.
- Students will meet with the Guidance Counsellor to ensure that marks are sent to any other CEGEPS required.



Evaluation and Reporting of Student Learning

2016-2017

All Grade Levels

You will find information below concerning the evaluation and reporting of your child's progress.

Subject	Description	Types of Evaluations	Final Evaluations/ Exams	Weighting of Final Exam
<p><u>English Language Arts</u></p> <p>Uses language to communicate and to learn 33%</p> <p>Reads and listens to texts 33%</p> <p>Produces spoken, written and media texts 34%</p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills All 3 competencies will be evaluated and reported on at the end of every term The students' knowledge of language and texts will also be evaluated throughout the year 	<p>Assignments</p> <p>Projects</p> <p>Reports</p> <p>Oral Presentations</p> <p>Tests</p> <p>Learning & Evaluation Situations</p>	<p>Grade 7 - 10: School Exams May/June 2017</p> <p>Grade 11: Ministry Exam May/June 2017</p>	<p>Grade 7 - 8: 20% of Term 3</p> <p>Grade 9: 30% of Term 3</p> <p>Grade 10: 40% of Term 3</p> <p>Grade 11: 50% of YEAR</p>
<p><u>Mathematics</u></p> <p>Solves a situational problem 30%</p> <p>Uses math reasoning 70%</p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to solve situational problems and use mathematical reasoning Both competencies will be evaluated and reported on at the end of every term The students' mathematical knowledge of arithmetic, algebra, geometry, statistics and probability will also be evaluated throughout the year 	<p>Tests</p> <p>Quizzes</p> <p>In-class work</p> <p>Learning & Evaluation Situations</p>	<p>Grade 7: School Exam June 2017</p> <p>Grade 8: Board Compulsory June 2017</p> <p>Grade 9: School Exam June 2017</p> <p>Grade 10: Ministry Exam June 2017</p> <p>Grade 11 CST: Board Compulsory June 2017</p> <p>Grade 11 T&S-SN School Exam June 2017</p>	<p>Grade 7: 20% of Term 3</p> <p>Grade 8: 30% of Term 3</p> <p>Grade 9: 40% of Term 3</p> <p>Grade 10: 50% of Reasoning mark for the YEAR</p> <p>Grade 11: 50% of Reasoning mark for third term</p> <p>Grade 11: 50% of Reasoning mark for third term</p>
<p><u>French, Second Language</u></p> <p>Communicates in French REG/IMM: 40% ENRICHED: 33%</p> <p>Understands oral and written texts in French REG/IMM: 30% ENRICHED: 34%</p> <p>Produces oral and written texts in French REG/IMM: 30%</p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills All 3 competencies will be evaluated and reported on at the end of every term The students' knowledge related to oral communication, reading comprehension and writing will also be evaluated throughout the year 	<p>Assignments</p> <p>Projects</p> <p>Reports</p> <p>Oral Presentations</p> <p>Tests</p> <p>Learning & Evaluation Situations</p>	<p>Grade 7 – Grade 10: School Exam May/June 2017</p> <p>Grade 11 Ministry Exams May/June 2017</p>	<p>Grade 7 – 9: 20% of Term 3</p> <p>Grade 9: 30% of Term 3</p> <p>Grade 10: 40% of Term 3</p> <p>Grade 11: 50% of YEAR</p>

ENRICHED: 33%				
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Subject	Description	Types of Evaluations	Final Evaluations/ Exams	Weighting of Final Exam
<p><u>Science & Technology</u></p> <p>Practical 40%</p> <p>Theory 60%</p>	<ul style="list-style-type: none"> • Students will be evaluated on their ability to: <ul style="list-style-type: none"> - seek answers or solutions to scientific or technological problems - make the most of their knowledge of science and technology - communicate in the language used in science and technology • Both <i>Practical</i> and <i>Theory</i> components will be evaluated and reported on at the end of every term • The students' knowledge of the <i>Material World, Living World, Earth and Space and the Technological World</i> will also be evaluated throughout the year 	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Presentations</p> <p>Experimental Activities</p> <p>Technological Design Activities</p>	<p>Grade 7 – 9: School Exams June 2017</p> <p>Grade 10: Ministry Exam June 2017</p>	<p>Grade 7 – 9: 30% of YEAR for THEORY component</p> <p>Grade 10: 50% of the YEAR for THEORY component</p>
<p><u>Chemistry</u></p> <p>Practical 40%</p> <p>Theory 60%</p>	<ul style="list-style-type: none"> • Students will be evaluated on their ability to: <ul style="list-style-type: none"> - seek answers or solutions to scientific or technological problems involving chemistry - Makes the most of his/her knowledge of chemistry - Communicates ideas relating to questions involving chemistry, using the languages associated with science and technology • Both <i>Practical</i> and <i>Theory</i> components will be evaluated and reported on at the end of every term • The students' knowledge of Chemistry will also be evaluated throughout the year 	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Presentations</p> <p>Experimental Activities</p>	<p>Grade 11: Board Compulsory June 2017</p>	<p>Grade 11: 50% of the YEAR for THEORY component</p>
<p><u>Physics</u></p> <p>Practical 40%</p> <p>Theory 60%</p>	<ul style="list-style-type: none"> • Students will be evaluated on their ability to: <ul style="list-style-type: none"> - seek answers or solutions to scientific or technological problems involving physics - Makes the most of his/her knowledge of physics - Communicates ideas relating to questions involving chemistry, using the languages associated with science and technology • Both <i>Practical</i> and <i>Theory</i> components will be evaluated and reported on at the end of every term • The students' knowledge of Physics will also be evaluated throughout the year 	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Presentations</p> <p>Experimental or Design Activities</p>	<p>Grade 11: Board Compulsory June 2017</p>	<p>Grade 11: 50% of the YEAR for THEORY component</p>

For the following subjects, only one mark appears on the report card. The subject mark is out of 100%.

<p><u>Geography</u></p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to: <ul style="list-style-type: none"> - understand the organization of a territory - interpret a territorial issue - develop a greater awareness of geographic problems in the world The students' knowledge about different territories will also be evaluated throughout the year Only an overall <i>Subject Mark</i> will appear on each report card 	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Learning and Evaluation Situations</p>	<p>N/A</p>	<p>N/A</p>
<p><u>History & Citizenship Education</u></p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to : <ul style="list-style-type: none"> - examine society, making connections with the past - explain important changes that have taken place in history - develop a greater awareness of his/her place as a citizen in society The students' knowledge about different societies will also be evaluated throughout the year Only an overall <i>Subject Mark</i> will appear on each report card 	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Learning and Evaluation Situations</p>	<p>Grade 7-8: School Exam June 2017</p> <p>Grade 9: Board Compulsory June 2017</p> <p>Grade 10: Ministry Exam June 2017</p>	<p>30% of Term 3 mark</p> <p>30% of Term 3 mark</p> <p>50% of Term 3 mark</p>
<p><u>Contemporary World</u></p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to analyze and form opinions on contemporary issues : <ul style="list-style-type: none"> - examine issues - explain important ideas - develop a greater awareness of his/her place as a citizen in society Only an overall <i>Subject Mark</i> will appear on each report card 	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Learning and Evaluation Situations</p>	<p>N/A</p>	<p>N/A</p>
<p><u>Physical Education & Health</u></p>	<ul style="list-style-type: none"> Students will be evaluated on their ability to: <ul style="list-style-type: none"> - perform movement skills in different physical activity settings - interact with others in different physical settings - adopt a healthy and active lifestyle The students' knowledge of different physical activities and strategies will also be evaluated throughout the year Only an overall <i>Subject Mark</i> will appear on each report card 	<p>Participation/ Proper attire</p> <p>Tests</p> <p>Performances/ Movements</p>	<p>N/A</p>	

		<p>Types of</p>	<p>Final Evaluations/</p>
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Subject	Description	Evaluations	Exams
<u>Ethics and Religious Culture</u>	<ul style="list-style-type: none"> Students will be evaluated on their ability to reflect on ethical questions, understand the phenomenon of religion and the practice of dialogue The students' knowledge of the needs of human beings as individuals and in groups as well as the knowledge of different religions will also be evaluated throughout the year Only an overall <i>Subject Mark</i> will appear on each report card 	Participation Tests Projects Oral Presentations	N/A
<u>Dance</u>	<ul style="list-style-type: none"> Students will be evaluated on their ability to create, perform and appreciate dance The students' knowledge of the language of dance, movement techniques and procedures will also be evaluated throughout the year Only an overall <i>Subject Mark</i> will appear on each report card 	Participation Proper attire Projects Performances/ Movements	N/A
<u>Music</u>	<ul style="list-style-type: none"> Students will be evaluated on their ability to create, perform and appreciate musical works The students' knowledge of the language of music and instrumental techniques will also be evaluated throughout the year Only an overall <i>Subject Mark</i> will appear on each report card 	Participation Performances Presentations	N/A
<u>Visual Arts</u>	<ul style="list-style-type: none"> Students will be evaluated on their ability to create and appreciate personal and media images The students' knowledge of the language of visual arts, transforming images, materials and tools will also be evaluated throughout the year Only an overall <i>Subject Mark</i> will appear on each report card 	Participation Projects Presentations	N/A
<u>Drama</u>	<ul style="list-style-type: none"> Students will be evaluated on their ability to create, perform and appreciate dramatic works The students' knowledge of the language of drama, performance techniques and procedures will also be evaluated throughout the year Only an overall <i>Subject Mark</i> will appear on each report card 	Participation Performances/ Movements	N/A

N.B If there are any changes made to the above mention evaluation and reporting information, an updated version of this document will be made available.