

# STANDARDS AND PROCEDURES OF EVALUATION

## What Is the Role of the School?

Many elements regarding how evaluation is conducted and reported are established at a provincial level, such as the provincial report card that establishes the use of percentage grades, the weighting of competencies and components, and the weighting of each of the three terms. There are some elements, however, that are within the school's purview.

## What is determined by a school?

There are areas where the school can make its own decisions about evaluation, notably:

- The content of the information document given to parents at the beginning of the year
- The content of the progress report
- Which competencies/components in languages, mathematics and science and technology will be reported upon (terms 1 and 2)
- The certain competencies (Cross Curricular Competencies) that should receive comments, the types of comments used and the term(s) that the comments will be made
- A choice regarding distribution of progress reports and report cards prior to deadline dates

## What mechanism is used by schools to make these decisions?

Schools develop what are called standards and procedures of evaluation.

Article 96.15 of the Education Act indicates how the standards and procedures of evaluation are determined:

*The principal is responsible for approving, on the proposal of the teachers ...*

*(4) 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 prescriptions of the basic school regulation and subject to the examinations that may be imposed by the Minister or the school service centre;...*

*The proposals of the teachers ... under this section shall be made according to the procedure determined by the teachers ... at general meetings called for that purpose by the principal or, failing that, according to the procedure determined by the principal.*

*A proposal of the teachers ... concerning a subject referred to in this section must be made within 30 days after the proposal is requested by the principal, failing which the principal may act without such proposal.*

*If the principal does not approve a proposal of the teachers or the staff members, the principal shall give reasons, in writing, for the decision.*

*The standards and procedures for the evaluation of achievement ... may not have the effect of allowing a student's result to be reviewed by the principal. However, they must allow the principal to ask the teacher to whose care the student is entrusted to review the result assigned to the student or, if the teacher is absent or unable to act, to entrust the review to another teacher, in accordance with the conditions and procedures determined by regulation of the Minister. The principal must give reasons in writing for his or her request for the grade review.*

### **What does this mean?**

There are responsibilities for both teachers and principals in a school. Ideally, developing the standards and procedures should be a collaborative effort between teachers and the principal. The process should involve dialogue between the teaching staff and the principal so that the final proposal will have the agreement and support of both parties.

If a formal sequence is needed, the Education Act indicates its key elements: a principal must elicit proposals from teachers and approve them; if approval is not granted, they must explain why in writing. Conversely, teachers must develop proposals and submit them to the principal in a timely fashion; otherwise, the principal has the authority to make the final decision. The flow chart that is part of this document illustrates this process.

It should be noted that refusing the teachers' proposal does not mean that the principal can now decide unilaterally; the intent of the Education Act is to ensure a meaningful role for teachers in developing the standards and procedures in their school. The refusal of the teachers' proposal by the principal should be based on the proposal failing to meet legal requirements. There should then be a discussion around the reasons for the refusal, and, ultimately, an agreement.

### **What is the role of the school service centre?**

School service centres (SSC) may develop tools, strategies or suggestions to support or help schools with this process. The SSC does not have the authority to determine the standards and procedures, but it can suggest content for them that a school may choose to implement. The SSC typically will provide the technological interface for the processing and transmission of information.

However, if the teachers and principal fail to reach an agreement, the SSC has a responsibility to ensure that the standards and procedures are implemented; in other words, the SSC has the right to make a decision and impose standards and procedures, but only after the school has failed to do so.

### **When does this process take place?**

Typically, the process is undertaken in the spring (April, May, June) so that everything is in place for the following school year and information can be given to parents in September. However, modifications can be applied at any point during the school year to account for changes that occur (re-assignment of teachers over the summer, new courses, etc.), so long as parents are informed of these changes.

### **How can a staff develop its proposal?**

Developing a proposal is not the same as being consulted; it requires broad participation from the staff to develop ideas and put them forth. The teaching staff actively develops the various elements it wants to include in the standards and procedures. This can involve various collaborative structures for teachers, including, but not limited to, cycle teams, subject specialists, teachers of a same grade level or even the school's whole teaching staff.

### **What are some of the questions that should be considered for the standards and procedures? What needs to be taken into account?**

The standards and procedures of evaluation can cover topics related to anything that is not otherwise specified in the Basic School Regulation. The following table of questions is not exhaustive and is only meant to illustrate the main considerations; each school's particular characteristics may lead to additional or different questions.

TOPIC	QUESTIONS
<b>Information document at beginning of year</b>	<ul style="list-style-type: none"> <li>• What are the main evaluations for each subject?</li> <li>• Will the document be per teacher or per level?</li> <li>• Are there exams? How much will they be worth?</li> <li>• How will the information be sent to parents?</li> </ul>
<b>Progress report (written communication other than report card)</b>	<ul style="list-style-type: none"> <li>• When will it be sent?</li> <li>• What information will be sent? Who is responsible for it?</li> <li>• Will the same model be used for each cycle? Each grade level? The entire school?</li> <li>• How will it be sent?</li> </ul>
<b>Report card</b>	<ul style="list-style-type: none"> <li>• How will school or school board exams be built into the result?</li> <li>• What learning will be evaluated for each term?</li> <li>• Which competencies or components in languages, math and science will receive marks in terms 1 and 2?</li> <li>• How will comments be formulated?</li> <li>• Which general competencies (“certain competencies”) will receive comments? During which term(s)?</li> </ul>
<b>Student result review process</b>	<ul style="list-style-type: none"> <li>• What conditions will be included to encourage students and parents to address the matter informally?</li> <li>• What safeguards will be included to prevent abuse?</li> <li>• How will students and parents be informed?</li> </ul>



## Process for Preparing a Proposal for Standards and Procedures for the Evaluation of Learning as per the Education Act

