

## **Springdale Elementary School**



# **Evaluation & Reporting Plan**

## ***Standards & Procedures***

2016 – 2017

# Springdale Elementary School

April 19, 2017

## ***INTRODUCTION***

Standards and procedures for the evaluation and reporting of student learning at Springdale Elementary were prepared collaboratively by the principal and teachers. 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 grade levels. 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. 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: \_\_\_\_\_.

## ***CHANGES***

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

# 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, teachers will take into account the evaluation of knowledge, subject-specific competencies and general competencies, and work closely with the MEESR'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 will have monthly meetings to discuss/adapt ongoing evaluation and reporting standards.  Teachers and principal will meet once per term to discuss evaluation and reporting issues.  Teachers will incorporate a collaborative approach into their own classroom planning.
The planning for evaluation takes into account students with special needs on <i>Individual Education Plans</i> (IEPs).	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 involved – will include in their evaluation planning any CASP <i>*Adaptations</i> or <i>**Modifications</i> required.  Resource team meets weekly and will include classroom/subject teachers when necessary – to discuss case by case needs and changes to a students' plan.
A summary of the <i>Evaluation and Reporting Plan</i> is prepared for parents early in the school year.	The principal and teachers 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 handed out to parents ( <i>or posted on school web site</i> ) early in the school year.
PDIG???	Teachers must refer to PDIG binders when planning units/themes and mapping their curriculum for the school year.

**CASP** involves

**\*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 occasionally involve other Professionals.</p>	<p>Teachers will gather, record and interpret <i>information about student learning throughout the term.</i></p> <p>During evaluation meetings and collaborative process, teachers will discuss and share their information gathering/interpretation practices (e.g. oral questioning techniques, rubrics, checklists, student work samples, tests/quizzes, 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 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 and collaboration processes, teachers will come to a common understanding of what is considered as 'varied and sufficient information' of student learning.</p> <p>GB+ and Running Records will be used as a tool to gather sufficient student information. These tools must be applied to each student at every grade level at least once per term.</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 based on the evaluation criteria in 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 <i>Frameworks for the Evaluation of Learning</i>.</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. Students who are following a Modified Program will require monthly GB+/Running Records.</p>
<p><i>Exit Profiles/internal articulation</i> for each student will be prepared in June and distributed to the teachers in August.</p>	<p>Each student has an individual Exit Profile summing up the academics of the school year. This will provide information on how to evaluate each student as they move into the next grade level. Exit Profiles are required and should be completed by the core subject teachers, with input from specialists and the Resource team when necessary.</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 those terms.</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>In Cycle 1 only, Math (Situational Problem) will be evaluated in Terms 2 &amp; 3.</p> <p>All other subjects, including specialties, all competencies will be evaluated and reported on in each term (Terms 1, 2 &amp; 3).</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 MEESR or the school board, teachers will use the accompanying evaluation guides.</p>
<p>General competencies will be evaluated in each cycle during Term 3.</p>	<p>Each cycle will report on a chosen general competency during a students' time in the cycle. Grade level teachers will decide which competency to evaluate and they will choose different competencies for each cycle grade.</p>

## 4. DECISION / ACTION

Standards	Procedures
During the school year, varied pedagogical practices are taken to support and enrich student learning.	Teachers will determine the type of supports and approaches necessary to meet the specific needs of his or her students. This may involve the help of the resource teacher and/or LBPSB Professionals.
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><i>Exit Profiles</i> prepared in June are given to teachers in August in order to keep a record of each students' successes and needs moving forward.</p> <p>There will be meetings in August to review classes and open dialogue about each students needs for the new school year.</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>
Extreme cases where a student may require repetition of an end-of-cycle grade level, team meeting is required.	<p>IEP and parent contact must have been in place prior to February of the end-of-cycle year.</p> <p>Team meeting with all teachers, Resource team and principal must take place in March of the end-of-cycle year to discuss the case and options available.</p> <p>This standard/procedure is geared towards adapted or regular program students.</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.	<p>The principal and teachers will select an appropriate communication tool (e.g. interim report) and distribute it to parents by <i>October 15<sup>th</sup></i>.</p> <p>The issue date of the Interim Report Card will be posted on the school website in the school year calendar.</p>
3 MEESR 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>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):</p> <p>Term 1 – by November 20<sup>th</sup>  Term 2 – by March 15<sup>th</sup>  Term 3 – by July 10<sup>th</sup></p> <p>The issue date of the Interim Report Card will be posted on the school website in the school year calendar.</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 MEESR.</p> <p>As needed, teachers will enter comments in GPI to indicate student strengths and challenges for each subject.</p>
As prescribed by MEESR, all subject-specific competencies are evaluated and reported on in the 3 <sup>rd</sup> 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 MEESR.</p> <p>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 3, teachers will report on 1 <i>General Competencies</i> in the form of comments available in GPI (comments related to strengths and challenges).</p> <p>Cycle 1: Gr. 1 - <i>Organizes his/her Work</i>  Gr. 2 - <i>Communicates Effectively</i></p> <p>Cycle 2: Gr. 3 - <i>Organizes his/her Work</i>  Gr. 4 - <i>Communicates Effectively</i></p> <p>Cycle 3: Gr. 5 - <i>Organizes his/her Work</i>  Gr. 6 - <i>Exercises Critical Judgment</i></p>

<p>Comments on the Report Card to support the (percentage) subject mark.</p>	<p>In all subjects, in each specific subject box, at least 1 comment must be included to support the actual mark given in each term. Whether it be a drop-down or customized comment, the minimum requirement is 1 and teachers are able to include more comments to support the percent grade.</p> <p>That means that every subject, whether it be a core subject or a specialty, must have at least one comment to support the grade given in each term.</p> <p>The general box at the end of the Report Card (Various Comments, etc.) can be used for effort, behaviors, areas to improve and suggestions where deemed necessary. It can also be used to extend the overall comments in one or several of the subject area comments.</p>
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