



# Renewing the Local Framework for the Evaluation of Learning

*Guide for Schools and School Boards*

General Education, Youth Sector

*Evaluation for Better Learning*

Reach for  
your **Dreams**

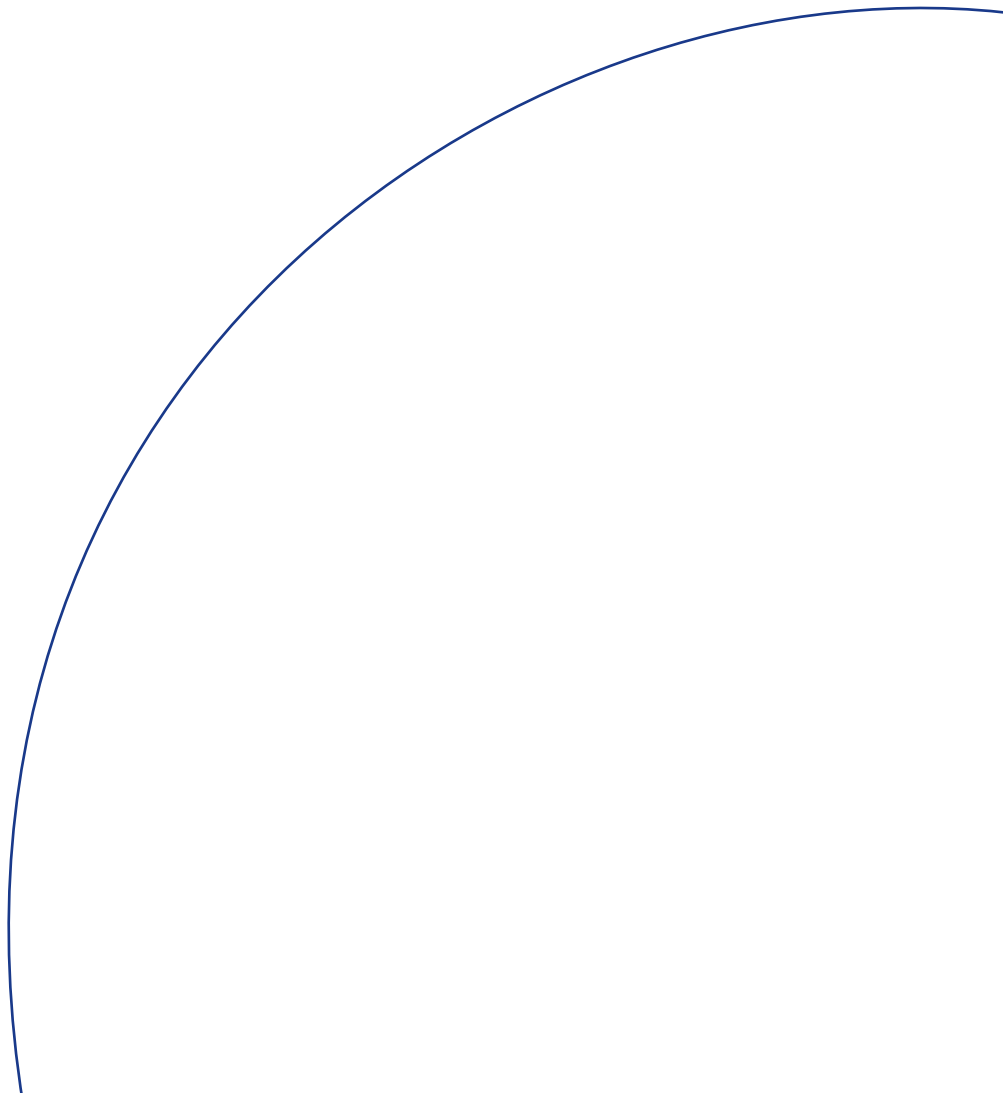
Québec 



# **Renewing the Local Framework for the Evaluation of Learning**

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**General Education, Youth Sector**



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## INTRODUCTION

This Guide is intended to meet the needs expressed by schools and school boards following the implementation of the Policy on the Evaluation of Learning, adopted in October 2003. The implementation plan that accompanies the Policy features information on the support that must be provided, on request, to schools to help them prepare their own evaluation standards and procedures. In addition to helping schools establish their evaluation standards and procedures, this Guide will allow them to renew the local framework for all other aspects of evaluation under their responsibility.

In this Guide, “local framework” means the aspects of evaluation that are under the responsibility of schools and school boards: evaluation standards and procedures, rules on academic progress (student needs, decisions on promotion and placement), evaluation under the responsibility of the school boards or the Ministère de l’Éducation, du Loisir et du Sport, certification of studies, recognition of prior learning, and home schooling.

The various sections of the Guide are intended for use by all those who have a role to play in renewing the local framework for the evaluation of learning: teachers, school administrators, directors of educational services, coordinators, education consultants and school board administrators, whose responsibilities are defined in the *Education Act* and the *Act respecting private education*.

The Guide was put together by a work group made up of directors of educational services, coordinators, education consultants, and administrators of elementary and secondary schools, with the support of the Ministère.

The Guide describes the support available from the Ministère, and users can decide how they intend to benefit from it. The suggested approach, and the various development tools offered, have been designed to meet a wide range of needs within the school system.

The proposals made for the renewal of the local framework are based on various documents, including the *Education Act*, the *Basic school regulation for preschool, elementary and secondary education*,<sup>1</sup> the Québec Education Program, the Policy on the Evaluation of Learning and its implementation plan, the Policy on Special Education, the reference frameworks on the evaluation of learning, and the scales of competency levels.

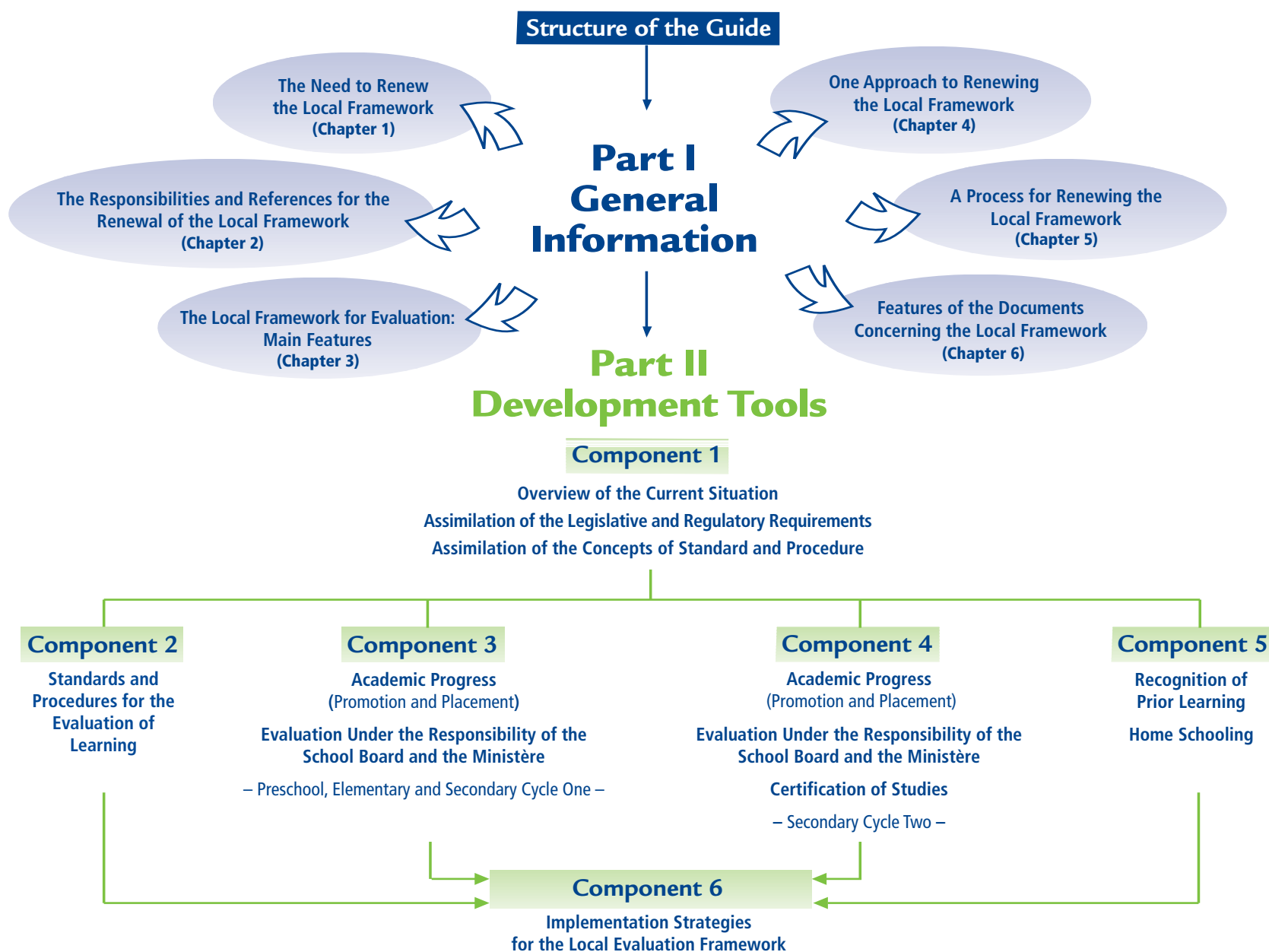
Part I of the Guide provides general information on the renewal of the local framework. Chapter 1 gives the underlying rationale for renewal. Chapter 2 reviews the legal and regulatory requirements for the evaluation of learning and the key responsibilities in this area. Chapters 3 and 4 outline the local evaluation framework and the characteristics of the approach suggested by the work group. Chapter 5 suggests a process for the renewal of the local framework, and Chapter 6 describes the documents that schools and school boards must produce.

Part II of this Guide contains six components that present development tools. Component 1 can be used to draw up an overview of the current situation concerning the local evaluation framework, to understand the legislative and regulatory requirements and to distinguish between evaluation standards and procedures. Components 2, 3 and 4 are intended to support discussions and decisions concerning evaluation standards and procedures, academic progress, evaluation under the responsibility of school boards and the Ministère, and the certification of studies. Component 5 deals with the recognition of prior learning and with home schooling. Component 6 provides support and guidance for the various stakeholders responsible for planning the application of the local framework and its follow-up.

1. Referred to as the “Basic school regulation” in this document.



# Renewing the Local Framework for the Evaluation of Learning





## **Part I**

# **General Information on the Renewal of the Local Evaluation Framework**



## The Need to Renew the Local Framework

### 1.1 Background to the Renewal of the Local Framework

The need to renew the local framework stems first from the changes made to the *Education Act*, in particular with regard to the sharing of responsibilities for the evaluation of learning. Paragraph 4 of section 96.15 stipulates that schools must now adopt standards and procedures for the evaluation of learning, previously a responsibility of school boards. Schools and school boards now have other evaluation responsibilities, such as establishing rules for academic progress and determining methods for the evaluation under their responsibility or that of the Ministère, for the certification of studies, for recognition of prior learning and for home schooling. Since these responsibilities are assigned to various stakeholders, they necessitate a shared vision of evaluation based on values such as justice, equality, equity, coherence, openness and rigour. The responsibilities will be presented in more detail in Chapter 2.

Various documents reflect changes to the educational environment: the Québec Education Program, based on competencies and cycles; Adapting Our Schools to the Needs of All Students – Policy on Special Education; the Policy on the Evaluation of Learning, which presents a renewed approach to the evaluation of learning; the Policy Statement on Educational Integration and Intercultural Education and the related plan of action; and the revised Basic school regulation.

The renewal of the local evaluation framework should help stakeholders in the school community determine what they must do to ensure that the vision of evaluation introduced by the reform is reflected in the evaluation practices of teachers, schools and school boards.

In order to reflect on this new vision, frontline stakeholders in evaluation will have to carry out a critical review of their current methods and practices, especially to take into account the two functions of evaluation: support for learning and recognition of competencies. They will also have to hold discussions on the required adaptation of evaluation practices to a competency-based approach, and on the need for practices related to differentiated learning and academic progress that promote continuity of learning. In Secondary Cycle Two, the discussion must also cover the new education and training paths and the changes made to the certification system.

The renewal of the local framework is an ideal opportunity for a collaborative, locally based search for solutions to the challenges raised by evaluation, while respecting the responsibilities of all involved.

## 1.2 Impact of Renewing the Local Framework

The renewal of the local evaluation framework will have an impact on everyone involved: teachers, cycle teams, school teams, school administrators and school boards, as well as on students and their parents. The following table summarizes the situation:

### Impact of renewing the local framework for the evaluation of learning

#### → Students and parents

- Inform parents and students about the evaluation of learning
- Help parents better understand the decisions made concerning their child
- Let students know what is expected of them, and the methods that will be used to evaluate their work
- Facilitate the right to recourse by establishing the main guidelines for evaluation

#### → Teacher and school team

- Examine the development of evaluation practices, individually and collectively
- Assimilate the main aspects of the support provided by the reform
- Adopt a common vision of how competencies should be evaluated within the school
- Adopt concrete measures to apply the two main functions of evaluation: support for learning and recognition of competencies
- Improve the comparability of the evaluation practices applied by various stakeholders within each school
- Adopt a teamwork approach to the evaluation of learning

#### → School administration

- Demonstrate proactive pedagogical leadership by providing support and guidance to teachers proposing evaluation standards and procedures
- Use standards and procedures as a frame of reference for the pedagogical supervision of evaluation practices
- Establish procedures to deal with difficulties encountered when applying the local framework
- Help parents and students understand the various approaches to evaluation
- Justify decisions made when evaluating students
- Help ensure coherence between the local framework, the educational project and the success plan

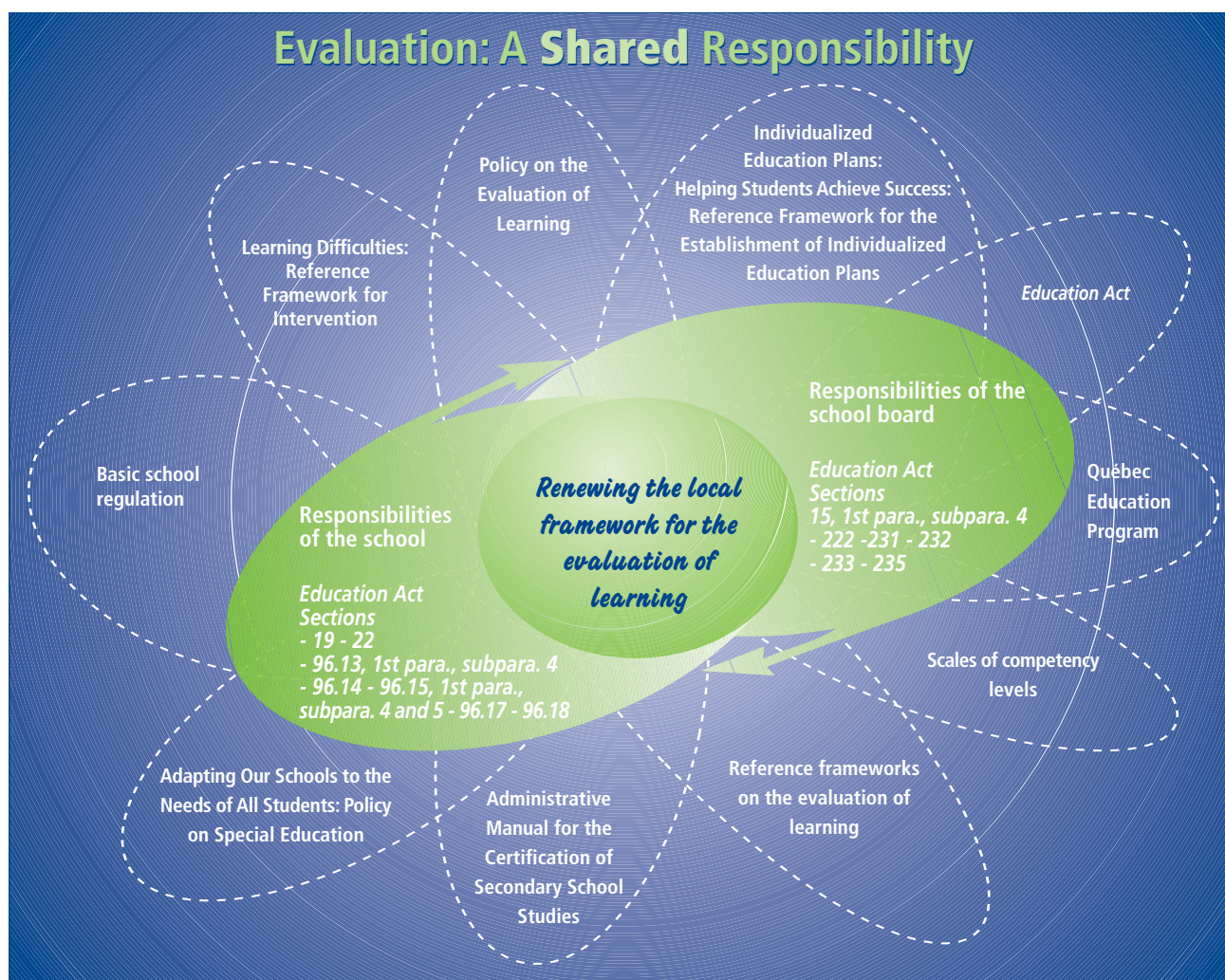
#### → School boards

- Work with schools on the evaluation of learning
- Lead a joint examination with the schools to establish orientations and priorities
- Help ensure coherence between decisions and actions taken in the field of evaluation under the responsibility of the school board or the schools
- Target the comparability of evaluation practices applied by different schools under the authority of the same school board

## Responsibilities and References for the Renewal of the Local Framework

### 2.1 Evaluation: A Shared Responsibility

The *Education Act* and the Basic school regulation deal with several aspects of the evaluation of learning. Various sections of the Act describe the responsibilities of the stakeholders in the school system, and specify the rights, powers and obligations of teachers, school administrators and school boards. The Basic school regulation, in turn, sets out the foundation for decisions made in connection with the evaluation of learning. Since responsibility for evaluation is shared among school boards, schools and the Ministère, it is necessary, before addressing the question of renewal at the local level, to identify the contribution of each, as outlined in the diagram below.



## 2.1.1 Responsibilities of Schools and School Boards

The *Education Act* establishes the responsibilities of schools, and those of principals and teachers in particular. It also specifies the role played by the school board in connection with the evaluation of learning. The relevant provisions are presented in the table below.

### Responsibilities of the school

#### Teacher

According to the second paragraph of section 19,

“The teacher is entitled, in particular ...

2) to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to his care.”

According to section 22,

“A teacher shall

1) contribute to the intellectual and overall personal development of each student entrusted to his care;

2) take part in instilling into each student entrusted to his care a desire to learn;

3) take the appropriate means to foster respect for human rights in his students;

4) act in a just and impartial manner in his dealings with his students;

5) take the necessary measures to promote the quality of written and spoken language ....”

#### Principal

According to the first paragraph of section 96.15,

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

4) the standards and procedures for the evaluation of student achievement 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 board ...”

According to the first paragraph of section 96.15,

“The principal is responsible for approving, on the proposal of the teachers or, in the case of matters referred to in subparagraph 5, of the members of the staff concerned ...

5) the rules governing the placement of students and their promotion from one cycle to the other at the elementary level, subject to the rules prescribed by the basic school regulation.”

According to the first paragraph of section 96.13,

“The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, the principal shall ...

4) inform the governing board on a regular basis concerning the proposals approved by the principal under section 96.15.”

According to section 96.17,

“Following a request, with reasons, from the parents of a child who has not achieved the objectives of pre-school education, the principal may admit the child, as prescribed by regulation of the Minister, to pre-school education for the school year in which he would be eligible for admission to elementary school education, if there are reasonable grounds to believe that such measure will enable the child to achieve those objectives.”

According to section 96.18,

“Following a request, with reasons, from the parents of a student who has not achieved the objectives or mastered the compulsory notional contents of elementary school education at the end of the period fixed by the basic school regulation for mandatory promotion to secondary school, the principal may admit the student, as prescribed by regulation of the Minister, to elementary school education for an additional school year, if there are reasonable grounds to believe that such measure will enable the student to achieve those objectives or master those notional contents.”

### Responsibilities of the school board

According to the first paragraph of section 15,

“The following students are exempt from compulsory school attendance ...

4) a student who receives home schooling and benefits from an educational experience which, according to an evaluation made by or for the school board, are equivalent to what is provided at school.”

According to the first paragraph of section 222,

“Every school board shall ensure that the basic school regulation established by the Government is implemented in accordance with the gradual implementation procedure established by the Minister under section 459.

According to section 231,

“Every school board shall ensure that each school evaluates student achievement and administers the examinations imposed by the Minister.

A school board may impose internal examinations in the subjects it determines at the end of each cycle of the elementary level and at the end of the first cycle of the secondary level.”

According to section 232,

“Every school board shall recognize, in accordance with the criteria or conditions established by the Minister, the learning acquired by a student otherwise than as prescribed in the basic school regulation.”

According to section 233,

“After consulting with the parents’ committee, every school board shall establish rules governing promotion from elementary school to secondary school and from the first cycle to the second cycle of the secondary level, subject to the rules prescribed by the basic school regulation.”

According to the first and second paragraphs of section 235,

“Every school board shall adopt, after consultation with the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities, a policy concerning the organization of educational services for such students ....

The policy shall include:

1) procedures for evaluating handicapped students and students with social maladjustments or learning disabilities; such procedures shall provide for the participation of the parents of the students and of the students themselves, unless they are unable to do so ....”



With regard to evaluation, the *Education Act* contains several provisions that deal with the role of parents and the groups that represent parents in the school system, namely governing boards and parents' committees. First, parents can exercise the recourse provided by the *Education Act*, in particular to challenge evaluation decisions. Section 9 specifies that "A student or parents of a student affected by a decision ... of an officer or employee of the school board may request the council of commissioners to reconsider such decision."

According to section 193, the parents' committee "shall be consulted on ... 8) the rules governing promotion from elementary school to secondary school or from the first cycle to the second cycle of the secondary level" established by the school board.

According to the first paragraph of section 96.13, the school principal "shall ... 4) inform the governing board on a regular basis concerning the proposals approved by the principal under section 96.15."

According to section 86, the governing board "is responsible for approving the time allocation proposed by the principal for each compulsory or elective subject and shall satisfy itself ... that the rules governing the certification of studies prescribed by the basic school regulation are complied with."

In addition, the eighth orientation of the Policy on the Evaluation of Learning states that other people or organizations can be involved in evaluating learning, including professionals working with students, the parents of minor children, and businesses or organizations that receive students in various types of learning situations: "... individuals and organizations other than those directly mentioned in the legislative and regulatory framework may be involved in the evaluation of learning .... Schools and school boards are responsible for establishing the conditions and manner of these evaluation activities ...."

Lastly, the *Act respecting private education* defines the responsibility of private schools concerning the evaluation of learning and the certification of studies. Subparagraph 4 of the first paragraph of section 25 of the Act makes private schools subject to all the provisions of the Basic school regulation that deal with the evaluation of learning and the certification of studies. Subparagraph 5 makes all the provisions of the Basic school regulation concerning "the diplomas, certificates and other official attestations awarded by the Minister, as well as the conditions governing their issue" applicable to private schools. This means that sections 28 to 34 of the Basic school regulation, which are the provisions dealing with the evaluation of learning and the certification of studies, apply to private schools.

Consequently, this Guide can also be used by private schools to update their evaluation methods in a way that reflects the reform of public education.



## 2.1.2 Responsibilities of the Ministère de l'Éducation, du Loisir et du Sport

The responsibilities for the evaluation of learning that are shared by the various educational stakeholders are complementary to those of the Government and the Ministère, as defined in the *Education Act* and presented in the table below.

Section 447	<p>“The Government may make regulations to be known as the “basic school regulation ....”</p>
Section 459	<p><i>Quality of education</i></p> <p>“The Minister shall ensure quality in the educational services provided by school boards.</p> <p><i>Gradual implementation</i></p> <p>In order to exercise that function, the Minister may establish an approach for gradual implementation of the provisions of the basic regulations relating to the list of subjects and to the rules governing the evaluation of learning achievement and the certification of studies.</p> <p><i>Departure from regulation</i></p> <p>Moreover, following a request, with reasons, made by a school board, the Minister may permit, on the conditions and to the extent determined by the Minister, a departure from provisions of a basic regulation relating to the list of subjects so that a special school project applicable to a group of students may be carried out.”</p>
Section 470	<p><i>Revision of results</i></p> <p>“The Minister may, to avoid penalizing students unduly, revise the results obtained by them in the examinations he imposes, to compensate for any error or ambiguity in the examinations brought to his attention after they are taken.</p> <p><i>Invalidation</i></p> <p>The Minister may, where circumstances so require, invalidate the examination and either retain as the final result the grades obtained in the school board internal examinations or hold another examination.</p> <p><i>Weighting of results</i></p> <p>In addition, the Minister may, in accordance with the criteria and methods established by him, weight the results obtained in the school board internal examinations in subjects for which he imposes examinations, to make the results comparable to those obtained in the internal examinations held in other school boards.”</p>
Section 471	<p><i>Diplomas and certificates</i></p> <p>“The Minister shall award diplomas, certificates and other official attestations prescribed in the basic regulations as well as the official attestations and transcripts of marks which he determines.”</p>

## 2.2 References to Be Used in the Renewal Process of the Local Framework

In addition to the *Education Act*, which defines the responsibilities for evaluation, the Basic school regulation contains provisions detailing the evaluation of learning, student progress and the certification of studies. The following table summarizes the contents of each section.

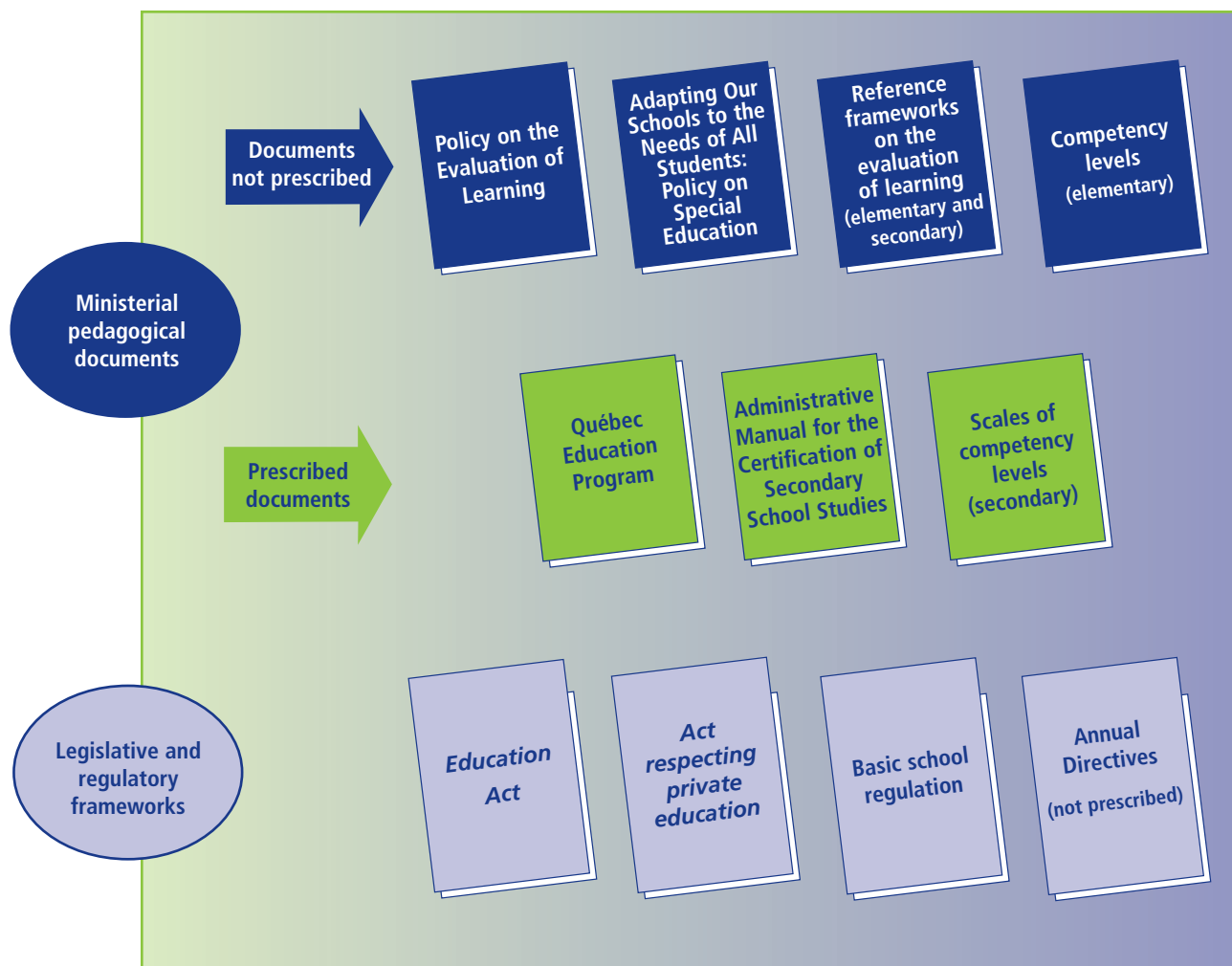
Section 12	Admission to preschool education
Section 13	Number of years in elementary school before promotion to secondary school
Section 14	Persons over age limit
Section 15	Cycles of instruction
Section 23.1	General education path or applied general education path
Sections 23.3 to 23.5	Work-oriented training path
Section 27	Exemption from taking a program
Section 28	Definition of evaluation
Section 29	Number of reports
Section 30	Report card
Section 30.1	End-of-year report or end-of-cycle report <sup>2</sup>
Section 31	Admission to examinations set by the Minister
Section 32	Secondary School Diploma
Section 33	Certificate in Life Skills and Work Skills Education
Section 33.1	Training certificate for a semiskilled trade
Section 34	Pass mark
Section 35	Quality of language
Section 36	Mandatory promotion from elementary to secondary school

In addition, the Annual Directives inform school boards and private schools of the decisions made by the Ministère under the *Education Act* and provide information about the application of the provisions of the Basic school regulation. Finally, the Ministère offers other guides for the evaluation of learning. The Policy on the Evaluation of Learning, the Policy on Special Education, the reference frameworks on the evaluation of learning, and the scales of competency levels are all documents that set out the ministerial vision for teachers and other professionals in the school community, and outline work methods the primary objective of which is to contribute to student success. These documents are complementary to the Québec Education Program and reflect the competency-based approach used at both the elementary and secondary levels.

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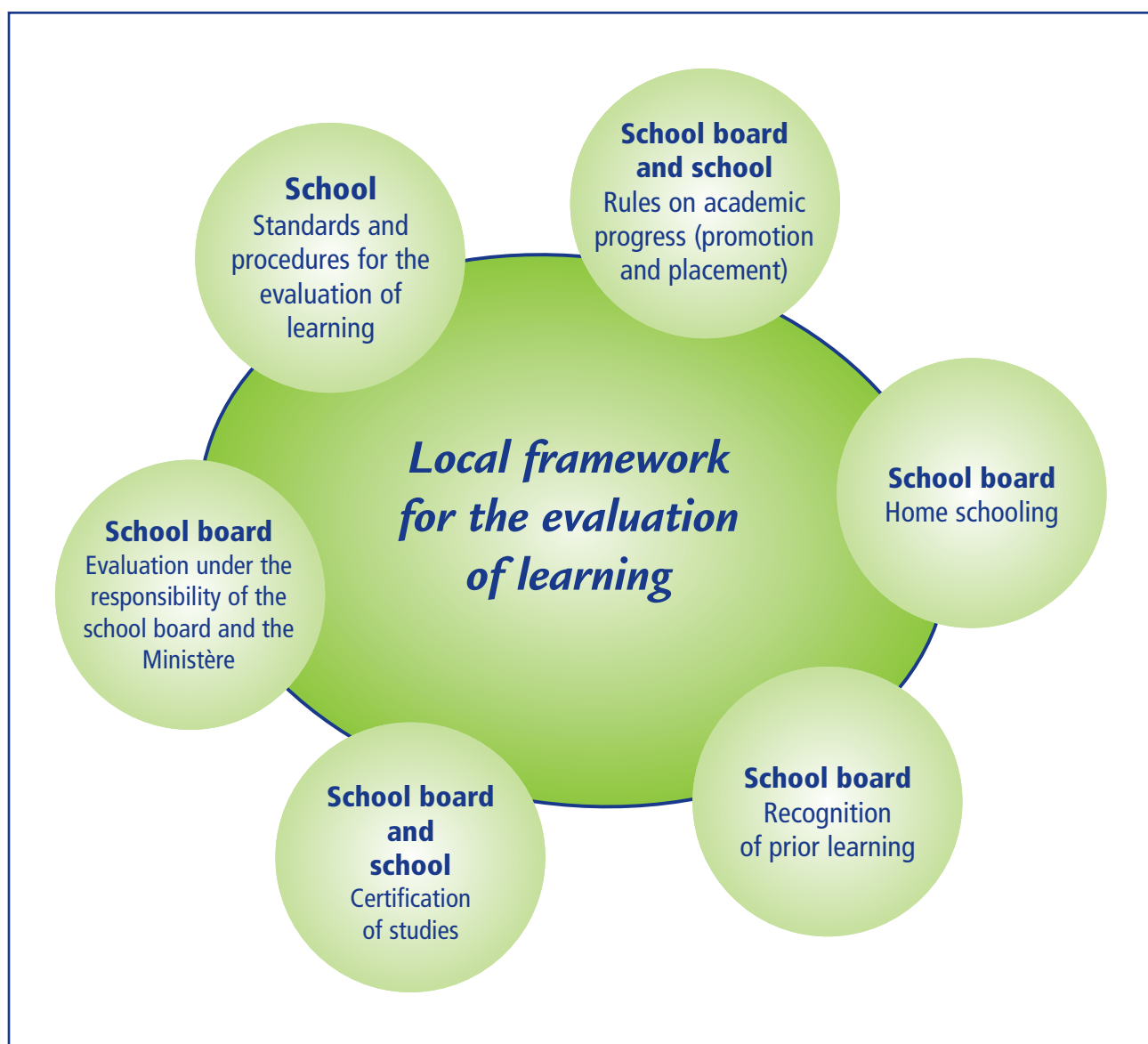
2. Section 30.1 of the Basic school regulation uses “competency report” as the English equivalent of “bilan des apprentissages.”

The following diagram shows all the references available to the school community for the renewal of the local framework.



### The Local Framework for Evaluation: Main Features

At the local level, as mentioned in the previous chapter, the stakeholders in education have a major role to play in the evaluation of learning. Schools and school boards must define the elements of the local framework that come under their respective responsibilities. This chapter attempts to define those elements, presented as an overview in the following diagram.



After reviewing the responsibilities and references for the evaluation of learning presented in Chapter 2, some may still have questions about the actual content of the local framework to be adopted.

It should be noted that only a few of the references impose compulsory elements. There is no single document that gives an official, complete list of the actions that stakeholders in the school system must take with regard to the evaluation of learning.

Some rules for the evaluation of learning and the certification of studies are set out in the Basic school regulation. Others, related to the certification of studies, are presented in the Administrative Manual for the Certification of Secondary School Studies. The Policy on the Evaluation of Learning contains the main orientations intended to guide evaluation practices applied in the school community. The reference frameworks set out guidelines for the implementation of the orientations contained in the Policy.

There is a clear need to establish a local framework. It is important to set common points of reference in order to harmonize evaluation practices, which must be consistent with each school's educational project and success plan, and with the school board's strategic plan.

Internal documents for the evaluation of learning that have been drawn up by some school boards can be consulted before discussions begin on the renewal of the local framework.

### 3.1 Evaluation Standards and Procedures

#### Legislative and regulatory references

- Education Act: First paragraph of section 96.15:  
“The principal is responsible for approving, on the proposal of the teachers ...  
4) the standards and procedures for the evaluation of student achievement 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 board ....”
- Basic school regulation: sections 28, 29, 30, 30.1 and 35

Although the school team must base its work on all the ministerial pedagogical documents presented in Chapter 2, it is essential to use the Policy on the Evaluation of Learning to make specific choices in terms of evaluation practices.

#### Characteristics of an evaluation standard and a procedure

The establishment of evaluation standards and procedures must be based on a shared understanding of what is meant by a standard and a procedure. The following characteristics define them:

##### A standard:

- is a common reference
- results from a consensus of the school team
- is prescriptive
- may be revised as needed
- is consistent with the *Education Act* and the Basic school regulation
- conforms to the Québec Education Program
- is based on the Policy on the Evaluation of Learning and the Policy on Special Education

A procedure:

- explains how to apply a standard
- may be revised as needed
- guides evaluation strategies
- indicates means of action

### The evaluation process: the starting point for establishing standards and procedures

Although all guidelines proposed in the Policy on the Evaluation of Learning should be considered by the school team when defining standards and procedures, it is useful to begin by considering each of the stages in the evaluation process. As mentioned in the Policy, “Evaluation is a complex process that is largely based on the teacher’s professional judgment.” The credibility of the actions taken and decisions made depends on a rigorous application of the process. The stages in the evaluation process are as follows:

- planning
- information gathering and interpretation
- judgment
- decision/action

In addition, according to the Policy, evaluation also involves providing students and parents with information, as needed. Establishing standards and procedures, therefore, leads to considering the **communication of results**.

Lastly, schools are invited to seek ways to implement the eighth orientation in the Policy concerning the **quality of written and spoken language**.

Development tools to be used in establishing evaluation standards and procedures are found in Component 2.

## 3.2 Rules Governing Academic Progress

As indicated in Chapter 2, both schools and school boards are responsible for establishing the rules on academic progress, as shown in the following table.

Promotion and placement rules	Responsibility
Placement in Elementary Cycle One	<p><u>Education Act, first paragraph of section 96.15</u>            “The principal is responsible for approving, on the proposal of the teachers ...            5) the rules governing the placement of students and their promotion from one cycle to the other at the elementary level, subject to the rules prescribed by the basic school regulation.”</p> <p><u>Education Act, section 96.17</u>            “Following a request, with reasons, from the parents of a child who has not achieved the objectives of preschool education, the principal may admit the child, as prescribed by regulation of the Minister, to preschool education for the school year in which he would be eligible for admission to elementary school education, if there are reasonable grounds to believe that such measure will enable the child to achieve those objectives.”</p>
Promotion from one cycle of elementary education to the next, and placement	<p><u>Education Act, first paragraph of section 96.15</u>            “The principal is responsible for approving, on the proposal of the teachers ...            5) the rules governing the placement of students and their promotion from one cycle to the other at the elementary level, subject to the rules prescribed by the basic school regulation.”</p>
Promotion from elementary to secondary education	<p><u>Education Act, section 233</u>            “After consulting with the parents’ committee, every school board shall establish rules governing promotion from elementary school to secondary school and from the first cycle to the second cycle of the secondary level, subject to the rules prescribed by the basic school regulation.”</p> <p><u>Education Act, section 96.18</u>            “Following a request, with reasons, from the parents of a student who has not achieved the objectives or mastered the compulsory notional contents of elementary school education at the end of the period fixed by the basic school regulation for mandatory promotion to secondary school, the principal may admit the student, as prescribed by regulation of the Minister, to elementary school education for an additional school year, if there are reasonable grounds to believe that such measure will enable the student to achieve those objectives or master those notional contents.”</p>
Placement in Secondary Cycle One	<p><u>Education Act, first paragraph of section 96.15</u>            “The principal is responsible for approving, on the proposal of the teachers ...            5) the rules governing the placement of students ... subject to the rules prescribed by the basic school regulation.”</p>
Promotion from Secondary Cycle One to Secondary Cycle Two	<p><u>Education Act, article 233</u>            “After consulting with the parents’ committee, every school board shall establish rules governing promotion ... from the first cycle to the second cycle of the secondary level, subject to the rules prescribed by the basic school regulation.”</p>
Promotion and placement in Secondary Cycle Two	<p><u>Education Act, first paragraph of section 96.15</u>            “The principal is responsible for approving, on the proposal of the teachers ...            5) the rules governing the placement of students ... subject to the rules prescribed by the basic school regulation.”</p>

The Basic school regulation (sections 12, 13, 14, 15, 23.1, 23.3, 23.4, 23.5, 27, 28, 34 and 36) contains useful references for establishing rules on academic progress.

According to section 96.14 of the *Education Act*, the school principal is responsible for establishing an individualized education plan adapted to the needs of a handicapped student or a student experiencing difficulties. The principal must establish the plan with the assistance of the student's parents, the staff providing services to the student, and the student, unless he or she is unable to do so.

### Some features of the rules on academic progress

According to Judge Louis-Philippe Pigeon, a rule is a guideline that indicates what should be done or is required in a particular situation. "A rule, by its very nature, is expressed in terms of a duty (must), since it constitutes references applicable to everyone."<sup>3</sup> [Free translation]

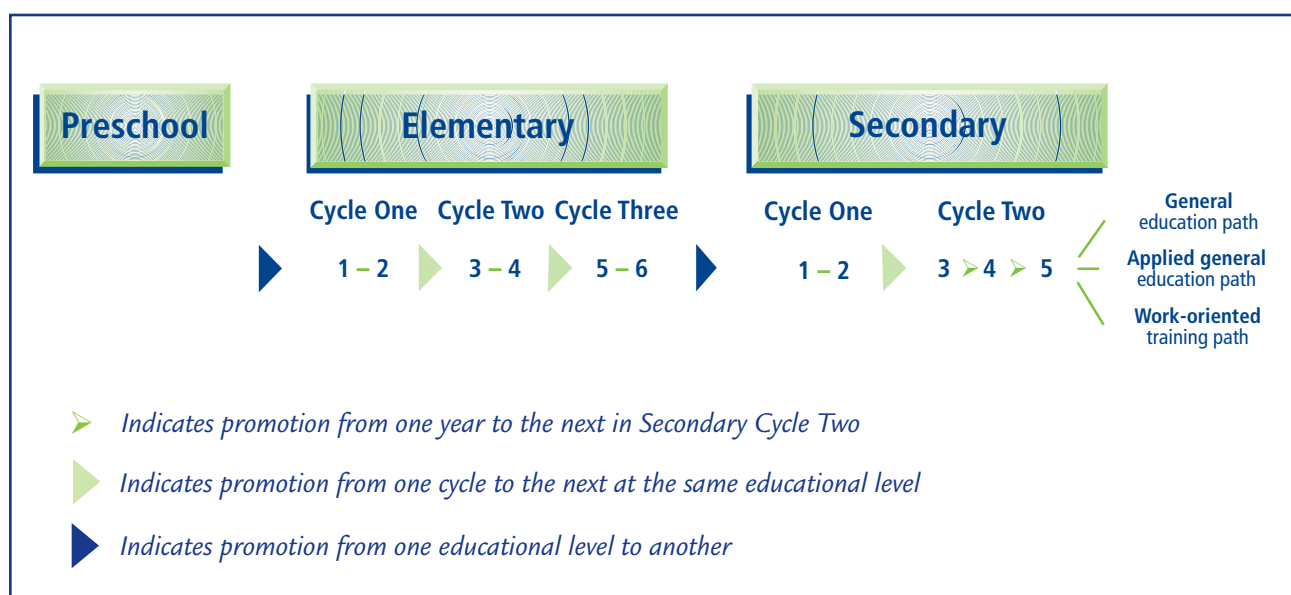
#### A rule on academic progress (promotion and placement)

- is a guideline concerning students' progress through elementary and secondary education
- is established on the basis of the requirements for the continuation of learning at the next cycle, level or class
- takes into account the needs of students, their main interests and their learning objectives
- respects the legislative and regulatory requirements that set guidelines for the evaluation of learning and student progress
- may be revised as needed
- conforms to the Québec Education Program
- is based on the Policy on the Evaluation of Learning and the Policy on Special Education

### A new vision of academic progress

Before establishing the rules for academic progress, it is important to have a clear overall view of this progress.

### Academic progress from preschool to secondary education



3. Louis-Philippe Pigeon, *Rédaction et interprétation des lois*, 3rd ed. (Québec: Éditeur officiel du Québec, 1978), p. 26.



The education reform has led to a change in the way academic progress is viewed, since more weight must now be placed on the individual needs of students in order to foster success. This new vision of academic progress is essentially based on the principle of continuity of learning.

The application of this principle is leading schools and school boards to review some current practices on student placement and on promotion to the next cycle, such as having students repeat a year or repeat courses they have already passed. Basing decisions concerning student promotion and placement mainly on organizational constraints should be avoided. The renewal of the rules on academic progress should reflect this new vision and should coincide with the decisions made concerning evaluation standards and procedures.

The decisions made concerning a student's academic progress must include the following three steps:

- The student's situation must be studied after information concerning the student has been gathered and analyzed, in order to define his or her specific needs while taking interests and abilities into account.
- A decision must be made concerning the student's continuation of learning (promotion).
- The form of pedagogical organization best suited to the student must be determined (placement), to take the student's needs into account and encourage him or her to continue learning.

To take this process into account, rules should be established for each of the three steps.

Decisions concerning academic progress cannot be made by a single person, but must result from the concerted work of administrators, teachers, resource teachers, psychologists, etc. The complementary points of view of all staff working with the student, based on their responsibilities, will guarantee that quality decisions and actions will be taken with regard to the student's academic progress.

For a student with a handicap, a social maladjustment or a learning difficulty, important decisions in relation to academic progress should be made as part of the individualized education plan process carried out by the school administrators with the assistance of the student, his or her parents and the staff concerned. This process, which takes into account an evaluation of the student's needs and abilities, allows for a comprehensive view of the student's situation and decision making in the student's best interests.

Components 3 (Preschool, Elementary and Secondary Cycle One) and 4 (Secondary Cycle Two) provide development tools to help determine the rules on academic progress for which schools or school boards are responsible.

### 3.3 Other Aspects to Consider in the Renewal of the Local Framework

In addition to evaluation standards and procedures and rules on academic progress, the local evaluation framework contains other elements. In accordance with the *Education Act*, school boards must take on the other responsibilities assigned to them as part of the evaluation of learning. For one, they must ensure that schools evaluate learning, and carry out the evaluation activities under the responsibility of the school board or the Ministère. Also, since the certification of studies is a responsibility shared between the Ministère and the educational milieu, school boards must set guidelines in this area. They must also make decisions on the recognition of prior learning and on home schooling.

### 3.3.1 Evaluation Under the Responsibility of School Boards and the Ministère de l'Éducation, du Loisir et du Sport

As stated in Chapter 2, the responsibility of school boards with regard to evaluation is defined in section 231 of the *Education Act*:

“Every school board shall ensure that each school evaluates student achievement and administers the examinations imposed by the Minister.

#### *Internal examinations*

A school board may impose internal examinations in the subjects it determines at the end of each cycle of the elementary level and at the end of the first cycle of the secondary level.”

The renewal of the local framework for the evaluation of learning offers an opportunity for school boards to reconsider their role in the quality of the evaluation carried out in their schools. Because school boards are accountable for evaluation, they must extend the range of the practices currently applied, in particular by setting internal examinations at the end of each cycle of elementary and secondary education to ensure that schools are evaluating their students' learning.

Other actions connected with support and regulation can be applied judiciously to ensure the quality of evaluation, such as providing information or training, fostering the sharing of know-how, helping teachers produce development tools, creating assistance networks, encouraging the analysis of evaluation practices, etc.

In addition, school boards that wish to avail themselves of their right to set examinations at the end of each cycle of elementary education and the end of Secondary Cycle One must redefine guidelines to ensure that they respect the spirit of the Policy on the Evaluation of Learning and the new practices in the area of classroom evaluation.

They must also select ways to ensure that their schools administer ministerial exams to their students, in particular the compulsory examinations planned for in Elementary Cycle Three and the uniform examinations for the certification of studies.

Components 3 and 4 propose development tools to help school boards implement measures related to their responsibilities in the evaluation of learning.

### 3.3.2 Certification of Studies

The *Education Act* (sections 222 and 231) defines the powers and responsibilities relating to the certification of studies, and the Basic school regulation (sections 31, 32, 33, 33.1 and 34) establishes the rules for obtaining official certification documents.

The Annual Directives clarify the application of some of the sections of the Basic school regulation. In addition, the ninth orientation of the Policy on the Evaluation of Learning states that “evaluation for certification purposes must render account of the acquisition of competencies and thus uphold the value that society accords to official certification documents.” The Administrative Manual for the Certification of Secondary School Studies completes the rules for certification.

The applicable legislative and regulatory texts divide responsibility for carrying out evaluation for certification purposes between the Ministère and the educational milieu. The Ministère sets uniform examinations, the results of which are partially added to the results obtained at school, in order to produce a final result of each student. However, in some subjects only the results obtained in school are taken into account. The compilation of results is thus a major responsibility for secondary schools, since their results form part of the final results achieved by students and are taken into account for the awarding of a Secondary School Diploma.

The recognition of official certification documents depends on the quality of the evaluation of learning. Certification of studies is based on reliable, rigorous, valid and equitable evaluation. The decisions made have a major impact on whether students decide to continue with their education or join the labour market. The Ministère, school boards and schools must develop methods to measure, accurately and fairly, the competencies acquired by students.

In this context, it is important to look critically at the tools used for the evaluation of learning since they must be able to convey the complexity and diversity of the learning acquired. Evaluation tools used by the Ministère may be used as models by the school community.

School boards must offer schools the information, training, support and guidance they need for the certification of studies. School administrators must ensure that the staff members concerned are informed of the importance of local evaluation. This means that teachers must have access to all documents connected with the certification of studies and understand the impact of the evaluations conducted by the Ministère.

Component 4 provides development tools designed to help define methods to be used in the certification of studies.

### 3.3.3 Recognition of Prior Learning

According to section 232 of the *Education Act*, “Every school board shall recognize, in accordance with the criteria or conditions established by the Minister, the learning acquired by a student otherwise than as prescribed in the basic school regulation.”

In order to recognize prior learning and deal fairly with individual cases, school boards must determine the methods they intend to use. The methods must be based on the need to evaluate all competencies, whether developed inside or outside school, and to avoid unnecessary duplication of training. The level of these competencies must be examined using a frame of reference based on program requirements concerning overall personal development. For example, a school could decide to design an evaluation rubric that takes into consideration such parameters as personal autonomy, reliability, validity and rigour of the learning and evaluation context. To complement the rubric, the school could introduce a compulsory interview with the outside training providers, the parents and the person requesting recognition of prior learning. Whatever methods are used, they should be made public, for reasons of openness, justice and equality.

### 3.3.4 Home Schooling

Subparagraph 4 of the first paragraph of section 15 of the *Education Act* recognizes that a student may be dispensed from compulsory school attendance if the student “receives home schooling and benefits from an educational experience which, according to an evaluation made by or for the school board, are equivalent to what is provided at school.”

This legislative provision allows school boards to select the methods they will use to carry out this responsibility, taking into account the requirements of the Québec Education Program and the Policy on the Evaluation of Learning. The methods must be explained to parents who wish to school their children at home.

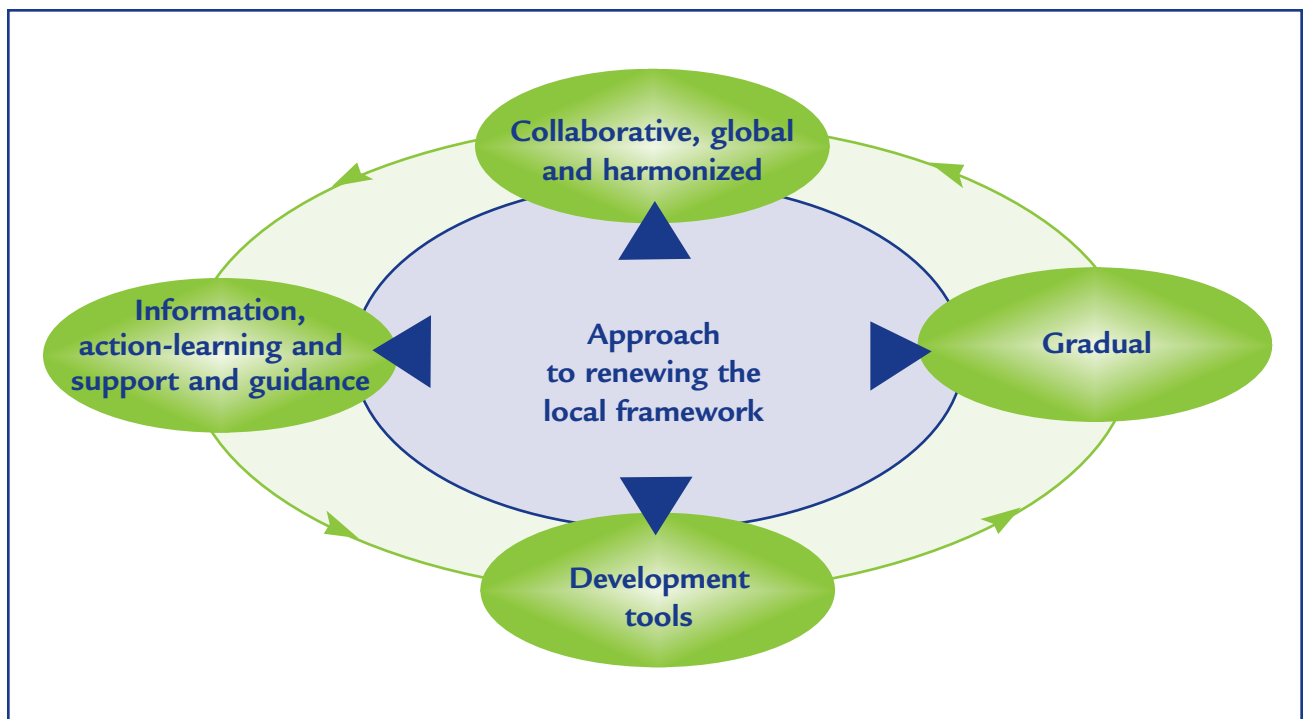
However, if, at the request of the school board, the schools evaluate the learning of home-schooled children, they must be provided with support in carrying out this task in order to harmonize the methods used by different schools.

Component 5 provides development tools to guide discussions prior to defining methods for the recognition of prior learning and for home schooling.



### One Approach to Renewing the Local Framework

Although there are several approaches to renewing the local framework for the evaluation of learning, certain conditions are necessary for them to be effective. Stakeholders in education may, however, make adaptations to the suggested approach taking into account the realities and responsibilities specific to their own milieu. The following diagram and text present the four characteristics of an integrated approach.



#### *A collaborative, global and harmonized approach*

The renewal of the local framework for the evaluation of learning must be part of a collaborative effort between school boards and schools, firstly, to ensure effectiveness, and secondly, to harmonize the evaluation choices by school boards and by schools.

A collaborative approach helps develop a shared vision of the evaluation of learning. Firstly, it leads to discussions on the renewal of joint evaluation practices among the various educational stakeholders, namely teachers, school administrators, directors of educational services, coordinators, education consultants, and school board administrators. Secondly, the results of the discussions can be used by schools or the school boards as the starting point for renewing their local frameworks.

A collaborative approach requires all stakeholders involved in evaluation to take part in the discussions from the outset. Teachers have a key role to play, since they are responsible for proposing evaluation standards and procedures, and rules on academic progress, if need be, to the school administration. In addition, a collaborative approach allows for practices and tools developed in each school to be shared with others.

The suggested approach allows all aspects of evaluation that are under the responsibility of schools or school boards to be dealt with globally. It ensures that actions are complementary, in accordance with Orientation 6 of the Policy on the Evaluation of Learning. However, schools must be left enough leeway, in keeping with the spirit of the *Education Act*, to develop their own standards and procedures for the evaluation of learning. The approach ensures that there will be a shared vision, and that similar themes will be dealt with. In addition, since various possibilities concerning academic progress will be examined by all concerned, the rules governing promotion and placement at the preschool, elementary and secondary levels will be better coordinated.

### *An approach based on information, action-learning and support and guidance*

The suggested approach for the renewal of the local framework for the evaluation of learning offers schools and school boards an additional opportunity to implement changes arising from the reform, especially those connected with the Québec Education Program and the Policy on the Evaluation of Learning, and anchors them in reality. The need for a shared vision of evaluation practices requires an integrated reading of all the elements that define learning and evaluation as part of the reform. Consequently, it is hoped that the appropriate documents will be made available to the stakeholders concerned and that steps will be taken to help them assimilate their content.

The approach is of the action-learning type. It allows people with a diverse range of individual competencies to work together to pool their knowledge and experience in the area of evaluation of learning. The objective is, in some ways, to develop a collective competency within the school milieu in order to take charge of the evaluation of learning. This competency will emerge from the cooperation between stakeholders and the synergy created by action.

In addition, forming a joint school board / schools committee will help to build a culture of support and guidance by the stakeholders involved in the renewal of the local framework. At the school level, the school administration can also provide support and guidance to teachers as they take on their responsibility for proposing evaluation standards and procedures. This approach requires a forum for discussion, decision making and the regulation of evaluation practices.

### *An approach using development tools*

The renewal of the local framework is fostered by the use of documents made available to school boards and schools. For example, this Guide presents general information on the responsibilities of school boards and schools in connection with evaluation, the main features of the local framework, the approach suggested for establishing a framework, etc. The Guide also includes various development tools to support the main stages in the suggested process.

The main function of the proposed tools is to initiate discussion among the stakeholders concerned, in order to move evaluation practices forward. In the components dealing with standards and procedures and academic progress, questions and examples are proposed that outline aspects to be taken into consideration and the best ways to ensure that evaluation practices are consistent with the Québec Education Program.

The questions aim to encourage all stakeholders to conduct an in-depth examination of their own evaluation practices and plan changes taking into account the new orientations for evaluation. Thus, they are necessary but not exhaustive, and other avenues for discussion can be explored. The examples given are not necessarily models to be applied; they are intended to illustrate the possible content of evaluation standards and procedures, as well as rules for academic progress. However, they are expected to create a reaction and to spark discussion on the choices to be made.

The proposed development tools are flexible and may be adapted to every educational milieu, whatever the circumstances in relation to the renewal of the local framework for evaluation and the approach chosen.

### *A gradual approach*

The approach must be applied gradually, since the content of the guidelines set for the evaluation of learning will be defined progressively as the education reform is implemented. Most challenges in the area of evaluation will arise as the Québec Education Program is applied. School authorities must give themselves some time before making definitive decisions on evaluation standards and procedures, the rules on academic progress, and the methods used in relation to the other aspects of evaluation that are under their responsibility. However, this does not mean that the renewal of the local framework should be unnecessarily postponed. The discussion on evaluation practices should begin as soon as the stakeholders feel ready.

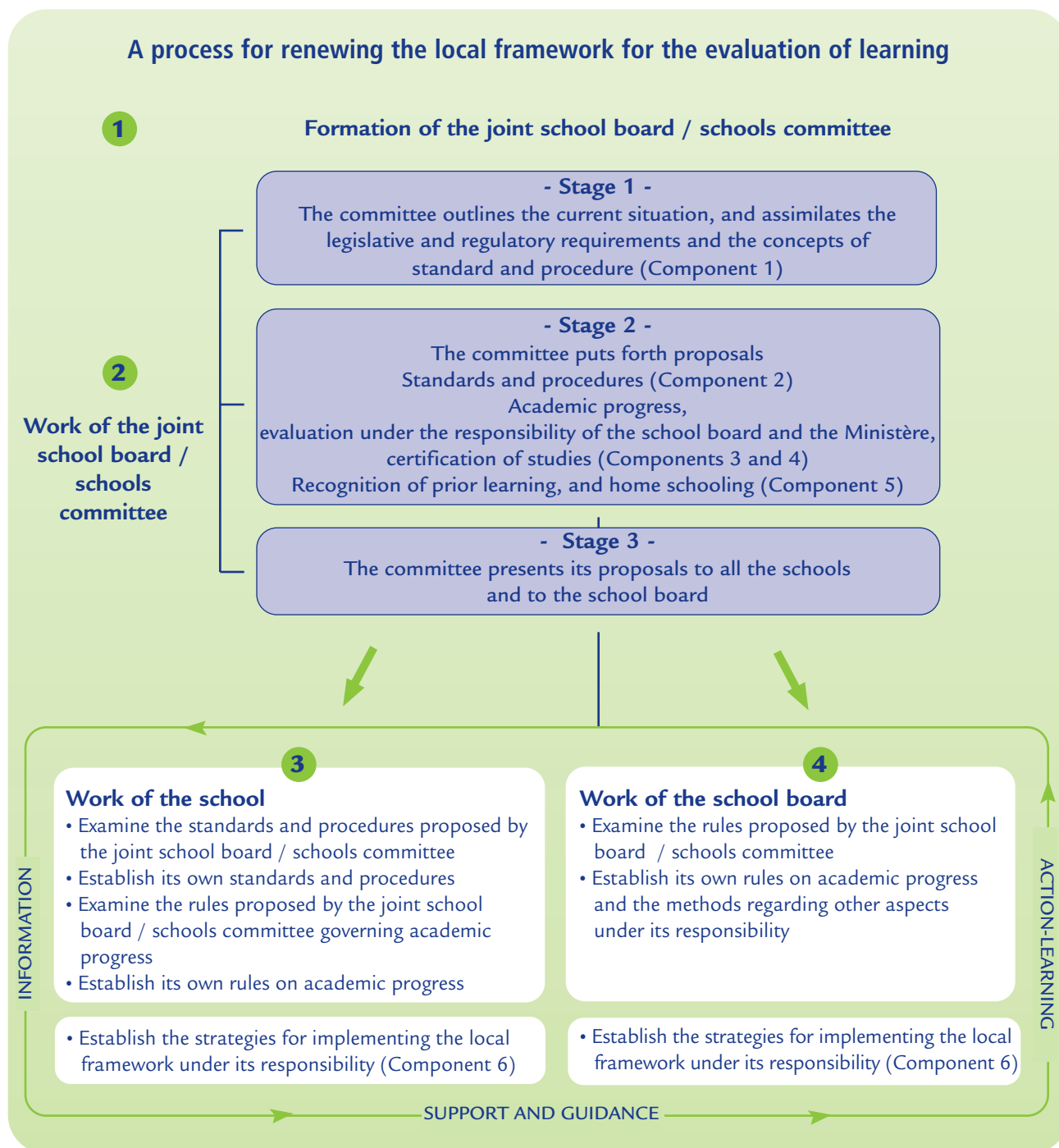
Once choices have been made, implementation strategies need to be adopted. The application of the new guidelines may be spread over time, and the validity of the choices made will be confirmed in the field. Follow-up by the school or the school board concerned will be needed to define the possibilities and limits of the choices made, and, where necessary, will lead to changes. Evaluation standards and procedures, the rules on academic progress, and other aspects may require adjustment as they are assimilated and applied. The renewal of the local framework will not lead to definitive choices, but rather to solutions that are liable to evolve.





## A Process for Renewing the Local Framework

This chapter sets out a process to facilitate the renewal of the local framework, taking into account the approach suggested in the preceding chapter. It describes the parties that could lead the renewal process, the main stages in the process and the operations involved.



## 5.1 Formation of a Joint School Board / Schools Committee

First, a committee should be set up with representatives from the school board and schools. It would be responsible for adapting the various aspects of the existing local framework, if applicable, and reflecting on and making choices regarding evaluation to suit the local environment. Setting up this type of committee will help stakeholders work together for the purpose of harmonizing practices. More specifically, the committee could include the following members:

- ▶ teachers from the preschool, elementary and secondary levels
- ▶ administrators of elementary and secondary schools
- ▶ representatives of the school board's educational services (director, coordinator, education consultant)

The mandate of the joint school board / schools committee could be set as follows:

- ▶ to determine possible courses of action to be taken by the schools and the school board in defining the local framework
- ▶ to inform the groups concerned of possible courses of action
- ▶ to support the process for designing the local framework

## 5.2 Joint School Board / Schools Committee at Various Stages in the Renewal Process

The work of the joint school board / schools committee would be divided into three stages. The first stage would involve outlining the current situation, and assimilating the legislative and regulatory requirements and the concepts of standard and procedure. The second stage would centre on the design of the local framework that the committee intends to propose to the stakeholders. As the work advanced, or once it had been completed, the committee would present its proposals. The last stage would involve providing support to schools as they establish the framework under their responsibility.

### ***Stage 1: Outlining the current situation, and assimilating the legislative and regulatory requirements and the concepts of standard and procedure***

Before beginning the actual work to renew the local framework, the joint school board / schools committee should initiate discussion. **Component 1** has been designed to support this discussion. It could also benefit an individual school or school board.

#### ***Part 1***

- ▶ Outline the current situation based on the existing local evaluation framework, to estimate the scope of the renewal.

#### ***Part 2***

- ▶ Assimilate the main elements of the *Education Act* and the Basic school regulation concerning the evaluation of learning.

#### ***Part 3***

- ▶ Assimilate the concepts of standard and procedure by determining their respective features.

## ***Stage 2: Designing the local framework for the evaluation of learning***

The joint school board / schools committee continues its examination, putting forth proposals regarding all aspects of the local framework.

### **Component 2**

Preschool, elementary and secondary education

#### **Standards and Procedures for the Evaluation of Learning**

- ▶ Establish the evaluation standards and procedures to be proposed to the school board's schools.

### **Component 3**

Preschool and elementary education and Secondary Cycle One

#### **Academic Progress – Evaluation Under the Responsibility of the School Board**

- ▶ Establish the rules on academic progress and their application, to be proposed to the schools and to the school board depending on their respective legal responsibilities.
- ▶ Determine the methods to be proposed to the school board to allow it to exercise its responsibilities for the evaluation of learning.

### **Component 4**

Secondary Cycle Two

#### **Academic Progress – Evaluation Under the Responsibility of the School Board and the Ministère – Certification of Studies**

- ▶ Establish the rules on academic progress and their application, to be proposed to the schools and to the school board depending on their respective legal responsibilities.
- ▶ Determine the methods to be proposed to the school board to allow it to exercise its responsibilities for the evaluation of learning.
- ▶ Determine the methods to be proposed to the schools and the school board to allow them to exercise their responsibilities for the certification of studies.

### **Component 5**

Preschool, elementary and secondary education

#### **Recognition of Prior Learning – Home Schooling**

- ▶ Determine the methods to be proposed to the school board to allow it to exercise its responsibilities for the recognition of prior learning and for home schooling.

**Components 2, 3, 4 and 5** describe a process designed to facilitate the work of the joint school board / schools committee. It can be followed as it stands, or adapted. Although the components are different from one another, they are all based on the same logic:

- preliminary questions to launch discussion and define points for consideration
- questions on specific aspects to define possible courses of action
- analysis of examples proposed, if applicable
- development, by the joint school board / schools committee, of proposals for the local framework

### ***Stage 3: Presenting the choices made by the joint school board / schools committee with regard to the local framework to all schools and interested parties at the school board***

After making its choices, the joint school board / schools committee presents them to the schools and interested parties at the school board. The following steps are proposed:

- ▶ Decide how to present the choices.
- ▶ Present the results of the committee's work.
- ▶ Make proposals concerning information, training, support and guidance for schools and the school board as they prepare their respective work. For example,
  - use a pedagogical day set aside for the evaluation of learning to offer workshops on the renewal of the local framework, during which administrators, teachers, complementary services staff and educational services staff can exchange points of view on the topic (awareness and information)
  - designate a member of the joint school board / schools committee to present the work of the committee in a given school, as the work progresses (information)
  - invite school administrators, accompanied by teachers, to attend an information session at the start of the process, and offer other similar sessions as the work progresses (information)
  - set up an evaluation of learning work group in each school and assign it a committee member (support and guidance)
  - establish a group of resource persons for the evaluation of learning, drawn from the staff of the various services in the school board (training)

## **5.3 Work of the Schools**

The school team, which includes the teachers and the school administration, is responsible for establishing the school's evaluation standards and procedures and some of the rules on academic progress. It can base its approach on the work of the joint school board / schools committee. However, it is up to each school team to produce the final documents that set out its choices concerning the evaluation of learning. Each school can either adopt all the choices made by the joint school board / schools committee, or adapt them. The school team should begin its own in-depth examination of the evaluation of learning using the approach selected by the joint school board / schools committee. It is important to note that the principal must take on a leadership role in the process by supervising and coordinating the work. The principal must then approve the standards and procedures, and the rules applicable to academic progress that are under the responsibility of the school. Here are some suggestions concerning the work of the school team.

### **Determine the scope of the work (Component 1)**

- ▶ Summarize the framework for the evaluation of learning currently used in the school.
- ▶ Assimilate the legislative and regulatory requirements using case studies.
- ▶ Assimilate the concepts of standard and procedure.
- ▶ Establish a work schedule with annual priorities.

### **Establish standards and procedures for the evaluation of learning in the school (Component 2)**

- ▶ Ask the same questions that were asked by the joint school board / schools committee.
- ▶ Assimilate the Québec Education Program, the Policy on the Evaluation of Learning, the reference frameworks on the evaluation of learning, etc.
- ▶ Examine the proposals made by the joint school board / schools committee.
- ▶ Establish and draft the school's standards and procedures for the evaluation of learning.

### **Establish the rules on academic progress under the school's responsibility (Component 3 or 4)**

- ▶ Ask the same questions that were asked by the joint school board / schools committee.
- ▶ Examine the proposals made by the joint school board / schools committee.
- ▶ Establish and draft the school's rules on academic progress.

### **Establish implementation strategies for the local evaluation framework (Component 6)**

- ▶ Plan the application of the selected evaluation standards and procedures and rules on academic progress.
- ▶ Plan an information strategy.
- ▶ Plan the follow-up to the application of the evaluation standards and procedures and of the rules on academic progress.

In compliance with the legislative requirements, the school principal informs the governing board about the proposals made for standards and procedures and for the rules on academic progress under the school's responsibility that he or she has approved. The principal may also inform all parents of the approved proposals.

## **5.4 Work of the School Board**

The school board is responsible for establishing rules on academic progress, and taking steps to respect its obligations concerning the other aspects under its responsibility. It can base its approach on the work of the joint school board / schools committee. However, it is up to each school board to produce the final documents that set out its choices concerning the evaluation of learning. Each school board can either adopt all the choices made by the joint school board / schools committee, or adapt them. The school board can also add other measures to the local framework. The school board should begin its own in-depth examination of the evaluation of learning, using the approach selected by the joint school board / schools committee. Below are some suggestions concerning the work of the school board.

### **Determine the scope of the work (Component 1)**

- ▶ Summarize the framework for the evaluation of learning currently used by the school board.
- ▶ Assimilate the legislative and regulatory requirements using case studies.
- ▶ Establish a work schedule with annual priorities.

### **Establish the rules and methods under the responsibility of the school board (Components 3, 4 and 5)**

- ▶ Assimilate the Québec Education Program, the Policy on the Evaluation of Learning, the reference frameworks on the evaluation of learning, etc.
- ▶ Analyze the courses of action proposed by the joint school board / schools committee concerning academic progress, evaluation under the responsibility of the school board, the certification of studies, the recognition of prior learning, and home schooling.
- ▶ Define and draft the rules for the matters under its responsibility and establish appropriate methods, in compliance with the internal working and consultation procedures.

**Establish implementation strategies for the local evaluation framework (Component 6)**

- ▶ Plan the application of the selected rules and methods.
- ▶ Plan an information strategy.
- ▶ Plan the follow-up to the application of the rules governing academic progress and the methods to be used.
- ▶ Plan an annual validation process for the evaluation framework.

In order to take the legislative requirements into account, the school board should consult the parents' committee regarding the rules for promotion from elementary to secondary school and from Secondary Cycle One to Secondary Cycle Two. According to internal procedures, the school board may submit the local framework to the council of commissioners for approval or for information purposes only.

## Features of the Documents Concerning the Local Framework

The renewal of the local framework for the evaluation of learning, whether under the responsibility of a school or a school board, requires the production of official documents. These documents are used at the local level by all those concerned with the evaluation of learning, especially teachers, and by the general public. This chapter contains proposals concerning the nature and features of the documents that should be produced.

### 6.1 Documents to be Produced

Responsibility for producing these documents depends on the responsibilities defined by the *Education Act*. The main aspects to be taken into account by schools and school boards are set out below.

#### *Schools*

##### Preschool and elementary levels

- Standards and procedures for the evaluation of learning
- Rules on academic progress (promotion and placement from the preschool level to Elementary Cycle One, and from one cycle of elementary education to the next)

##### Secondary Cycle One

- Standards and procedures for the evaluation of learning
- Rules on academic progress (placement in Secondary Cycle One)

##### Secondary Cycle Two

- Standards and procedures for the evaluation of learning
- Rules on academic progress (promotion from one year to the next in Cycle Two and placement)

#### *School boards*

- Rules on academic progress (promotion from elementary to secondary education, and from Secondary Cycle One to Secondary Cycle Two)
- Methods for evaluation under the responsibility of the school board and the Ministère
- Methods for the certification of studies
- Methods for the recognition of prior learning and for home schooling



## 6.2 Information on the Content of Various Documents

The following information on the content of various documents provides an outline for drafting a local framework for the evaluation of learning. It includes the essential elements, but is not exhaustive. Other important information can be added, such as the values underlying the design work, or direct links to the Québec Education Program, the Policy on the Evaluation of Learning or other ministerial documents. Legislative and regulatory references or a description of the process used to make choices could also be included.

Whatever elements are included by the school or school board, the local framework should not merely reiterate the content of the various ministerial documents used to make choices concerning the evaluation of learning.

In this regard, the following tables present the essential elements that should be included in all documents, whether produced by a school or a school board, concerning the evaluation of learning.

## Content to be included in documents produced by a school

The following elements should be included before addressing the various aspects of the evaluation of learning under the responsibility of the school:

- the topic of the document
- the aim of the document
- the scope of application
- the implementation date(s)

### EVALUATION STANDARDS AND PROCEDURES

Preschool and elementary education, Secondary Cycle One and Secondary Cycle Two

The evaluation standards and procedures could be addressed taking the following aspects into account:

- planning
- information gathering and interpretation
  - judgment
  - decision/action
- ongoing and end-of-cycle communication
  - language quality

### ACADEMIC PROGRESS

The following aspects of academic progress could be addressed:

Preschool and elementary education	Secondary Cycle One	Secondary Cycle Two
<ul style="list-style-type: none"> <li>• Information to be gathered and the determination of student needs</li> <li>• Rules governing the continuation of student learning (promotion):               <ul style="list-style-type: none"> <li>– promotion from preschool to elementary education</li> <li>– promotion from one elementary cycle to the next</li> </ul> </li> <li>• Choice of pedagogical organization to meet student needs (placement):               <ul style="list-style-type: none"> <li>– placement from one elementary cycle to the next</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Information to be gathered and the determination of student needs</li> <li>• Choice of pedagogical organization to meet student needs (placement)               <ul style="list-style-type: none"> <li>– placement in Secondary Cycle One</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Information to be gathered and the determination of student needs</li> <li>• Rules governing the continuation of student learning (promotion):               <ul style="list-style-type: none"> <li>– promotion from one year to the next by subject</li> </ul> </li> <li>• Choice of pedagogical organization to meet student needs (placement)               <ul style="list-style-type: none"> <li>– placement in Secondary Cycle Two (Secondary III, IV and V)</li> </ul> </li> </ul>

## Content to be included in documents produced by a school board

The following elements should be included before addressing the various aspects of the evaluation of learning under the responsibility of the school board:

- the topic of the document
- the aim of the document
- the scope of application
- the implementation date(s)

### ACADEMIC PROGRESS

The following elements should be included:

- information to be gathered and the determination of student needs
- rules governing the continuation of student learning (promotion):
  - from elementary to secondary education
  - from Secondary Cycle One to Secondary Cycle Two

### EVALUATION UNDER THE RESPONSIBILITY OF THE SCHOOL BOARD AND THE MINISTÈRE

#### Evaluation by the Ministère

- Compulsory examination at the end of Elementary Cycle Three:
  - administration
  - management of results
- Complementary examinations

#### Evaluation by the school board

- Types of evaluation (evaluation situations – compulsory or optional – validation)
- Administration (timetable, confidentiality, supervision, student attendance, plagiarism, retakes, conservation of student work, etc.)
- Management of results (recording, processing, revision, analysis, etc.)
- Other methods used to ensure that schools evaluate their students' learning

### CERTIFICATION OF STUDIES

#### Local evaluation

- Types of evaluation (evaluation situations, compulsory or optional, etc.)
- Administration (timetable, confidentiality, supervision, student attendance, plagiarism, retakes, conservation of student work, etc.)
- Management of results (recording, constitution of results, revision, analysis, etc.)

#### Ministerial evaluation

- Administration of uniform examinations
- Management of results

### RECOGNITION OF PRIOR LEARNING

- Methods to be implemented

### HOME SCHOOLING

- Methods to be implemented

### 6.3 General Features of Documents

Since the documents on the local framework for the evaluation of learning are official in nature, they must be drafted with care.

To make the documents easy to use, they should be reader-friendly, with a table of contents, titles to identify each topic, a numbering system that highlights the various parts of each chapter and their contents, etc.

The table below lists the elements that should be included and their main features with a view to guiding the staff of schools and school boards in producing documents<sup>4</sup> on the local framework.

Compulsory elements	Features of text
<ul style="list-style-type: none"><li>– Title and sections</li><li>– Consecutive numbering of sections: 1, 2, 3 ...</li><li>– Scope of application of each section</li><li>– Transitional provisions</li><li>– Date of coming into force</li></ul>	<ul style="list-style-type: none"><li>– Simple, clear and concise style, that is sufficiently precise</li><li>– Logical organization</li><li>– Written in plain language, suitable for the target audience</li><li>– Brief sections dealing with a single topic or a group of closely linked topics</li><li>– Use of imperative verbs such as “must” or “is required to” followed by an infinitive</li></ul> <p><b>Avoid using:</b></p> <ul style="list-style-type: none"><li>– different terms to express the same idea</li><li>– terms that create confusion</li><li>– terms that convey value judgments</li></ul>

Finally, please note: readers should be made aware that the documents may be revised and do not present a fixed position. Changes may eventually be made to each local framework in order to take special circumstances of their application into account.

4. Louis-Philippe Pigeon, *Rédaction et interprétation des lois*, 3rd ed. (Québec: Éditeur officiel du Québec, 1978), p. 26.



## CONCLUSION

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Education reform inevitably leads schools and school boards to re-examine the evaluation of learning.

To date, evaluation guidelines have been established in various ministerial documents. Some are prescriptive, others are not. It is now time for schools and school boards to assimilate these guidelines, in particular by renewing their local framework for the evaluation of learning.

No materials—however sophisticated they may be—can replace in-depth discussion among all persons involved in evaluation. This Guide, developed largely by representatives of the school system, aims first to support schools and school boards in examining their current practices and in finding innovative solutions to meet the challenge of evaluating learning in accordance with the Québec Education Program.

As with the evaluation of learning in a competency-based approach, the quality of the process for renewing the local framework for evaluation is just as important as the choices made in this area. All those involved in producing this Guide hope that it will provide the school community with solutions, both in terms of how to proceed and the expected results.



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