

Evaluation of Learning in Adult Education and Vocational Training

Resolution n°

CC-110629-AE-0098

Revision:

1.0 Objective

To establish the framework in which the Sir Wilfrid Laurier School Board and its centres will fulfill their respective responsibilities under the Education Act (R.S.Q., Chapter I-13.3) with respect to the evaluation of learning of students.

2.0 References

- Education Act (R.S.Q., Chapter I-13.3 - Sections 97 & 448)
- Quebec Government's policy on the Evaluation of Learning.

3.0 Glossary of Terms

The following terms and their definitions are presented to assist the reader in the understanding of this policy:

Adapted Program: Students on adapted programs are assessed using the same evaluative tools as their peers. An adapted program retains the learning outcomes of the prescribed curriculum, but adaptations are provided so the student can participate in the program. These adaptations can include alternate formats (e.g., Braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues and aids) and assessment procedures (e.g. oral exams, additional time).

Assessment: The process of the gathering of data through a variety of means and the subsequent analysis in order to discover the progress and achievement of the student.

Authentic Assessment: The task to be performed for evaluation purposes involves assessing student achievement or performance in situations that closely match the experiences of the world outside the classroom.

BSR: Basic School Regulation

Competencies: The Quebec Education Program defines a competency as a set of behaviours based on the effective mobilization and use of a range of resources.

Contexts: Different kinds of settings or challenges related to an outcome. The situation that describes the environment in which a performance is required. The identification of all the elements of the situation in which performance is required.

Criteria: Conditions that must be met for any desired outcome to be realized.

Evaluation: Evaluation is the process whereby a judgment is made on a student's continuous learning on the basis of information gathered, analyzed and interpreted for the purpose of making pedagogical and administrative decisions. (*MELS- Policy on the Evaluation of Learning, 2003*).

Formative Evaluation: Continuous monitoring of, and meaningful feedback about, the students' learning progress in support of and for learning.

Judgement: A professional opinion on the learning of a student or of a group of students.

Learning Outcome: A statement which describes the observable result that will indicate the attainment of the knowledge, skill or attitude being measured.

MELS: Ministère de l'Éducation, du Loisir et du Sport

Objective: A specific statement of intent which the student will be able to do as a result of learning.

Peer Evaluation: Students making observations about the performance of classmates.

Process: The intermediate steps a student takes in reaching the final performance or end product. Process includes all strategies, decisions, rough drafts, and rehearsals used in completing a given task.

Promotion: The transition of a student to a higher level.

Rubric: A set of scoring or marking guidelines. A rubric will state all the dimensions being assessed, contain a scale, describe the different levels of performances, list the criteria, and often include exemplars.

Self Evaluation: A student's reflective practice in which observations are made about one's own performance.

Standard of Performance: Level at which a specific performance is considered to be successful. This can be indicated by a score or qualitative description obtained on the basis of a predetermined explicit criterion.

Student Profile: Compilation of courses and results that reflect the student goal.

4.0 Foundations of the Evaluation of Learning

The Sir Wilfrid Laurier School Board strives to promote success for all adult learners through their active involvement in their own learning. This is achieved by providing opportunities for:

- The promotion of values that supports the rights and responsibilities of all partners in the teaching and evaluation process.
- Differentiated instruction and evaluation practices in classrooms.
- Students to demonstrate their learning in authentic contexts.
- The use of embedded authentic evaluation practices on an on-going basis.
- The implementation of evidenced-based evaluation techniques and new methods of evaluation.

4.1 The Sir Wilfrid Laurier School Board believes that the purpose of evaluation is to advance learning and to focus on the improvement of the teaching-learning process to support success.

4.2 Assessment practices should be in authentic teaching-learning situations and in keeping with the conditions under which learning has occurred. Further, the assessment process must provide sufficient opportunities for students to demonstrate the competencies required by the program of studies.

4.3 Evaluation must be based upon the values of justice, equality and equity. Evaluation must be fair, coherent, rigorous, and transparent and provide students with opportunities to demonstrate the acquisition of knowledge and competencies.

4.4 Evaluation is an integral part of the learning process and, as such, has the following orientations:

- 4.4.1 Evaluation must be an integral part of all aspects of the teaching and learning process.
- 4.4.2 Evaluation of learning must be based on the teacher's professional judgment.
- 4.4.3 Evaluation of learning must respect differences.
- 4.4.4 Evaluation of learning must be consistent with the evaluation criteria delineated in the policy on the Evaluation of Learning.
- 4.4.5 Evaluation must allow the student to play an active role in evaluation activities, thereby increasing the students' involvement in their own learning.
- 4.4.6 Evaluation of learning must contribute to improving the student's quality of spoken and written language across the curriculum.
- 4.4.7 Evaluation of learning for the purposes of certification must be based upon the acquisition of the competencies as elaborated in the policy on the Evaluation of learning.
- 4.4.8 Learning may be acquired in a variety of settings and in different ways. Recognition of prior learning experiences and achievements must be taken into account.

5.0 Responsibilities of the School Board

The evaluation of learning is the collaborative concern of students, parents, teachers and centres, the School Board and the Ministère de l'Éducation, du Loisir et du Sport (MELS), each within their scope of responsibility.

- 5.1 First and foremost, the Sir Wilfrid Laurier School Board supports the evaluation initiatives of the centres. The School Board supports the process of assessment and evaluation for progress in learning through school and classroom designed assessments.
- 5.2 The School Board will provide centres with professional and technical assistance in the professional development of teachers concerning the evaluation process and in the development of assessment instruments and/or practices.
- 5.3 Annually, the School Board will inform the public concerning the educational achievements and quality of its system.
- 5.4 The School Board may authorize the use of various instruments to assess student achievement.

6.0 Responsibilities of the Governing Board

The Governing Board approves the proposals made by the Centre Director on the ways to apply the basic school regulations. (Education Act 110.2)

7.0 Responsibilities of the centre

- 7.1 Each centre will be responsible for the evaluation of student achievement and the administration of examinations required by the MELS and the School Board.
- 7.2 Annually, each centre will establish the standards and procedures for the evaluation of student achievement. This should include: the role of classroom assessment, a description of valid assessment practices, instruments and systems; the process for evaluating cross curricular competencies within each subject; a schedule for the evaluation of student learning, the criteria for grades/marks/scoring system; and the standards for promotion, retention and placement of students.

- 7.2.1 At the beginning of the school year, the centre will inform students of the modalities of evaluation.
- 7.3 The centre may request the assistance of the School Board in the development of authentic assessments.
- 7.4 The centre will use a variety of assessment tools to evaluate the student's attainment of learning.
- 7.5 At the end of each module, the centre will be responsible for the summative evaluation of student learning including any assessment required by the School Board or the MELS.
- 7.6 The centre will ensure that the confidentiality of an individual student's evaluation data is protected.

8.0 Responsibilities of the Administration

- 8.1 After consultation with the teachers, the administration will be responsible for approving the standards and procedures for the evaluation of student achievement in keeping with the policies of the School Board, the Basic School Regulation, and subject to the examinations required by the MELS or the School Board.
- 8.2 The administration, in collaboration with the staff, will monitor the development and application of standards within the subjects at each level and the evaluation of the competencies.
- 8.3 The administration, in collaboration with the staff, will be responsible for the annual review of the standards and procedures for the evaluation of student learning.
- 8.4 The administration will be responsible for approving the rules governing the placement of students and their promotion based on the recommendations of the teachers and the pedagogical consultants. The administration also informs the Governing Board of these rules.
- 8.5 The administration is responsible for the final decision concerning the placement of individual students.
- 8.6 The administration will provide pedagogical leadership and support to teachers and staff regarding the evaluation of learning.

9.0 Responsibilities of the person in charge of the Certification of Studies

The person in charge at the Certification of Studies will be responsible for:

- 9.1 The granting of equivalencies.
- 9.2 The request for exemption from evaluation and derogations.
- 9.3 The authenticity of the official documents delivered by the school board.

10.0 Responsibilities of the Teachers

- 10.1 The evaluation of student learning is a primary responsibility of the teachers. The teachers will be expected to use a variety of assessment techniques and instruments coherent with the instructional approaches used and appropriate for describing student learning. The evaluation of student learning must be in relation to the competencies required by the course.
- 10.2 The teachers will be expected to use formative (when applicable) and summative assessment to support the evaluation of the learning process.

- 10.3 Assessment methods will be appropriate for, and compatible with, the purpose and the context of teaching and learning. The teachers will specify to their students the criteria and the expected outcomes pertaining to the evaluation of their learning.
- 10.4 The students will be provided with opportunities to demonstrate their competencies.
- 10.5 As the goal of assessment is to improve learning, constructive feedback is an essential element. The feedback should be descriptive and timely and should enable the students to set new goals for their learning.
- 10.6 Opportunity, and time, for self-evaluation and goal-setting will be provided to the students.
- 10.7 Students participating in group projects will be evaluated based upon their individual contribution.
- 10.8 The summative procedures for judging student performance will be appropriate to the competencies required by the curriculum and will be consistently applied and monitored. Interpreting the results of the assessment should yield an accurate and informative representation of a student's performance in relation to the objectives of instruction.
- 10.9 All learning activities may be used to formulate a teacher's judgement of the achievement of a student. The final mark shall not be determined by calculating the average of formative and summative results.
- 10.10 Teachers will correct the exams within the norms and modalities described in the basic school regulation except for local programs where teachers prepare and administer some exams.
- 10.11 Remedial activities will be available to students.
- 10.12 The teacher decides when the student is ready to be evaluated.

11.0 Evaluation of Students with Special Needs

The School Board will promote the goal of success for all by providing an opportunity for the recognition for different types of achievements. Assessment will be consistent with the student's program of studies. The decision to make accommodations for an assessment will be linked to Individual Needs and in accordance with the MELS policy of evaluation of learning.

- 11.1 Alternate forms of assessment may be used for students with learning difficulties provided that the assessment addresses the evaluation of the competencies.
- 11.2 The adaptations of the evaluation must be defined by the centre team and communicated among the parties. The person responsible for certification of studies at the centre and the head of the Direction de la sanction des études must reach an agreement regarding any other special measures designed to allow students to demonstrate their learning or to give their answers.

12.0 Responsibilities of the Student

- 12.1 Students are encouraged to identify their special need(s) to the centre as they register for a class in order to ensure accommodations or modifications.
- 12.2 Students must be made aware of the centre evaluation policy upon registration.
- 12.3 Students are responsible for ensuring they understand the conditions under which they are being evaluated.
- 12.4 Students may request an evaluation of their competencies when they feel that they are ready to write an evaluation. They must demonstrate that they have acquired the competency

before they are authorized by the teacher to be evaluated for certification at the end of a module.

12.5 Students must prove that they have done sufficient remedial work before being allowed to retake an examination.

12.6 Students may request the review of their marks to the Centre Administration or Pedagogical Consultant but it must be received in writing within 30 days of receiving the mark.

13.0 Responsibilities of the business or organization

Takes part in the evaluation of the student who is performing an internship.

14.0 Implementation

This policy will take effect upon adoption by the Council of Commissioners.

To develop and to revise the policy on a yearly basis in consultation with the staff and the Governing Board for approval by the Council of Commissioners.