



# **Evaluation & Reporting Plan**

***Standards & Procedures***

2018 – 2019

***Secondary School Document***

**Pierrefonds Comprehensive High School**

## ***INTRODUCTION***

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

## ***FIELD OF APPLICATION***

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

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

## ***GOVERNING BOARD***

The Governing Board was informed of the school team's work on standards and procedures for the evaluation and reporting of student learning on December 19th, 2017.

## ***CHANGES***

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

## PLANNING FOR EVALUATION AND REPORTING

Standards	Procedures
The planning of evaluation is done in compliance with the <i>Quebec Education Program</i> (QEP).	When planning for evaluation, our teachers will take into account the evaluation of knowledge, subject-specific competencies and general competencies, and work closely with the MEES'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 meet during one department meeting per term to discuss evaluation and reporting issues and will communicate with administrators if needed.  Teachers and administrators will meet once a year to discuss evaluation and reporting issues.
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 <i>*Adaptations or **Modifications</i> required.
A summary of the <i>Evaluation and Reporting Plan</i> is prepared for parents early in the school year.	The principal will ensure that parents are provided with information on the main types of evaluation (including lab exams) 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 website</i> ) early in the school year.
The planning of midyear exams is a responsibility shared by the principal and teachers.	Exam committee will be formed and will meet in order to decide on subjects that are evaluated.
The planning of program placement is a responsibility shared by the principal and teachers.	Program placement will be decided at promotion meetings with subject teachers and administrators.  This information will be shared with parents in the Evaluation and Reporting of Student Learning.

**\*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.*

## 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 department evaluation meetings, 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>Students will be given opportunities to use this feedback to improve.</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>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 in department meetings will work closely to adopt a common interpretation of the requirements in the Frameworks for the Evaluation of Learning.</p> <p>In the case of a student on a modified program, teachers will complete a Progress Report at the end of each term. The Progress Report will include a summary of student progress throughout the term and revise goals and objectives in the Individual Education Plan (IEP).</p>
<p>The planning of common exams is the responsibility of the department.</p>	<p>Common exams will take place mid-year and end of the year in the following subjects: English, French, Science (including mandatory lab exams), Social Studies and Mathematics.</p> <p>Teachers will also plan common assignments and tests where possible.</p>

# JUDGEMENT

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>A minimum mark of 24% in term 1 and 2 will be given unless the grade does not accurately reflect the achievement of the student. During this time, the teacher will discuss with administration. Term 3 there is no minimum mark.</p> <p>A student who is failing three or more academic subjects at the end of the school year is at risk of repeating the year. Decision will be made by administrators and teachers in a promotion meeting.</p> <p>Teacher uses professional judgment in student evaluation.</p> <p>Student grades are based on achievement and not student participation except in the cases where marks are based on communication and/or presentations and participation is essential.</p>
<p>For Term 3, the teacher makes a judgment that reflects the knowledge and competencies that a student has acquired – based on the evaluations carried out during the term and may include evaluations that cover the student's learning as a whole for the year.</p>	<p>Teachers will use the <i>Progression of Learning</i> and the <i>Frameworks for the Evaluation of Learning</i> to make a judgment on the attainment of knowledge and competencies.</p> <p>As per Ministry directives, teachers will evaluate all competencies in Term 3.</p> <p>In the case of a compulsory evaluation produced by MEES or the school board, teachers will use the accompanying evaluation guides.</p>
<p>Competencies will be evaluated in Terms 1, 2 and 3</p>	<p>Competencies will be evaluated all three terms in the following subjects: Social Studies, Science, Mathematics, French and English</p> <p>Other subjects will be decided by department.</p>

## DECISION

Standards	Procedures
<p>During the school year, varied pedagogical practices are taken to support and enrich student learning.</p>	<p>Teachers will determine the type of supports and approaches necessary to meet the specific needs of their students. This may involve the help of the resource teacher and/or LBPSB Professionals and planning for students in enriched programs.</p>
<p>At the end of <u>each</u> year, decisions are made and actions planned to ensure that the student makes a smooth transition to the next school year.</p>	<p>The principal and teachers will <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>Student placement will be discussed and decided at end of year promotion meetings with teachers and administrators.</p> <p>The classroom and resource teachers will keep detailed records of the student with special needs' learning and determine the support measures needed for the following year.</p> <p>IEPs will be updated at the beginning and the end of the school year by communicating with the resource department.</p> <p>Program placement prerequisites:</p> <ul style="list-style-type: none"> <li>o <b>For placement in Secondary 4</b> <ul style="list-style-type: none"> <li>▪ Math SN - Prerequisite : A minimum final result of 80% in Secondary 3 Math</li> <li>▪ This is a two year placement</li> <li>▪ Advanced Science - Prerequisites: 75% minimum mark in Secondary 3 math and Science</li> <li>▪ teacher recommendation</li> </ul> </li> <li>o <b>For placement in Secondary 5:</b> <ul style="list-style-type: none"> <li>▪ Math SN- Student must have taken Math SN in secondary 4</li> <li>▪ Physics and Chemistry - Prerequisite: 75% minimum mark in Secondary 4 Advanced Science and Math SN</li> <li>▪ math and science teacher recommendation</li> </ul> </li> <li>o <b>Space availability</b></li> </ul>

## COMMUNICATION OF RESULTS

Standards	Procedures
<p>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>	<p>The principal and teachers will select an appropriate communication tool (e.g. interim report) and distribute it to parents by <i>October 15th</i>.</p> <p>Warning of students at risk of failing a subject will be communicated to parents/guardians in April.</p>
<p>3 <i>MEES Uniform Report Cards</i> - with regulated term weightings and set timelines for distribution - are prepared and issued to students and parents during the school year.</p>	<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 20th            Term 2 – by March 15th            Term 3 – by July 10th</p> <p>The school will send out to parents on the following dates:            October 12th, November 20th, February 25th and June 28th</p>
<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>	<p>Teachers will work closely with the <i>Progression of Learning</i> and the <i>Evaluation Frameworks for the Evaluation of Learning</i> when determining grades for subject-specific competencies. The subject result is based on the competency weightings set by MEES.</p> <p>As needed, teachers will enter comments in GPI to indicate student strengths and challenges for each subject.</p>
<p>As prescribed by MEES, all subject-specific competencies are evaluated and reported on in the 3rd Term.</p>	<p>Teachers will work closely with the <i>Progression of Learning</i> and the <i>Evaluation Frameworks for the Evaluation of Learning</i> when determining grades for all subject-specific competencies. The term subject result and final mark are based on the competency and term weightings set by MEES.</p> <p>As needed, teachers will enter comments in GPI to indicate student strengths and challenges for each subject.</p>
<p>At the end of Terms 1 and 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>	<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 Competency</i> in the form of comments available in GPI (comments related to strengths and challenges).</p> <p>Term 3: June 28th, 2018</p>

## ADDITIONAL INFORMATION

### TERM 1 and TERM 2 RESTRICTED DAYS:

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

### MEES and Board Compulsory Exams

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

### CEGEP APPLICATIONS - GRADE 11:

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

## Evaluation and Reporting of Student Learning

2017-2018

### All Grade Levels

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

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

Subject	Description	Types of Evaluations	Final Evaluations/ Exams	Weighting of Final Exams
<p><b>French, Second Language</b></p> <p>Communicates in French REG/IMM: 40% ENRICHED: 33%</p> <p>Understands oral and written texts in French REG/IMM: 30% ENRICHED: 34%</p> <p>Produces oral and written texts in French REG/IMM: 30% ENRICHED: 33%</p>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills</li> <li>All 3 competencies will be evaluated and reported on at the end of every term</li> <li>The students' knowledge related to oral communication, reading comprehension and writing will also be evaluated throughout the year</li> </ul>	<p>Assignments</p> <p>Projects</p> <p>Reports</p> <p>Oral Presentations</p> <p>Tests</p> <p>Learning &amp; Evaluation Situations</p>	<p>Grade 7 - 10: School Exams May/June</p> <p>Grade 11 Ministry Exams May/June</p>	<p>Grade 7 - 9: 20% of Term 3</p> <p>Grade 9: 30% of Term 3</p> <p>Grade 10: 40% of Term 3</p> <p>Grade 11: 50% of YEAR</p>

<p><b>Science &amp; Technology</b></p> <p>Practical 40%</p> <p>Theory 60%</p>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to: <ul style="list-style-type: none"> <li>seek answers or solutions to scientific or technological problems</li> <li>make the most of their knowledge of science and technology</li> <li>communicate in the language used in science and technology</li> </ul> </li> <li>Both <i>Practical</i> and <i>Theory</i> components will be evaluated and reported on at the end of every term</li> <li>The students' knowledge of the <i>Material World, Living World, Earth and Space and the Technological World</i> will also be evaluated throughout the year</li> </ul>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Presentations</p> <p>Experimental Activities</p> <p>Technological Design Activities</p>	<p>Grade 7 - 9: School Exams June</p> <p>Grade 10 Ministry Exams June</p>	<p>Grade 7 - 9: 30% of Term 3 for THEORY component</p> <p>Grade 10 50% of the YEAR for THEORY component</p>
<p><b>Chemistry</b></p> <p>Practical 40%</p> <p>Theory 60%</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> <li>seek answers or solutions to scientific or technological problems involving chemistry</li> <li>makes the most of his/her knowledge of chemistry</li> <li>communicates ideas relating to questions involving chemistry, using the languages associated with science and technology</li> </ul> <p>Both <i>Practical</i> and <i>Theory</i> components will be evaluated and reported on at the end of every term The students' knowledge of Chemistry will also be evaluated throughout the year</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Presentations</p> <p>Experimental Activities</p>	<p>N/A</p>	<p>N/A</p>

Subject	Description	Types of Evaluations	Final Evaluations Exams	Weighting of Final Exams
<p><b>Physics</b></p> <p>Practical 40%</p> <p>Theory 60%</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> <li>- seek answers or solutions to scientific or technological problems</li> <li>- make the most of their knowledge of science and technology</li> <li>- communicate in the language used in science and technology</li> </ul> <p>Both <i>Practical and Theory</i> components will be evaluated and reported on at the end of every term</p> <p>The students' knowledge of the <i>Material World, Living World, Earth and Space and the Technological World</i> will also be evaluated throughout the year</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Presentations</p> <p>Experimental or Design Activities</p>	<p>N/A</p>	<p>N/A</p>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to: <ul style="list-style-type: none"> <li>- understand the organization of a territory</li> <li>- interpret a territorial issue</li> <li>- develop a greater awareness of geographic problems in the world</li> </ul> </li> <li>• The students' knowledge about different territories will also be evaluated throughout the year</li> <li>• Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Learning and Evaluation Situations</p>	<p>Grade 7-8: School Exams June</p>	<p>Grade 7-8: 30% of Term 3</p>
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to : <ul style="list-style-type: none"> <li>- examine society, making connections with the past</li> <li>- explain important changes that have taken place in history</li> <li>- develop a greater awareness of his/her place as a citizen in society</li> </ul> </li> <li>• The students' knowledge about different societies will also be evaluated throughout the year</li> <li>• Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Learning and Evaluation Situations</p>	<p>Grade 7-8: School Exams June</p> <p>Grade 9: Prototype Ministry Exam June</p> <p>Grade 10: Prototype Ministry Exam June</p>	<p>Grade 7-8: 30% of Term 3</p> <p>Grade 9: 30% of Term 3</p> <p>Grade 10: 30% of Term 3</p>
<p><b>Financial Literacy</b></p>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to : <ul style="list-style-type: none"> <li>- take a position on a financial issue</li> <li>- examine different options</li> <li>- consider the legal aspects of each position</li> </ul> </li> <li>• Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Learning and Evaluation Situations</p>	<p>N/A</p>	<p>N/A</p>

Subject	Description	Types of Evaluations	Final Evaluations Exams	Weighting of Final Exams
<b><u>Contemporary World</u></b>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to analyze and form opinions on contemporary issues:               <ul style="list-style-type: none"> <li>- examine issues</li> <li>- explain important ideas</li> <li>- develop a greater awareness of his/her place as a citizen in society</li> </ul> </li> <li>• Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Tests Quizzes Projects Learning and Evaluation Situations	N/A	N/A
<b><u>Physical Education &amp; Health</u></b>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to:               <ul style="list-style-type: none"> <li>- perform movement skills in different physical activity settings</li> <li>- interact with others in different physical settings</li> <li>- adopt a healthy and active lifestyle</li> </ul> </li> <li>• The students' knowledge of different physical activities and strategies will also be evaluated throughout the year</li> <li>• Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Participation Tests Performances/ Movements	N/A	N/A

<b><u>Ethics and Religious Culture</u></b>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to reflect on ethical questions, understand the phenomenon of religion and the practice of dialogue</li> <li>• The students' knowledge of the needs of human beings as individuals and in groups as well as the knowledge of different religions will also be evaluated throughout the year</li> <li>• Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Participation Tests Projects Oral Presentations	N/A	N/A
<b><u>Visual Arts</u></b>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to create and appreciate personal and media images</li> <li>• The students' knowledge of the language of visual arts, transforming images, materials and tools will also be evaluated throughout the year</li> <li>• Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Participation Projects Presentations	N/A	N/A

Subject	Description	Types of Evaluations	Final Evaluations Exams	Weighting of Final Exams
<b>Drama</b>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to create, perform and appreciate dramatic works</li> <li>The students' knowledge of the language of drama, performance techniques and procedures will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Participation  Performances/ Movements	N/A	N/A

### **Students with Special Needs**

Please note that some students with special needs are provided with an individualized program to meet their needs. Their programs, including the evaluation and reporting procedures, may differ from those described in these pages. The teachers, in collaboration with the school's resource department, develop Individual Education Plans (IEPs) that outline the individualized programs, strategies implemented as well as resource support measures.

Please note that you will receive the following official communications during the school year:

<b>Official Communications</b>	
<b>Interim Report</b>	On <u>October 12th</u> , you will receive an Interim Report which will include comments on your child's learning and behavior.
<b>Term 1 Report Card</b>	The Term 1 Report Card will be issued on <u>November 20th</u> . This report card will cover the period from August 30th to November 3rd and will count for 20% of the final mark for the year.
<b>Term 2 Report Card</b>	The Term 2 Report Card will be issued on <u>February 25th</u> . This report card will cover the period from November 6th to February 2nd and will count for 20% of the final mark for the year.
<b>Term 3 Report Card</b>	The Term 3 Report Card will be issued on <u>June 28th</u> . It will cover the period from February 5th to the end of the year and will count for 60% of the final mark for the year. In some subjects, a final exam/evaluation covering the year's learning is administered and weighted at 20% of the third term mark.

**Report Card Information:**

**Comments on Learning (by Subject)**

The report card will include a section for general teacher comments for each subject area. The comments will deal with the student's strengths, challenges and progress.

**General Competencies**

The report card will also include comments on the following general competency at the end of the third term:

- Organizes his/her work
- Communicates effectively

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

For any more information concerning the evaluation of your child's learning, please contact us at your convenience.

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Principal