



Evaluation & Reporting Plan

Standards & Procedures

2024 - 2025

Secondary School Document

Pierrefonds Community High School

Updated: October 15th, 2024

INTRODUCTION

Standards and procedures for the evaluation and reporting of student learning at Pierrefonds Community High School were prepared collaboratively by the administration 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.

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 (QEP)</i> .	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 MEEES's <i>Progression of Learning and Evaluation Frameworks</i> .
The planning of evaluation is a responsibility shared by the administration , 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 (IEPs)</i> .	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</i> or <i>**Modifications</i> required.
A summary of the <i>Evaluation and Reporting Plan</i> is prepared for parents early in the school year.	The administration 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 distributed to parents or posted on school website early in the school year.
The planning of midyear exams is a responsibility shared by the administration and teachers.	Discussion will be held at Subject Coordinator meetings. An exam committee will be formed and will meet in order to decide on subjects and grade levels that are evaluated using the recommendations of Subject Coordinators.
The planning of program placement is a responsibility shared by the administration 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 evaluations will take place at the end of each term in the following subjects: English, French, Science, Social Studies and Mathematics.</p> <p>Teachers will also plan common assignments and tests where possible.</p>

JUDGEMENT

Standards	Procedures
<p>For Term 1, the teacher makes a judgment that reflects the knowledge and competencies that a student has acquired – based on the evaluations carried out during term one.</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 administration and teachers will reach consensus on the competencies evaluated in Terms 1 and 2.</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. Decisions 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>Teachers will evaluate all competencies in Term 1.</p>
<p>For Term 2, 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>Teachers will evaluate all competencies in Term 2.</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>All competencies will be evaluated in all terms in all subjects.</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 administration 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 of the school year by communicating with the resource department.</p> <p>Students can be placed in different academic programs if not successful the year before.</p> <p>Program placement prerequisites:</p> <ul style="list-style-type: none"> o For placement in Secondary 4 <ul style="list-style-type: none"> ▪ Math SN - Prerequisite : A minimum final result of 80% in Secondary 3 Math ▪ This is a two year placement ▪ Advanced Science - Prerequisites: 75% minimum mark in Secondary 3 math and Science ▪ Teacher recommendation o For placement in Secondary 5: <ul style="list-style-type: none"> ▪ Math SN- Student must have taken Math SN in secondary 4 ▪ Physics and Chemistry - Prerequisite: 75% minimum mark in Secondary 4 Advanced Science and Math SN ▪ And/or math and science teacher recommendation o Space availability

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 administration and teachers will select an appropriate communication tool (e.g. interim report) and distribute it to parents on October 15th.</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 administration 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 - November 20th Term 2- February 14th Term 3- June 27th</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 administration .</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 terms 1 and 2.</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 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 administration and subject coordinators 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 the <i>General Competency – Organizes their work</i>.</p>

ADDITIONAL INFORMATION

TERM 2 (mid-year) and TERM 3 RESTRICTED DAYS:

- In order to facilitate evaluations, P.C.H.S. has restricted days at the mid-year point and at the end of Term 3.
- 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.