

# NEW ORIENTATIONS IN EVALUATION AND REPORTING (ELEMENTARY SCHOOL)

2011-2012

# What are the major changes?

- ▣ A uniform/provincial report card
- ▣ 3 formal reporting periods with regulated weightings for each term
- ▣ Evaluation of *knowledge* and *competencies* (*knowledge acquisition and application*)
- ▣ Reduction in the number of competencies for teachers to evaluate (based on the new frameworks for the evaluation of learning)

# 3 Formal Reports + 1 Informal Communication:

- ▣ 3 uniform report cards for all schools with regulated weightings for each term:

Term 1 = 20% - report card issued no later than Nov. 20<sup>th</sup>

Term 2 = 20% - report card issued no later than March 15<sup>th</sup>

Term 3 = 60% - report card issued no later than July 10<sup>th</sup>

And....

- ▣ An informal communication issued no later than Oct. 15<sup>th</sup> (school decides on format)

# WHICH SUBJECTS WILL STILL SHOW SUBJECT-SPECIFIC COMPETENCIES ON THE REPORT CARD?

- ELA
- French
- Math

The rest of the subjects will have a subject mark only (no subject-specific competencies showing on the report card)

# THE UNIFORM REPORT CARD WILL ALSO INCLUDE..... COMMENTS

- On subject learning (subject comments)

and

- On at least 2 of the 4 following competencies (in Terms 1 and 3):

*Exercises critical judgment*

*Organizes his/her work*

*Communicates effectively*

*Works in a team*

# UNIFORM/PROVINCIAL REPORT CARD FOR PRESCHOOL EDUCATION

## 1<sup>st</sup> and 2<sup>nd</sup> report card

A letter grade indicating the **status of development** of the competencies that have been evaluated

## Last report card of the year

A letter grade indicating the **level of development** achieved by the student for each competency

# MELS Exams

**MELS Compulsory Exams**

**20% of Final Mark (calculated on final report card of the year)**

MELS Uniform Exams  
(Secondary )

Sanction rules will still apply - 50% of the student's final mark (MELS Achievement Record)

# MELS COMPULSORY EXAMS (20% OF THE FINAL MARK)

- Elementary Cycle 3 English Language Arts
- Elementary Cycle 3 Math



# New Frameworks for the Evaluation of Learning

- ▣ MELS has developed new frameworks for each subject area (in effect for the 2011-2012 school year)
- ▣ The frameworks will include the following:
  - Determination of results (weightings)*
  - Evaluation criteria (with explanations)*
  - Evaluation of knowledge (acquisition and application)*
  - Simplified wording on the report card*

# STANDARDS & PROCEDURES

At the start of the school year, the school will provide parents with a **summary** of the *standards and procedures* for the evaluation of student learning, specifying:

- the main types of evaluation that will be carried out  
and
- when they will take place during the year

# Summary of Compulsory Elements (in effect July 2011):

- ▣ A uniform/provincial report card
- ▣ The number of report cards to be issued, the deadlines for issuing them and the weighting of each term (20%, 20%, 60%)
- ▣ A summary of *standards and procedures* for the evaluation of student learning provided to parents at the beginning of the school year (nature and timeline)
- ▣ Student knowledge officially taken into account in evaluation
- ▣ Use of new frameworks for the evaluation of learning (for each subject)
- ▣ 20% weighting of MELS-Compulsory Exams in Elementary Cycle 3 ELA and Math

# Reduction in the number of marks entered into GPI by teachers:

| Subject                                      | Elementary  | Secondary   |             |             |             |
|--|-------------|-------------|-------------|-------------|-------------|
|  |             | Cycle One   | III         | IV          | V           |
| English Language Arts                        | From 4 to 3 | From 4 to 3 | 3           | 3           | 3           |
| French as a Second Language                  | 3           | 3           | 3           | 3           | 3           |
| Spanish as a Third Language                  |             |             | 3           | 3           | 3           |
| Mathematics                                  | From 3 to 2 | From 3 to 2 | From 3 to 2 | From 3 to 2 | From 3 to 2 |
| Science and Technology                       | From 3 to 1 | From 3 to 2 | From 3 to 2 | From 3 to 2 |             |
| Environmental Science and Technology         |             |             |             | From 3 to 2 |             |
| Applied Science and Technology               |             |             | From 3 to 2 | From 3 to 2 |             |
| Science and the Environment                  |             |             |             | From 3 to 2 |             |
| Chemistry                                    |             |             |             |             | From 3 to 2 |
| Physics                                      |             |             |             |             | From 3 to 2 |
| Geography, History and Citizenship Education | From 3 to 1 |             |             |             |             |
| Geography                                    |             | From 3 to 1 |             |             |             |

# Reduction in the number of marks entered into GPI by teachers (cont'd):

|                                    |             |             |             |             |             |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| History and Citizenship Education  |             | From 3 to 1 | From 3 to 1 | From 3 to 1 |             |
| Contemporary World                 |             |             |             |             | From 2 to 1 |
| Drama                              | From 3 to 2 | From 3 to 2 | From 3 to 2 | From 3 to 2 | From 3 to 2 |
| Visual Arts                        | From 3 to 2 | From 3 to 2 | From 3 to 2 | From 3 to 2 | From 3 to 2 |
| Dance                              | From 3 to 2 | From 3 to 2 | From 3 to 2 | From 3 to 2 | From 3 to 2 |
| Music                              | From 3 to 2 | From 3 to 2 | From 3 to 2 | From 3 to 2 | From 3 to 2 |
| Physical Education and Health      | From 3 to 1 | From 3 to 1 | From 3 to 1 | From 3 to 1 | From 3 to 1 |
| Ethics and Religious Culture       | From 3 to 2 | From 3 to 2 |             | From 3 to 2 | From 3 to 2 |
| Personal Orientation Project       |             |             | From 2 to 1 | From 2 to 1 | From 2 to 1 |
| Exploration of Vocational Training |             |             |             | From 2 to 1 | From 2 to 1 |
| Entrepreneurship                   |             |             |             | From 2 to 1 | From 2 to 1 |
| Integrative Project                |             |             |             |             | From 2 to 1 |

# What about students with special needs?

- ▣ Possible exemption from the application of the provisions related to how students are evaluated
- ▣ Information will be provided in the 2011-2012 MELS Annual Directives (resulting from work carried out in 2010)
- ▣ Orientations:
  - Mark indicating progress (based on IEP goals)
  - No group average

# New Orientations in Evaluation: Actions Planned by MELS (for the remainder of this school year)

- ▣ Nov. – Feb. : MELS training sessions on the use of the new evaluation frameworks (for board consultants by subject)
- ▣ March – June: Local training sessions for teachers provided by board consultants
- ▣ End of January: Release of a MELS support document for schools re: standards and procedures (including training for administrators)
- ▣ Nov. – Feb. : Modifications to GPI for the implementation of the new report card (including training)

# THE NEW REPORT CARD



# Terms 1 and 2

| <b>ENGLISH LANGUAGE ARTS</b>  | <b>Term 1<br/>(20%)</b> | <b>Term 2<br/>(20%)</b> | <b>Term 3<br/>(60%)</b> | <b>Final<br/>Mark</b> |
|---|-------------------------|-------------------------|-------------------------|-----------------------|
| <b>Uses language to communicate<br/>and to learn (33%)</b>            |                         |                         |                         |                       |
| <b>Reads and listens to spoken,<br/>written and media texts (33%)</b> |                         |                         |                         |                       |
| <b>Produces written and<br/>media texts (34%)</b>                     |                         |                         |                         |                       |
| <b>Subject mark</b>   |                         |                         |                         |                       |
| <b>Group average</b>  |                         |                         |                         |                       |

For Terms 1 and 2:

- the teacher enters marks that reflect the student's knowledge and subject-specific competencies – based on evaluations carried out during the term

# Subject mark and Group

Avg.

| ENGLISH LANGUAGE ARTS                                      | Term 1<br>(20%) | Term 2<br>(20%) | Term 3<br>(60%) | Final<br>Mark |
|--|-----------------|-----------------|-----------------|---------------|
| Uses language to communicate and to learn (33%)            |                 |                 |                 |               |
| Reads and listens to spoken, written and media texts (33%) |                 |                 |                 |               |
| Produces written and media texts (34%)                     |                 |                 |                 |               |
| Subject mark   |                 |                 |                 |               |
| Group average  |                 |                 |                 |               |

Subject Mark:

- A *subject mark* is calculated automatically on the basis of the weightings assigned to the subject-specific competencies by MELs (in this case, 33%–33%–34%).
- A group average is always included with the subject mark.

# Term 3/Competency Report

| ENGLISH LANGUAGE ARTS                                      | Term 1<br>(20%) | Term 2<br>(20%) | Term 3<br>(60%) | Final<br>Mark |
|--|-----------------|-----------------|-----------------|---------------|
| Uses language to communicate and to learn (33%)            |                 |                 |                 |               |
| Reads and listens to spoken, written and media texts (33%) |                 |                 |                 |               |
| Produces written and media texts (34%)                     |                 |                 |                 |               |
| Subject mark   |                 |                 |                 |               |
| Group average  |                 |                 |                 |               |

## Term 3/Competency Report:

- For the 3<sup>rd</sup> and final term, the teacher prepares a competency report that covers the student's overall learning (knowledge and subject-specific competencies)

# Final mark

| ENGLISH LANGUAGE ARTS                                      | Term 1<br>(20%) | Term 2<br>(20%) | Term 3<br>(60%) | Final<br>Mark |
|--|-----------------|-----------------|-----------------|---------------|
| Uses language to communicate and to learn (33%)            |                 |                 |                 |               |
| Reads and listens to spoken, written and media texts (33%) |                 |                 |                 |               |
| Produces written and media texts (34%)                     |                 |                 |                 |               |
| Subject mark   |                 |                 |                 |               |
| Group average  |                 |                 |                 |               |

## Final Mark:

- The report card for the 3<sup>rd</sup> term also includes a *Final Mark*, which is calculated automatically using the results of all three terms, in accordance with the respective weighting of each term (20%–20%–60%), as well as the results on the MELS-Compulsory exams (Elementary Cycle 3 ELA and Math - 20% weighting on the final mark)

# NEW FRAMEWORKS FOR THE EVALUATION OF LEARNING

Example: Elementary Math

# Mathematics

## Elementary School, Cycles One, Two and Three

### Determination of results

As set out in the *Basic school regulation*, the subject mark for Mathematics as well as its breakdown for the first two program competencies are indicated in the report card. This subject mark is based on the evaluation of competencies in accordance with the weighting presented below.

#### Elementary Cycle One

| Weighting  |     | Wording in report card       |
|--|-----|------------------------------|
| <i>To solve a situational problem related to mathematics</i> | 20% | Solves a situational problem |
| <i>To reason using mathematical concepts and processes</i>   | 80% | Uses mathematical reasoning  |

#### Elementary Cycles Two and Three

| Weighting  |     | Wording in report card       |
|--|-----|------------------------------|
| <i>To solve a situational problem related to mathematics</i> | 30% | Solves a situational problem |
| <i>To reason using mathematical concepts and processes</i>   | 70% | Uses mathematical reasoning  |

*To solve a situational problem related to mathematics*

20% (Cycle One)  
30% (Cycles Two and Three)

### **Evaluation of learning**

*(See QEP and Progression of Learning)*

- Evaluate the student's ability to apply the knowledge acquired by means of situational problems

### **Evaluation criteria and explanations**

|  |  |
|--|--|
| <b>Indication (oral or written) that the situational problem has been understood</b>                 | <ul style="list-style-type: none"><li>• Planning of steps involved in the situational problem</li><li>• Identification of relevant information</li><li>• Consideration of the constraints of the situational problem</li></ul> |
| <b>Correct application of the concepts and processes required to produce an appropriate solution</b> | <ul style="list-style-type: none"><li>• Selection of the required mathematical concepts and processes</li><li>• Correct application of the required concepts and processes</li></ul>   |
| <b>Explanation (oral or written) of the main aspects of the solution</b>                             | <ul style="list-style-type: none"><li>• Clear, thorough indication (oral or written) of how the solution is worked out</li></ul>   |
| <b>Appropriate explanation (oral or written) of how the solution was validated*</b>                  | <ul style="list-style-type: none"><li>• Validation of the solution and rectification as needed</li></ul>   |

*\*The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark in the report card.*

# MELS Resources

- ▣ Progression of Learning:

[http://www.mels.gouv.qc.ca/progression/index\\_en.asp](http://www.mels.gouv.qc.ca/progression/index_en.asp)

- ▣ Preschool Evaluation Framework (2011-2012):

<http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=fiche&id=1614>

- ▣ Elementary Evaluation Frameworks (2011-2012):

<http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=fiche&id=1615>

- ▣ QEP:

[http://www.mels.gouv.qc.ca/sections/programmeFormation/primaire/index\\_en.asp](http://www.mels.gouv.qc.ca/sections/programmeFormation/primaire/index_en.asp)