

NEW ORIENTATIONS IN EVALUATION AND REPORTING (SECONDARY 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. 20th

Term 2 = 20% - report card issued no later than March 15th

Term 3 = 60% - report card issued no later than July 10th

And....

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

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

- ELA (subject-specific competencies)
- French (subject-specific competencies)
- Math (subject-specific competencies)
- Science (volets – theory and practice)

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

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 UNIFORM EXAMS SCHEDULED FOR JUNE 2012

- Sec. 5 English
- Sec. 5 French, 2nd language
- Sec. 4 Math
- Sec. 4 History & Citizenship Ed.
- Sec. 4 Science & Technology

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 of evaluations)
- ▣ Student knowledge officially taken into account in evaluation
- ▣ Use of new frameworks for the evaluation of learning (for each subject)

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

| ENGLISH LANGUAGE ARTS | Term 1 (20%) | Term 2 (20%) | Term 3 (60%) | Final 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 | | | | |

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 (20%) | Term 2 (20%) | Term 3 (60%) | Final 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 (20%) | Term 2 (20%) | Term 3 (60%) | Final 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 3rd 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 (20%) | Term 2 (20%) | Term 3 (60%) | Final 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 3rd 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%)

NEW FRAMEWORKS FOR THE EVALUATION OF LEARNING

Example: Secondary Math

Mathematics

Secondary School, Cycles One and Two

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. The weighting applies to Secondary Cycles One and Two as well as to all options in the Mathematics program.

| Weighting | | Wording in report card |
|-------------------------------------|-----|------------------------------|
| <i>Solves a situational problem</i> | 30% | Solves a situational problem |
| <i>Uses mathematical reasoning</i> | 70% | Uses mathematical reasoning |

Solves a situational problem

30%

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

| | |
|--|--|
| Indication (oral or written) that the situational problem has been understood | <ul style="list-style-type: none">• Planning of steps involved in the situational problem• Identification of relevant information• Consideration of the constraints of the situational problem |
| Application of appropriate mathematical knowledge | <ul style="list-style-type: none">• Selection of the required mathematical concepts and processes• Production of a solution (application of mathematical concepts and processes) |
| Development of an appropriate solution | <ul style="list-style-type: none">• Clear, thorough indication of how the solution is worked out (procedure and result) |
| Appropriate validation of the steps in the solution^{1*} | <ul style="list-style-type: none">• Validation of the solution |

**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/secondaire/index_en.asp

- ▣ Secondary Evaluation Frameworks for each subject (2011-2012):
<http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=fiche&id=1616>

- ▣ QEP:
Cycle 1 -
http://www.mels.gouv.qc.ca/sections/programmeFormation/secondaire1/index_en.asp

- Cycle 2 -
http://www.mels.gouv.qc.ca/sections/programmeFormation/secondaire2/index_en.asp