



STANDARDS AND PROCEDURES OF EVALUATION

L'ASSOCIATION PROVINCIALE DES ENSEIGNANTES ET ENSEIGNANTS DU QUÉBEC

WHAT IS THE ROLE OF THE SCHOOL?

The provincial report card that has been implemented this year (2011-2012) has standardized the reporting process considerably. This has raised the question in some schools as to what can still be determined by a school and how it can be determined.

WHAT IS DETERMINED BY A SCHOOL?

A number of items that used to be decided within a school are now determined provincially, such as the weight of a term and the deadline dates for distribution of report cards. However, there are areas where the school can make its own decisions, notably:

- The format of the information document given to parents at the beginning of the year
- The format of the progress report
- Which competencies/components in languages, mathematics and science and technology will be reported upon (terms 1 and 2)
- The certain competencies (Cross Curricular Competencies) that should receive comments and the types of comments used
- A choice regarding distribution of progress reports and report cards prior to deadline dates

WHAT MECHANISM IS USED BY SCHOOLS TO MAKE THESE DECISIONS?

Article 96.15 of the Education Act indicates how the standards and procedures of evaluation are determined:

The principal is responsible for approving, on the proposal of the teachers ...

(4) the **standards and procedures for the evaluation of student achievement**, in particular, how parents are to be informed of the academic progress of their children, in keeping with the

prescriptions of the basic school regulation and subject to the examinations that may be imposed by the Minister or the school board;...

The proposals of the teachers ... under this section shall be made according to the procedure determined by the teachers ... at general meetings called for that purpose by the principal or, failing that, according to the procedure determined by the principal.

A proposal of the teachers ... concerning a subject referred to in this section must be made within 15 days after the proposal is requested by the principal, failing which the principal may act without such proposal.

If the principal does not approve a proposal of the teachers or the staff members, the principal shall give reasons, in writing, for the decision.

WHAT DOES THIS MEAN?

There are responsibilities for both teachers and principals in a school. Ideally, developing the standards and procedures should be a collaborative effort between teachers and the principal. The process should involve dialogue between the teaching staff and the principal so that the final proposal will have the agreement and support of both parties.

If a formal sequence is needed, the Education Act indicates its key elements: a principal must elicit proposals from teachers and approve them; if approval is not granted, he or she must explain why in writing. Conversely, teachers must develop proposals and submit them to the principal in a timely fashion; failure to do so gives the principal complete authority to make a decision.

It should be noted that refusing the teachers' proposal does not mean that the principal can now decide unilaterally; the intent of the Education Act is to ensure

a meaningful role for teachers in developing the standards and procedures in their school. The refusal of the teachers' proposal by the principal should lead to discussion around the reasons for the refusal, and, ultimately, an agreement.

WHAT IS THE ROLE OF THE SCHOOL BOARD?

School boards may develop tools, strategies or suggestions to support or help schools with this process. The school board does not have the authority to determine the standards and procedures, but the school board can suggest content for them that a school may choose to implement.

However, if the teachers and principal fail to reach an agreement, the school board has a responsibility to ensure that the standards and procedures are implemented; in other words, the school board has the right to make a decision and impose standards and procedures, but only after failure to do so within the school.

WHEN DOES THIS PROCESS TAKE PLACE?

Typically, the process is undertaken in the spring (April, May, June) so that everything is in place for the following school year and information can be given to parents in September. However, there is nothing that

prevents modifications during the school year to account for changes that occur (re-assignment of teachers over the summer, new courses, etc.), as long as parents are informed of these changes.

HOW CAN A STAFF DEVELOP ITS PROPOSAL? WHAT NEEDS TO BE TAKEN INTO ACCOUNT?

Developing a proposal is not the same as being consulted; it requires broad participation from the staff to develop ideas and put them forth. MELS has developed support documentation to help schools with this process and focus on what needs to be considered and taken into account. The document, *Our School's Choices in Light of the Provincial Report Card*, is available on the MELS website:

http://www.mels.gouv.qc.ca/sections/publications/publications/BSM/LesChoixDeNotreEcole_DocSoutien_a.pdf

WHAT ARE SOME OF THE QUESTIONS THAT SHOULD BE CONSIDERED IN THE STANDARDS AND PROCEDURES?

The standards and procedures of evaluation can cover topics related to anything that is not otherwise specified in the Basic School Regulation. The following table of questions is not exhaustive and is only meant to illustrate the main considerations; each school's particular characteristics may lead to additional questions.

TOPIC	QUESTIONS
Information document at beginning of year	<ul style="list-style-type: none"> • What are the main evaluations for each subject? • Will the document be per teacher or per level? • Are there exams? How much will they be worth? • How will the information be sent to parents?
Progress report (written communication other than report card)	<ul style="list-style-type: none"> • When will it be sent? • What information will be sent? Who is responsible for it? • Will the same model be used for each cycle? Each year? The entire school? • How will it be sent?
Report card	<ul style="list-style-type: none"> • What will be done to ensure consistency of results? • How will school or school board exams be built into the result? • What factors affect the learning for each term? • What learning will be evaluated for each term? • Which competencies or components in languages, math and science will receive marks in terms 1 and 2? • How will comments be formulated? • Which general competencies will receive comments?