



Standards and procedures for the evaluation of learnings

SCHOOL YEAR 2018-2019



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Preamble

In accordance with a section of the Educational Act, vocational training centres must adopt standards and procedures proposed by the teachers and approved by the Centre's administration from which the Executive Committee is informed.

The standards and procedures are defined taking into account the evaluation aspects of the educational institution, the School Board and the *Ministère de l'Éducation et de l'Enseignement supérieur* (MEES).

A standard...

- ◆ is a common reference;
- ◆ comes from a consensus within a team centre;
- ◆ has a prescriptive character;
- ◆ can be revised if necessary;
- ◆ complies with the Education Act and the Basic School Regulation;
- ◆ is aligned with the training program.

A procedure...

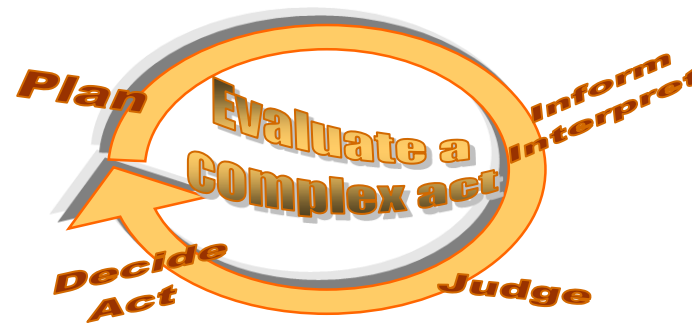
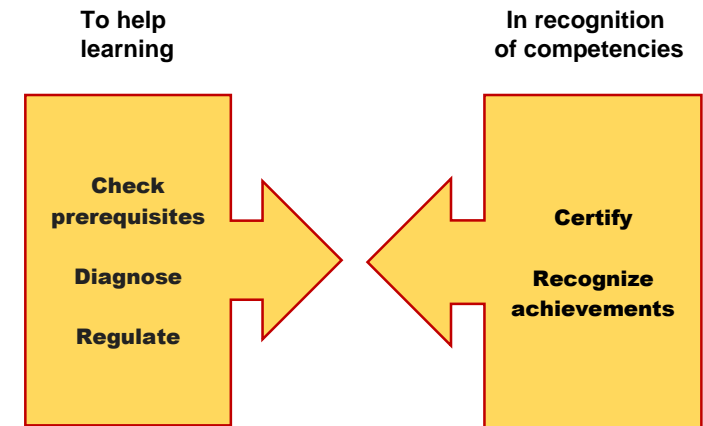
- ◆ specifies the conditions for the application of the standard;
- ◆ can be revised if necessary;
- ◆ guides the strategies;
- ◆ indicates means of action.

Evaluation of learnings

Standards and procedures are dealt with:

- **each of the functions of the evaluation**
 - ◆ to help learning;
 - ◆ in recognition of competencies.

- **each step of the evaluation**
 - ◆ plan;
 - ◆ inform and interpret;
 - ◆ judge;
 - ◆ decide/act.



In addition, certain aspects of the *Policy on the Evaluation of Learnings* are considered.

- ◆ the communication of results;
- ◆ the quality of language.

Evaluation Process – Planning

Planning:

- ◆ allows to establish the intent of the evaluation, that is, to define the purpose;
- ◆ is to choose the appropriate means and moments;
- ◆ is designed by several teachers or persons accompanying the student.

- ❖ Planning for evaluation is a responsibility of the program team and each teacher.
 - The program team relies on the benchmarks (program and specifications for sanction evaluations) to establish an overall planning of the evaluation. This planning includes, among other things, the competencies and evaluation criteria targeted for a given period, the evaluation and consignment tools used.
 - The program team meets annually to follow up on evaluation planning.
 - The program team establishes the requirements related to the criteria for assessing competencies at different learning periods in order to mark the development of learnings in the program.
 - In accordance with the requirements established by the program team and taking into account the characteristics of the students, the teacher chooses or develops his evaluation tools in support of learnings in order to guide the student constantly and periodically to the attainment of the objectives.
 - The teacher informs the students on what is expected (criteria and requirements) in the tasks to be performed within the learnings situations.
 - The main elements to be integrated by the teacher in planning the evaluation of learnings are:
 - course outline;
 - evaluation in support of learnings;
 - evaluation follow-up grid;
 - evaluations of sanction.
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Evaluation Process – Planning

- ❖ Planning for evaluation of sanction is integrated into learning planning.
 - Using the course outline, the teacher communicates to students the elements of competence, subject to evaluation, and the associated weighting without disclosing the elements of observation.
 - The program team uses the criteria and evaluation strategy for the recognition of competencies specified in the evaluation of sanction specifications.
 - The teacher uses the ministerial examination for specified courses by the MEES. Otherwise, he uses the local examination. In the event that there is none, the teacher will produce at the request of the administration an evaluation of sanction which will have to be verified and validated by an academic advisor and the program team and then approved by the administration before being deposited in the Centre's database.
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Evaluation Process – Information and interpretation

Information can be taken and interpreted during the course of the activities. It makes it possible to adjust pedagogical actions with a perspective to regulating learnings. The instrumentation used must collect sufficient and relevant information on which to base judgment. Thus, criterion interpretation is used in different contexts in evaluation, either in learning aid or in recognition of competencies.

- ❖ The responsibility for information gathering and interpretation of data is shared between the teacher, the student and, occasionally, other professionals.
 - The teacher collects and records varied and relevant data in sufficient numbers and staggered over time using appropriate tools.
 - For learning aid, students can be involved in information gathering through self-evaluation and co-evaluation (by teacher or peer).
 - The teacher chooses or produces appropriate tools for giving information and interpreting (grids, checklists, etc.).
 - The administration collects and records the data relevant to the interpretation of the sanction results (ex.: sanction compilation table) and communicates them to all concerned teachers.
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- ❖ Information is taken by a variety of means that take into account the characteristics of all students.
 - The teacher uses informal means (observation, questions, etc.) to collect data.
 - The teacher uses formal means (evaluation grids, monitoring grids, checklists, logbook, etc.) to collect and record data.
 - The teacher notes, if needed, the particular support provided during the performance of learning activities.
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Evaluation Process – Information and interpretation

- ❖ The interpretation of the data is criterion-based.
 - The teacher uses evaluation tools designed accordingly to the performance criteria of the curriculum.
 - The program team adopts a common understanding of the requirements related to the evaluation criteria of evaluations of sanction, in particular by specifying observable characteristics.
 - In evaluation of sanction, the teacher uses the examinations and evaluation grids of the MEES. If they are not available, they use the local examinations and evaluation grids which are current at the Centre.
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Evaluation Process – Judgment

Judgment is present throughout the evaluation. It takes effect when choosing methods and evaluation criteria. It makes it possible to report on learnings and leads to decision-making.

- ❖ Judgment is a responsibility of the teacher who, if necessary, is shared with other Centre's staff members.
 - If necessary, the teacher shares his/her vision of the learnings and progress of some students with the members of his/her team or other Centre's staff members.
 - Teachers who have contributed to the development of one or more elements of a competency of a student share the information about his/her learning.

- ❖ Judgment is based on relevant, varied and sufficient information about the student's learnings.
 - The teacher makes a judgment based on the data that he has collected and interpreted using formal tools.
 - The program team adopts a common understanding of the relevance and sufficiency of the data needed to make a judgment in support of learnings.
 - Each teacher conforms to the common interpretation of the evaluation criteria and the evolution of the student's competencies.

- ❖ During the development of the competency, the judgment is based on the state of the student's learnings and, at the end of the acquisition, on the recognition of competency.
 - During the development of the competency, the teacher makes a judgment on the state of learnings of all his students according to the approved markers.
 - For the recognition of competency, the teacher uses the specifications for evaluations of sanction provided by the MEES in order to make a judgment. In the absence of these, those produced and approved by the Centre should be used.

Evaluation Process – Judgment

- ❖ During the development of the competency, the judgment is based on the state of the student's learnings and, at the end of the acquisition, on the recognition of the competency.
 - Approach to modify the specifications for evaluation of sanction:
 - A consultation is done with the program team.
 - A modification request is filed with the academic advisor by a teacher on behalf of the program team.
 - After evaluation by the academic advisor, he may accept or refuse the application with justifications.
 - In the event that the application is accepted, the modification is made to the official specifications of the Centre.
 - In recognition of competency, scoring is dichotomous. The student achieves success or failure according to whether the pass level is met or not; the student obtains total points or 0 for each element in the evaluation form.
 - In the case of a practical examination, the teacher justifies in writing the causes of the failure in the evaluation form.
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Evaluation Process – Decision/action

In a learning situation, the decision results in a regulatory action.

In the case of recognition of competencies, the decision is formal and can have important consequences in the continuation of the student's training plan.

The teacher is called upon to testify of the acquired level of competency. He recognizes the needs, supports the student in his search for improvement and helps him recover.

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- ❖ In support of learning, differentiated pedagogical actions are implemented to support and enrich the progression of learnings.
 - The teacher chooses means of regulation and enrichment to meet the special needs of his students.
 - The teacher provides the student with the opportunity to regulate his/her own learnings by identifying challenges and finding ways to address them (monitoring grid, self-evaluation, checklist, etc.).
 - The teacher uses means to promote the progress of the student's learnings and to develop his/her autonomy in relation to the trade.
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- ❖ Pedagogical actions are planned to ensure the continuation of the student's learnings.
 - The program team determines moments to exchange as necessary and the data to be communicated in order to ensure the follow-up of the student's learnings.
 - As a result of the evaluation for sanctioning, if necessary, the teacher who has worked with some students provides a clear picture of their learnings and identifies the support needed for the continuation of learning of the following competency.
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Communication of results

It is necessary to communicate with the student and his/her parents, if he/she is a minor, as well as the other Centre's staff members who need the information, the results and decisions that concern him/her.

- ❖ The means of communicating results are varied and regularly used. .
 - The teacher, following the evaluation of sanction, transmits the result of the test to the student and the secretariat through the current process, within a maximum deadline of 10 working days. Exceptionally, an agreement can be made with the administration regarding the 10-day period.
 - The teacher uses a feedback sheet to inform the student of his encountered difficulties.
 - In the event of a failure of the evaluation of sanction, the teacher gives the student a notice of retake exam at the time of communication of the result.
 - Individual follow-up of each student is set up to inform the student about the development of his/her professional attitudes.
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Quality of the language

The quality of the spoken and written language is taken into account in the curriculum. The MEES agrees to use the recognized technical terms of the trade. Concern for the quality of the language must be reflected in the evaluation tools developed by institutions and in the daily interventions with students.

- ❖ The quality of the spoken and written language is recognized in all the Centre's student learning activities.
 - Teachers use technical vocabulary related to the trade, in French in the French cohorts and in English in the English cohorts, and encourages at all times the same use by the students.
 - All students are encouraged to use a good written and spoken language, both in learning situations and in the Centre's life.
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- ❖ The quality of the written language is a responsibility shared by all the Centre's staff members.
 - The quality of the written language in the locally developed examinations is subject to verification.
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Confidentiality of material

- ❖ All necessary measures shall be taken to maintain the confidentiality of the examinations.
 - The choice of the version of an examination must be made by the Centre's administration.
 - The secretariat is responsible for the examinations' reproduction.
 - No information about the content of the examinations should be disclosed to the students before their handover.
 - No electronic device that can be used as a camera is allowed during the examination.
 - Following the evaluation of sanction, copies of the examination and accompanying material (answer sheets, worksheets and evaluation sheets) must never be presented nor given to students, neither is the revised content. It is up to the teacher to explain the results to the student from a feedback sheet.
 - The result of a sanction evaluation cannot be disclosed to the student until all students in his/her group have completed the examination, excluding students absent from the examination.
 - Evaluation of sanction in the Centre's database must not be used at any time for learning aid or practice evaluation purposes or as a pre-test.
 - The examinations must be stored in a safe place.
 - At the time of marking and during the relocation of the examinations in the Centre, all precautions must be taken in order to preserve their confidentiality.
 - If there is a theft or disappearance of examination, immediately notify the Centre's administration and the person in charge of the sanction.
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Confidentiality of results

- ❖ All staff members involved in the evaluation have the responsibility to ensure the confidentiality of the student's results.
 - Only those concerned are allowed to take note of the academic results:
 - the student or holder of parental authority if the student is a minor;
 - staff members whose duties relate to the processing of documents relating to them.
 - The results must not be displayed.
 - Staff members that need to exchange results must ensure that they do so by guaranteeing confidentiality.
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Plagiarism

- ❖ Measures are taken to limit situations of plagiarism.
 - The physical organization of the premises where the evaluation of sanction is administered is as far as possible arranged to avoid situations of plagiarism.
 - Any form of communication between students during the evaluation of sanction is prohibited. In the event that students violate this rule, the teacher considers it to be plagiarism and applies the disciplinary measures associated with each student involved in the communication.
 - ❖ The teacher who witnesses a situation of plagiarism invites the student to leave the premises and informs him/her that he/she will fail his/her examination.
 - The teacher must indicate a clear mark on the evaluation that it is plagiarism.
 - Teachers must meet with the Centre's administration to determine what action will be taken.
 - The student may be admitted to a retake exam under the conditions determined by the Centre's administration.
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Examination attendance

- ❖ A result can only be transmitted if the student has been tested for the sanction.
 - The student who does not show up for the evaluation will be marked “AB”.
 - The student who is absent from the examination and who does not submit a supporting document accepted by Centre’s operating rules is met by the administration and may be refused to a retake exam.
 - The student who is **absent** from the examination must present himself/herself:
 - at the time determined by the teacher if the examination can be rescheduled within the range foreseen for the examination of the module in progress;Or
 - at the time determined by the administration.
 - For a competency sanctioned in independent parts (2 or more), the student who does not show up to one of the parts receives the mention « ECH ».
 - A student who is late in the examination begins it:
 - upon arrival if the teacher deems it is possible to complete the test within the time allotted for the examination;Or
 - at the time determined by the teacher if the examination can be rescheduled within the range foreseen for the examination of the module in progressOr
 - at the time determined by the administration.

Review of results

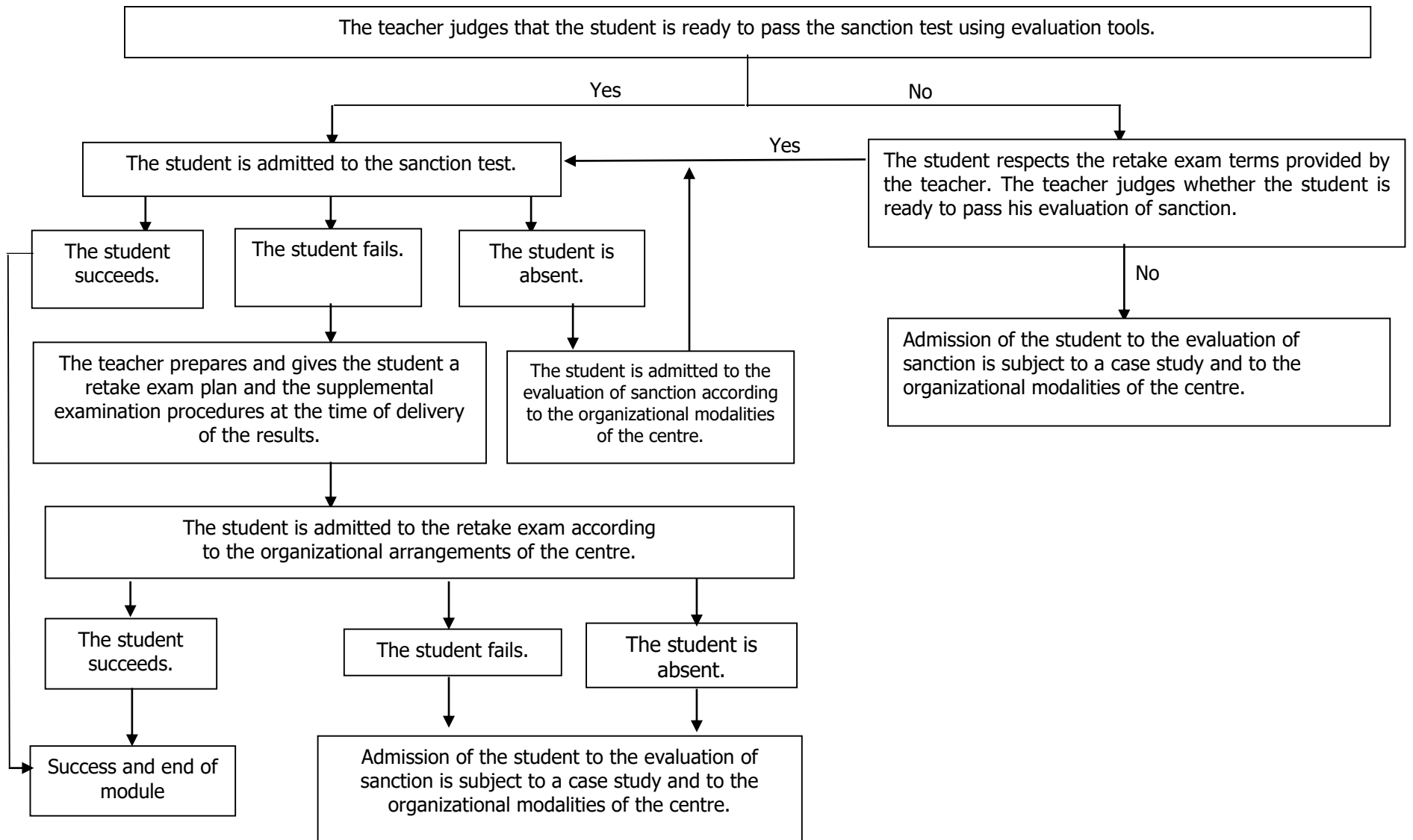
- ❖ At the request of the student, the authorized organization shall revise the grade.
 - A student who applies for a review must do so in writing to the administration, within 10 days of receiving the result.
 - The administration establish a review committee composed of at least two teachers (excluding the teacher concerned by the application) and the academic advisor.
 - The Committee impartially reviews all relevant documents and submits a recommendation to the administration within 10 days of the filing of the review application.
 - The administration reviews the Committee's recommendation and all other recitals, as the case may be, and makes its decision.
 - The administration informs the student on the outcome of the request for a review, in writing.
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Examination and retake exam

- ❖ A student who demonstrates sufficient preparation may be admitted to the examination for the sanction of a competency.
 - The teacher judges the preparation of the students and authorizes access to the sanctioned examination. The student authorized to take the examination must sign the verdict form before starting the test.
 - The teacher uses the results of the learning aid evaluations (all exercises, assignments, etc.) to make a judgment on the student's preparation.
 - In the event of a refusal, the student must complete a recovery plan prepared by the teacher.
 - The student refused to an examination is met by the Centre's administration, if necessary.

 - ❖ A student who fails an evaluation of sanction may have access to a retake exam.
 - A recovery plan including exercises and work is drawn up by the teacher.
 - Recovery plan exercises and work must be completed and achieved in order to gain access to the retake exam.
 - The result obtained at the retake exam becomes the official result.
 - The student's access to the retake exam is subject to the Centre's organizational terms.

 - ❖ Exceptional situations
 - In the event of an electrical breakdown or any other exceptional situation, the student remains available to continue his/her examination upon return of electricity or upon a return of normalcy. If the situation is prolonged and administration suspends the courses, the student will be subjected to a new examination at the time fixed by the Centre's administration.
 - If the Centre is closed due to a storm or any other exceptional situation, all the examinations scheduled for that day will be postponed until the following day and all other examinations of the current module will be delayed by one day.
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Reference documents

- ◆ Public Education Act of Quebec, 2016;
- ◆ Policy on the learning evaluations, MEES, 2003;
- ◆ Terms of reference for the planning of activities on learnings and evaluations, MEES, 2005;
- ◆ Instructional system of vocational training, MEES, 2016;
- ◆ Annual instruction of vocational training, MEES, 2016;
- ◆ Administration guide of adult general education and vocational training sanction of studies, MEES, 2016.

Development Committee

The members of the Development Committee:

- Guy Dupuis, teacher
- Guylain Boudreau, teacher
- Yves Boudreau, teacher
- Scott Jesty, teacher

These standards and procedures have been developed on March 28, 2017, with the support of Pierre Sauvé and Etienne Jobin, academic advisors, and come into force on July 1, 2017.

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Director