

Renewing the Local Framework for the Evaluation of Learning

Guide for Centres and School Boards

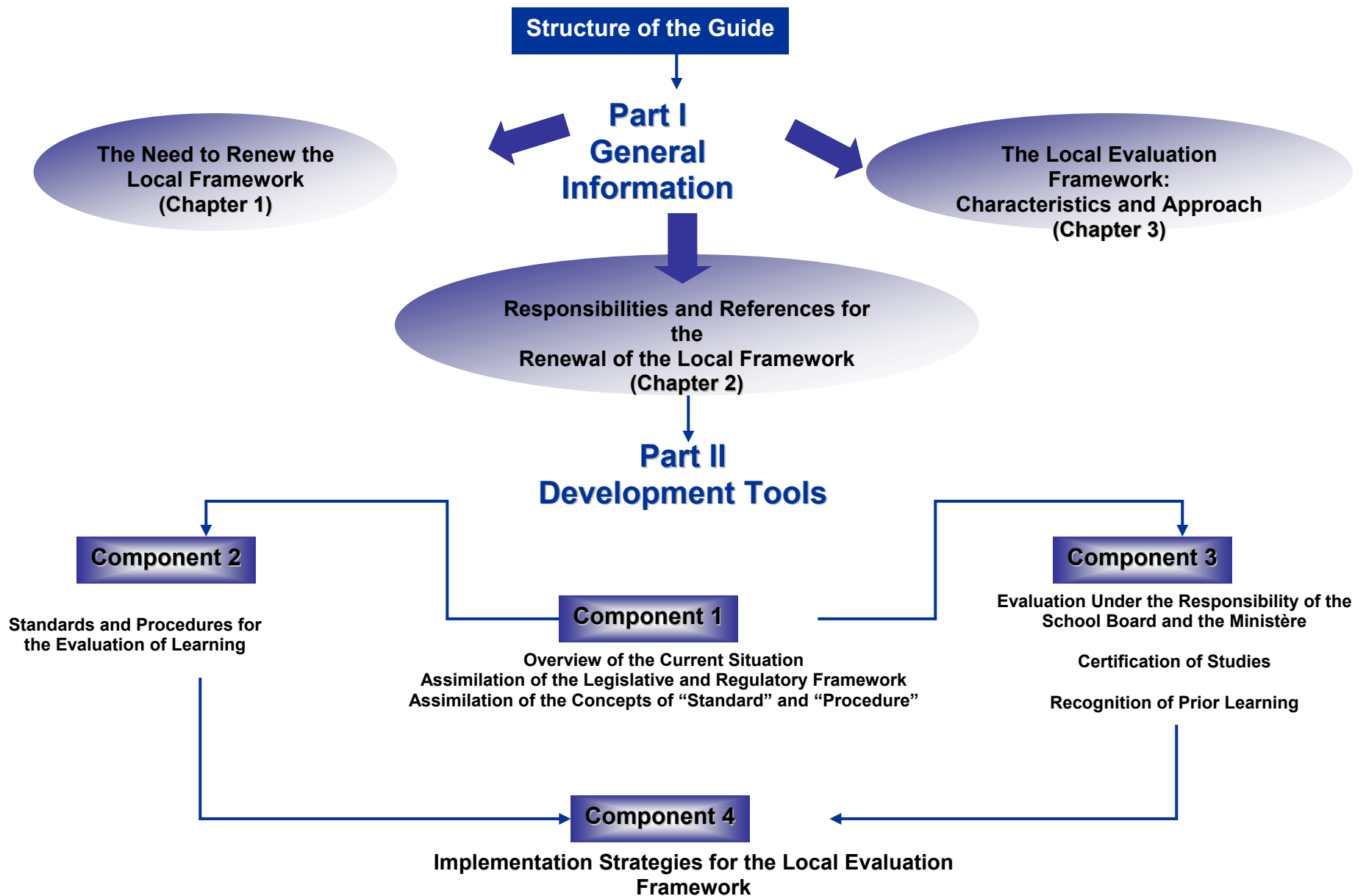
Vocational Training



Component 1

Overview of the Current Situation
Assimilation of the Legislative and
Regulatory Framework
Assimilation of the Concepts of
“Standard” and “Procedure”

Renewing the Local Framework for the Evaluation of Learning



INTRODUCTION

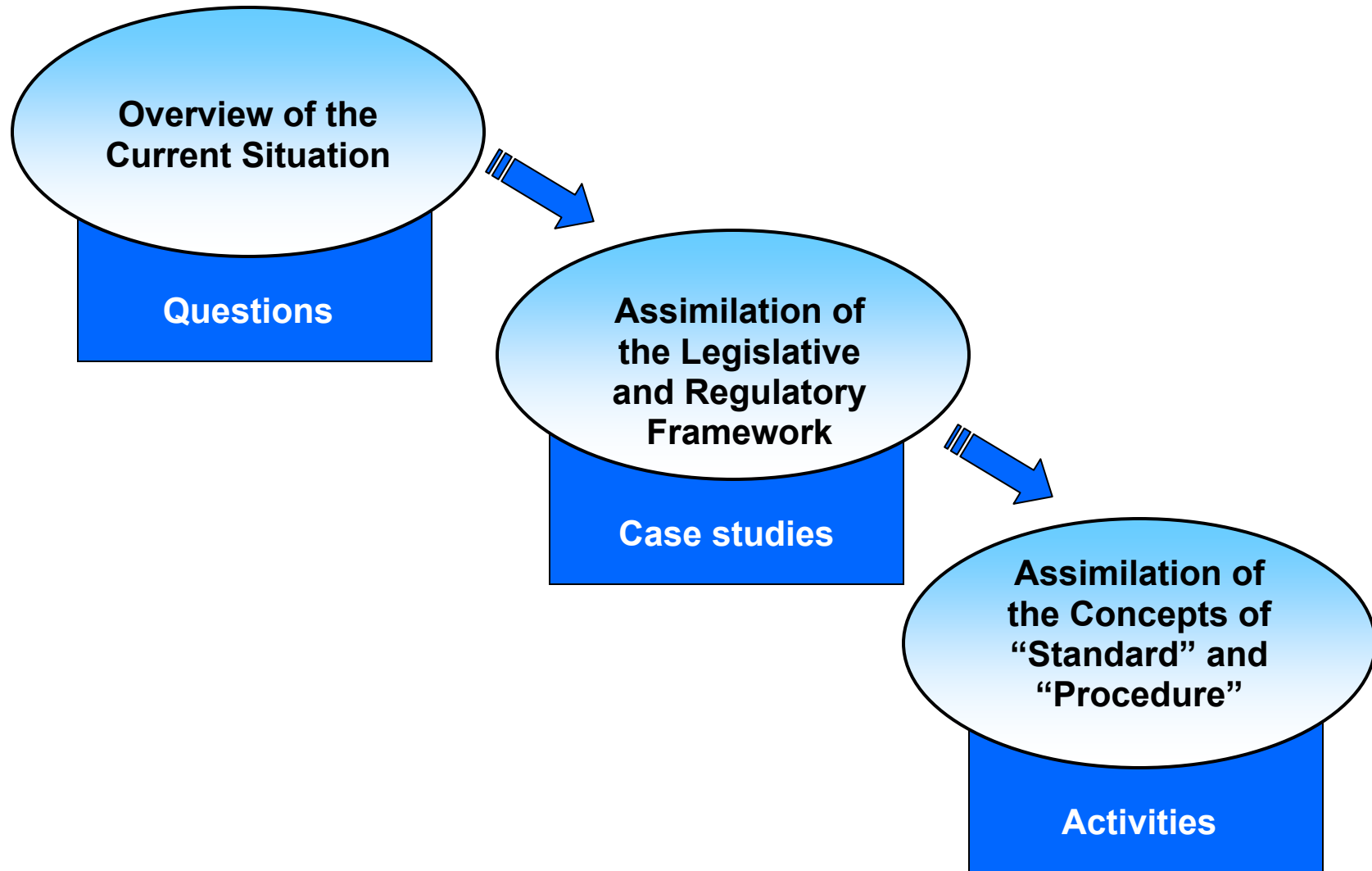
Component 1 allows for the completion of the first stage of the renewal process, which involves drawing up an overview of the current situation in centres, assimilating the legislative and regulatory framework relating to the evaluation of learning, and distinguishing between the concepts of “standard” and “procedure.”

SUGGESTED APPROACH

- *Part 1* of this component outlines the situation in light of the current local framework. The answers to certain questions will give an overall view of current practices in the evaluation of learning.
- *Part 2* of this component consists of case studies. The aim here is to launch a discussion about the responsibility of stakeholders and organizations with regard to certain situations related to the evaluation of learning and to present the legislative and regulatory references associated with them. This chapter also demonstrates that all the stakeholders in the school system must be familiar with the local framework.
- *Part 3* of this component presents activities that enable stakeholders in the school system to distinguish between standards and procedures.

The three parts of this component are meant to increase awareness of the need to incorporate the renewal of the local framework into current evaluation practices. This is done by taking into account the main provisions of the Education Act and the Basic Vocational Training Regulation that provide the framework for the evaluation of learning. The diagram on the following page presents the structure of Component 1.

STRUCTURE OF COMPONENT 1



OVERVIEW OF THE CURRENT SITUATION

Questions

- ◆ Do standards and procedures or other guidelines currently exist to structure the evaluation of learning at the local level (centres and school board)?
- ◆ Do these standards shed light on the planning of learning and evaluation activities?
- ◆ On what did our centre or school board base its framework for the evaluation of learning?
- ◆ What ministerial documents are available to educational stakeholders to facilitate the renewal of the local framework? To what extent have these documents and the requirements they contain been assimilated (e.g. Education Act, Basic Vocational Training Regulation, Annual Directives, Administrative Manual for the Certification of Studies, program and specifications, Policy on the Evaluation of Learning, Reference Framework for Planning Learning and Evaluation Activities)?
- ◆ Are there other documents developed by the school board or centres that could assist the development committee in launching the renewal process?
- ◆ Has any information, training or accompaniment been provided with respect to the local evaluation framework in our centre or school board?
- ◆ What responsibilities related to the local evaluation framework are shared in our centre or school board?
- ◆ With regard to evaluation, are there any information exchange mechanisms set up between:
 - a) the school board and the centres?
 - b) the centres in the school board?
- ◆ Who are the key players?

ASSIMILATION OF THE LEGISLATIVE AND REGULATORY FRAMEWORK

Case Studies

- ◆ **Case 1 – On what grounds can the centre justify its decision?** Julian is a student with a significant physical handicap. He is enrolled in a vocational training program. According to the program team, Julian could meet most of the program requirements and is capable of developing certain competencies and assimilating much of the knowledge related to the competencies.
- ◆ **Case 2 – Can the school board do this?** A school board sets an examination for the purposes of certifying a competency in a given program of study in order to provide more information about student success (success plan).
- ◆ **Case 3 – Who has the final word in this situation?** The teachers in a given centre want to establish a three-week waiting period between evaluation for the purposes of certification and retakes for students who fail the examination. They want this decision to become part of the centre's standards and procedures for the evaluation of learning, but the administration disagrees.
- ◆ **Case 4 – Can the centre director do this?** A centre director insists that teachers use observation rubrics to support learning as of the next school year. She has planned training to help the teachers develop and use this evaluation tool. Some teachers oppose the compulsory use of observation rubrics, since they would like to incorporate these instruments at their own pace and in accordance with their needs.

Answers

◆ **Case 1 – On what grounds can the centre justify its decision?**

◆ **Case 2 – Can the school board do this?**

◆ **Case 3 – Who has the final word in this situation?**

◆ **Case 4 – Can the centre director do this?**

Legislative and Regulatory References

Case 1 – On what grounds can the centre justify its decision?

Education Act, s. 246

"Every school board shall see to the implementation of the basic regulations established by the Government in accordance with the gradual implementation approach prescribed by the Minister under section 459 and of the programs of studies established by the Minister under section 461.

For humanitarian reasons or to avoid serious harm to a student, the school board may, following a request, with reasons, made by the parents of the student, by the student, if of full age, or by the principal [director] of the centre, exempt the student from the application of a provision of the basic regulation. In the case of an exemption from the rules governing certification of studies referred to in section 460, the school board must apply therefor to the Minister."

Case 2 – Can the school board do this?

Education Act, s. 249

"A school board may impose internal examinations in the subjects in which no examination is imposed by the Minister and for which credits are compulsory for the issue of a secondary school diploma or a vocational training diploma."

Legislative and Regulatory References

Case 3 – *Who has the final word in this situation?*

Education Act, s. 110.12

“The principal [centre director] is responsible for approving, on the proposal of the teachers: . . . 3) the standards and procedures for the evaluation of student achievement in keeping with the prescriptions of the basic regulation and subject to the examinations that may be imposed by the Minister or the school board.

Time limit

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.

Reasons

If the principal does not approve a proposal of the teachers, the principal shall give reasons for the decision.”

According to *La loi sur l'instruction publique annotée* (Fédération des commissions scolaires du Québec, 2001, section 96.15, p. 4), “The centre director’s approval authority does not include the power to change, in whole or in part, a proposal by the teachers or staff members. The director accepts or refuses a proposal. In the case of a refusal, the director must justify his or her decision. The teachers or staff members concerned must then submit a new proposal to the director. If the teachers or staff members concerned neglect or refuse to submit a new proposal, as requested by the director and before his or her specified deadline, the director can act without a proposal. The deadline given to the teachers and staff members concerned to draw up a proposal may not be less than 15 days.” [Free translation]

Case 4 – *Can the centre director do this?*

Education Act, s. 19

“In accordance with the educational project of the school and subject to the provisions of this Act, the teacher has the right to govern the conduct of each group of students entrusted to his care.

The teacher is entitled, in particular . . .

2) to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to his care.”

Case Studies

- ◆ **Case 5 – *What conditions apply to this situation?*** A vocational training centre reaches an agreement with the adult education centre in its school board. The adult education centre will offer French, English and mathematics courses to satisfy vocational training prerequisites. These courses will be offered concurrently with the vocational training program.
- ◆ **Case 6 – *Can the centre director do this?*** Mark is a student with learning difficulties. The centre director offers him remedial teaching services.
- ◆ **Case 7 – *Can the centre director do this?*** A student passes an examination for the purposes of certification. After verifying the examination as part of the educational supervision process, the director observes that the teacher has misinterpreted certain evaluation criteria and that the student has actually failed. The director overrules the teacher's decision.
- ◆ **Case 8 – *Can the centre director make the teacher's participation in a professional development activity compulsory?*** A teacher has not made any changes to her evaluation practices, which are geared more toward the recognition of competencies. The school offers a professional development activity on evaluation to support learning in accordance with the Policy on the Evaluation of Learning and the Reference Framework. The teacher refuses to participate.

Answers

◆ **Case 5 – What conditions apply to this situation?**

Case 6 – Can the centre director do this?

◆ **Case 7 – Can the centre director do this?**

◆ **Case 8 – Can the centre director make the teacher's participation in a professional development activity compulsory?**

Legislative and Regulatory References

Case 5 – What conditions apply to this situation?

Education Act, s. 98

"At the request of the school board, an adult education centre shall provide a general education program to students in a vocational training program offered by a vocational training centre or by an enterprise that meets the conditions determined by the Minister in a regulation under paragraph 7 of section 111 of the Act respecting private education (chapter E-9.1)."

Basic Vocational Training Regulation, s. 19

"The vocational training centre shall provide the parents of minors with at least 4 communications per year concerning general education courses provided by the centre and taken concurrently with the vocational training courses."

Case 7 – Can the centre director do this?

Education Act, s. 110.9

"The principal [centre director], under the authority of the director general of the school board, shall ensure that educational services provided at the centre meet the proper standards of quality.

The principal is the academic and administrative director of the centre and shall see to the implementation of the decisions of the governing board and of the other provisions governing the centre."

Case 6 – Can the centre director do this?

Education Act, s. 110.11

"In the case of a handicapped student or a student with a social maladjustment or a learning disability attending a vocational training centre, the principal [centre director], with the assistance of the student's parents, of the staff providing services to the student, and of the student, unless the student is unable to do so, shall establish an individualized education plan adapted to the student's needs and abilities.

The principal shall see to the implementation and periodical evaluation of the education plan and inform the student's parents on a regular basis."

Basic Vocational Training Regulation, s. 6

"The student services available to persons referred to in section 1 of the Education Act (R.S.Q., c. I-13.3) are those set out in the Basic school regulation for preschool, elementary and secondary education. The student services available to other persons are those set out in the Basic Adult Education Regulation."

Case 8 – Can the centre director make the teacher's participation in a professional development activity compulsory?

Education Act, s. 22, par. 6

"A teacher shall . . . 6) take the appropriate measures to attain and maintain a high level of professionalism."

Education Act, s. 96.21, par. 2

"The principal [centre director] shall see to the organization of such professional development activities for the school staff as agreed with the staff, in accordance with the provisions of the applicable collective agreements."

Case Studies

Case 9 – Are the parents on the governing board entitled to this information? Parents and other members of the governing board ask to be informed of certain changes made to the centre's evaluation standards and procedures and want to better understand how the evaluation of learning for the purposes of certification is conducted. They have heard that several students have failed a given program.

Case 10 – Can a teacher be obliged to use the same situations as his or her colleagues? Teachers of a given program develop evaluation situations to support learning. One of the teachers does not agree with the situations and prefers to select his own situations to develop and evaluate students' competencies.

◆ **Case 11 – Can the centre do this?** A person asks to be awarded the credits for a given competency because she acquired the competency at work. The centre refuses.

◆ **Case 12 – Can the centre do this?** A student asks to write the examination for the purposes of certifying a competency he knows he has developed. He suggests doing a special project in the workshop while the other students are in class. The teacher refuses, claiming that it would not be fair to the other students.

Answers

◆ **Case 9 – Are the parents on the governing board entitled to this information?**

Case 10 – Can a teacher be obliged to use the same situations as his or her colleagues?

◆ **Case 11 – Can the centre do this?**

◆ **Case 12 – Can the centre do this?**

Legislative and Regulatory References

Case 9 – Are the parents on the governing board entitled to this information?

Education Act, s. 110.10, par. 2.1

“The principal [centre director] shall assist the governing board in the exercise of its functions and powers and, for that purpose, the principal shall . . .

2.1) ensure that the governing board is provided all necessary information before approving the proposals made under this chapter.”

Case 11 – Can the centre do this?

Education Act, s. 250, par. 2

“[The school board] shall recognize, in accordance with the criteria or conditions established by the Minister, the scholastic or experiential learning of a person enrolled in vocational training or adult educational services.”

Basic Vocational Training Regulation, s. 20

“A person enrolled in vocational training may register for imposed examinations to earn credits without having taken the corresponding course, provided the pedagogical and organizational requirements are met.”

Case 10 – Can a teacher be obliged to use the same situations as his or her colleagues?

Education Act, s. 19

“In accordance with the educational project of the school and subject to the provisions of this Act, the teacher has the right to govern the conduct of each group of students entrusted to his care.

The teacher is entitled, in particular . . .

2) to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to his care.”

Case 12– Can the centre do this?

Basic Vocational Training Regulation, s. 20

“A person enrolled in vocational training may register for imposed examinations to earn credits without having taken the corresponding course, provided the pedagogical and organizational requirements are met.”

ASSIMILATION OF THE CONCEPTS OF “STANDARD” AND “PROCEDURE”

Activity 1 Distinguishing between evaluation standards and procedures

Reference:
Education Act, s. 110.12, par. 3

“The principal [centre director] is also responsible for approving, on the proposal of the teachers . . .

3) the standards and procedures for the evaluation of student achievement in keeping with the prescriptions of the basic regulation and subject to the examinations that may be imposed by the Minister or the school board. . . .

Time limit

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.

Reasons

If the principal does not approve a proposal of the teachers, the principal shall give reasons for the decision.”

◆ The teachers at Mapleview Vocational Training Centre want to propose standards and procedures for the evaluation of learning. Before meeting with the assistant director, they review the concepts. They begin by examining the **evaluation process**.

Four teams are formed, and each team reflects on one aspect of the evaluation process: **evaluation planning, information gathering and interpretation, judgment and decision/action**.

They pool the results of their work. In order to validate their proposal with the assistant director, they put her to the test, using a few examples of evaluation standards and procedures to see if she can:

- distinguish the standards from the procedures they have drawn up
- match the procedures with the corresponding standards

Activity 1 Distinguishing between evaluation standards and procedures

Evaluation standards and procedures proposed by the teachers at Mapleview Vocational Training Centre

Evaluation planning	Information gathering and interpretation	Judgment	Decision/action
<ol style="list-style-type: none"> 1. Evaluation planning is a responsibility shared by the program team, the centre team and the teacher. 2. The centre team adopts a flexible model that describes the main elements to be integrated into the plan for the evaluation of learning. 3. The teacher specifies the evaluation criteria for the competencies developed in the main learning and evaluation situations presented to students. 4. Evaluation planning is integrated into the planning of teaching/learning. 	<ol style="list-style-type: none"> 5. Teachers meet on a regular basis to share their information gathering and recording tools and to discuss how they use them. 6. The interpretation of information is criterion-referenced. In evaluation to support learning, these criteria are evaluated for their reliability and validity. 7. The teachers tell their students what is expected of them (criteria and requirements) concerning the tasks to be completed in the learning and evaluation situations, as well as when they are to be evaluated. 8. Information is gathered using a variety of means that take into account the needs of all students. 	<ol style="list-style-type: none"> 9. Teachers who helped a particular student develop a given competency share information about the student's learning and make a judgment together. They keep a record of their rationale. 10. The judgment concerning student learning is based on relevant, varied and sufficient information. 11. The judgment is the teacher's responsibility and is shared, as needed, with other members of the centre team. 12. The centre team gains a common understanding of the relevance and sufficiency of the information needed to make a judgment during and at the end of the competency development process. 	<ol style="list-style-type: none"> 13. Differentiated educational activities support and enrich the students' learning. 14. Students gradually develop the ability to regulate their own learning by basing their reflections on self-evaluation and the information received from classmates and teachers. 15. Teachers provide the students with opportunities to regulate their own learning by suggesting that they set challenges for competency development and find ways of meeting them. 16. The program team organizes integrated regulation activities (e.g. workshops, needs groups, enrichment groups) to take into account the situation of all students.

Activity 1 Distinguishing between evaluation standards and procedures

Answer key

	Evaluation planning		Information gathering and interpretation		Judgment		Decision/action	
STANDARDS	1	4	6	8	10	11	13	14
PROCEDURES	2	3	7	5	12	9	16	15

Activity 2 Characterizing the concepts of “standard” and “procedure” for the evaluation of learning

Answer key

Some characteristics of an evaluation standard and an evaluation procedure

A standard:

- ◆ is a common reference
- ◆ results from a consensus of the centre team
- ◆ is prescriptive
- ◆ may be revised as needed
- ◆ is consistent with the Education Act and the Basic Vocational Training Regulation
- ◆ is consistent with the Québec Education Program
- ◆ is based on the Policy on the Evaluation of Learning and the Government Policy on Adult Education and Continuing Education and Training
- ◆ is consistent with the spirit of the Reference Framework

A procedure:

- ◆ establishes requirements for the evaluation of learning
- ◆ may be revised as needed
- ◆ indicates means of action
- ◆ guides evaluation strategies

Activity 3 Producing evaluation standards and procedures

References:

Basic Vocational Training Regulation, ss. 19, 19.1, 28

Policy on the Evaluation of Learning:

General aspects and reporting of results, Chapter 7

Reference Framework for Planning Learning and Evaluation Activities:

Section 4.6

◆ The work at Mapleview Vocational Training Centre continues. The assistant director sees merit in the centre team's idea of establishing standards and procedures based on the evaluation process. She will need a similar document when she meets with students who want to know how they are being evaluated as well as the basis for particular comments, results, decisions, etc.

She proposes that the teachers examine what standards and procedures might be chosen for **communications with students and parents**, if applicable, and **the quality of spoken and written language**.

Using the Basic Vocational Training Regulation, the Policy on the Evaluation of Learning and the Reference Framework, she prepares questions to help the centre team produce communication standards and procedures.

Activity 3 Producing evaluation standards and procedures

Questions to help the centre team draw up standards and procedures applicable to communications with students and the quality of spoken and written language

Communication tools to support learning and recognize competencies

- ◆ What communication tools are used by teachers as part of their teaching and evaluation practices?
- ◆ What tools do we want to use at our centre?
- ◆ What other means of communication are used?

Content of communications to support learning and recognize competencies

- ◆ What are the topics of communications to support learning and recognize competencies?
- ◆ How should students be informed about their level of competency development with a view to supporting learning?
- ◆ How should students be informed about their strengths and areas needing improvement?

Recipients of communications to support learning and recognize competencies

- ◆ Who are the main recipients of communications to support learning and recognize competencies?
- ◆ How can we make sure we report results appropriately to the various recipients?

Quality of spoken and written language

- ◆ How can we ensure the quality of written language in local examinations?

Activity 3 Producing evaluation standards and procedures

In light of the proposed questions, establish a standard for communicating results and a related procedure.

Standard	Procedure