

# **Renewing the Local Framework for the Evaluation of Learning**

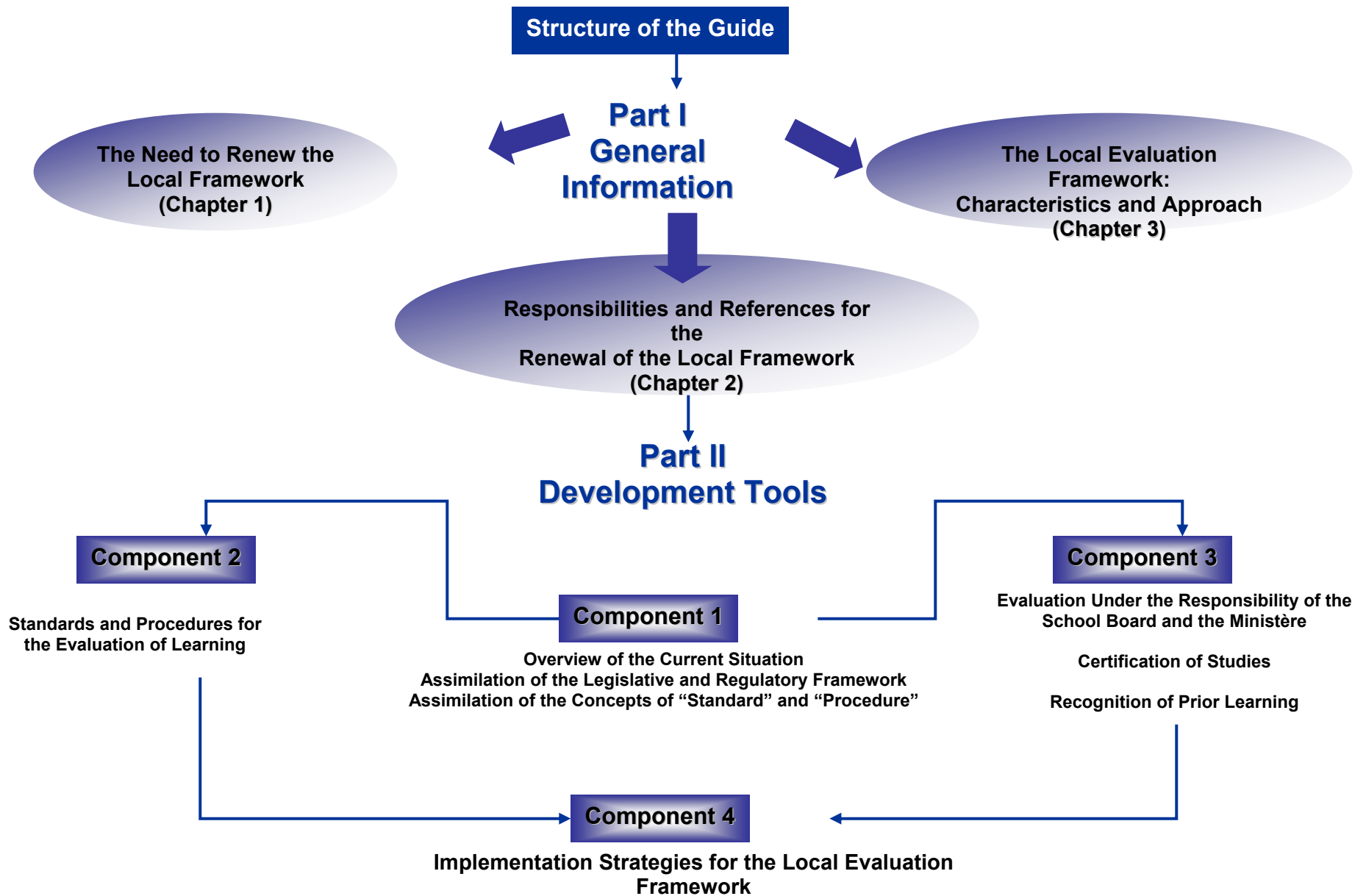
Guide for Centres and School Boards

Vocational Training

## **Component 2**

Standards and Procedures for the Evaluation of Learning

# Renewing the Local Framework for the Evaluation of Learning



## INTRODUCTION

This document is intended to help draw up standards and procedures for the evaluation of learning. It is the second component of the development tools proposed for the purpose of renewing the local evaluation framework.

## SUGGESTED APPROACH

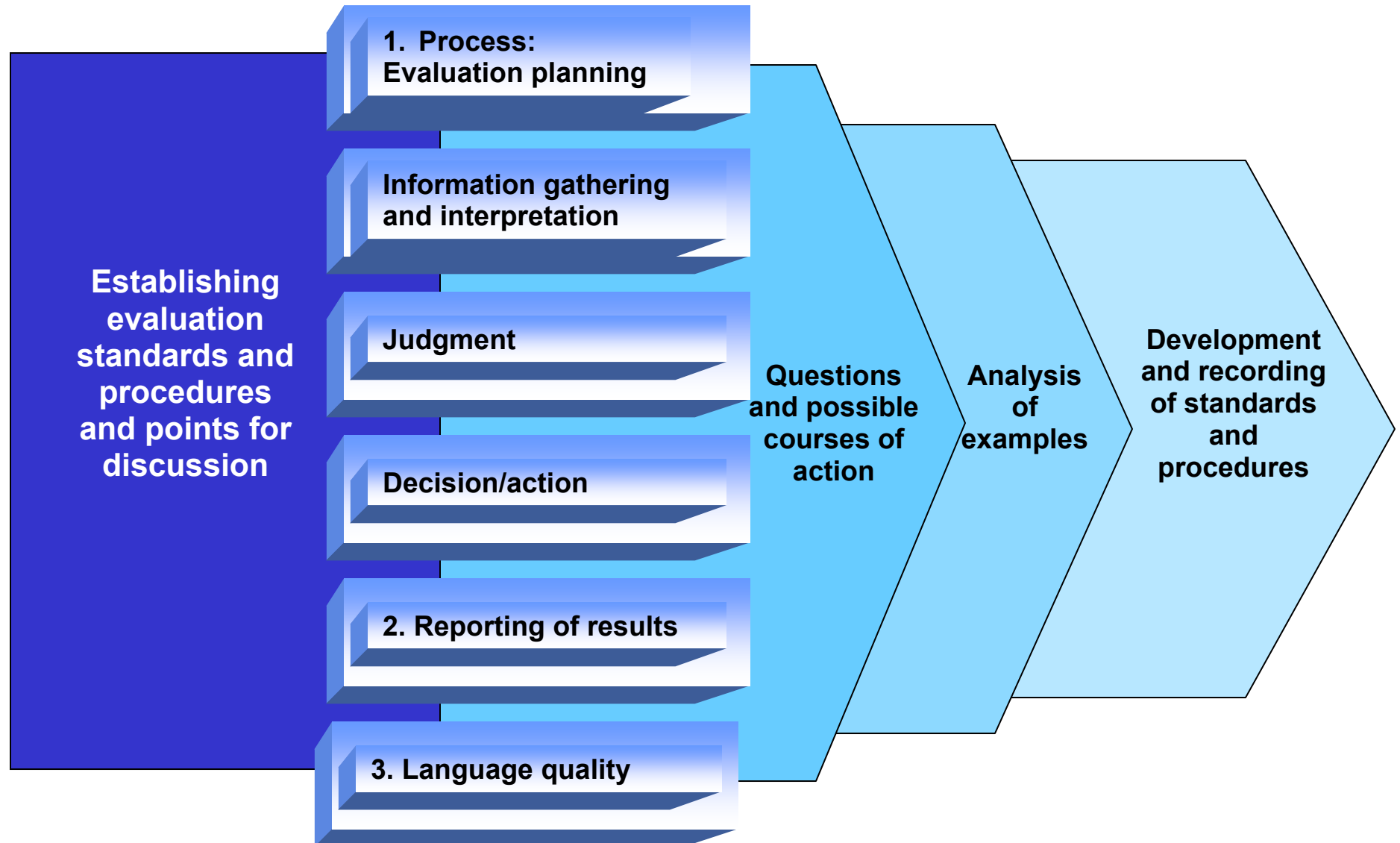
Component 2 addresses the following aspects :

- The evaluation process:
  - evaluation planning
  - information gathering and interpretation
  - judgment
  - decision/action
- Communication
- Language quality

This component groups together general questions aimed at launching a discussion on evaluation standards and procedures. They are followed by specific questions for each of the aspects considered and by examples of standards and procedures. **The list of suggested standards and procedures is not exhaustive.** They can be analyzed, and their relevance can be determined. The most suitable standards and procedures can be selected or adapted, or new solutions to meeting needs may be found. The elements in boldface must be defined locally. They may relate to actions

concerning tools to be developed or elements that need to be structured for the purpose of determining implementation strategies. The recording rubrics provided can be used to document the processes and account for decisions that are made.

## STRUCTURE OF COMPONENT 2: STANDARDS AND PROCEDURES FOR THE EVALUATION OF LEARNING

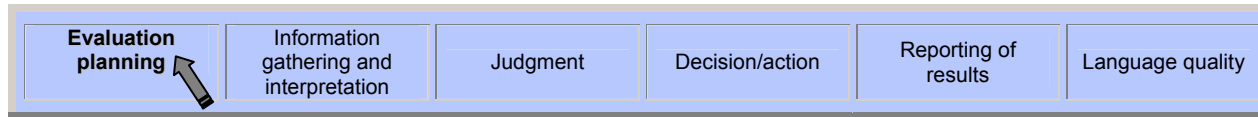




## Questions preliminary to establishing evaluation standards and procedures

- ◆ Do we know of any centres that have developed evaluation standards and procedures?
- ◆ On what principles should standards and procedures for the evaluation of learning be based?
- ◆ What are the responsibilities of teachers and centre administrators regarding the development and application of evaluation standards and procedures?
- ◆ What are the responsibilities of the school board regarding the development of evaluation standards and procedures?
- ◆ What ministerial documents should be consulted in establishing standards and procedures for the evaluation of learning?
- ◆ What documents address the topic of evaluation in our centre (e.g. agenda, code of conduct, forms)?
- ◆ Why is it important to adopt standards and procedures for the evaluation of learning in schools?
- ◆ Who will be affected by the application of evaluation standards and procedures?





## Questions to help define evaluation standards and procedures

- ◆ Why plan the evaluation of learning?
- ◆ What does evaluation planning entail?
- ◆ What is the focus of evaluation planning?
- ◆ How is the evaluation of learning planned in our centre or school board?
- ◆ Who is responsible for planning evaluation?
- ◆ On what principles is evaluation planning based?
  
- ◆ How should responsibilities be shared between the centre team and teachers (program team)?
- ◆ What methods should be selected so that evaluation is integrated into the learning process at the planning stage?
- ◆ When planning evaluation, how can coherent connections be made between the learning and evaluation situations and the vocational training program?
- ◆ What aspects should be dealt with in the program team's overall evaluation planning?
- ◆ What aspects of evaluation planning are the teacher's responsibility?
- ◆ How can differentiation be taken into account in evaluation planning?

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### **References:**

Policy on the Evaluation of Learning  
Reference Framework for Planning Learning and Evaluation Activities

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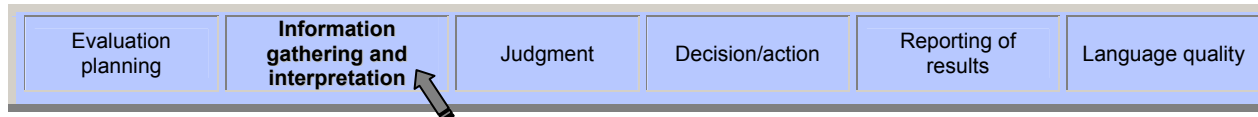
## EXAMPLES OF EVALUATION STANDARDS

## EXAMPLES OF EVALUATION PROCEDURES

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|---|---|
| <p>◆ Evaluation planning is a responsibility shared by the program team, the centre team and the teacher.</p> | <ul style="list-style-type: none"><li>• The centre team draws up a <b>model</b><sup>1</sup> that describes the <b>main elements to be integrated</b> into the program team's plan for the evaluation of learning.</li><li>• The program team prepares an overall evaluation plan. The plan includes the <b>competencies and evaluation criteria targeted</b> for a given period, the <b>evaluation and recording tools used</b> and the <b>preferred means of communication</b>.</li><li>• The program team meets <b>at least once a month</b> to follow up on evaluation planning.</li></ul> |
| <hr/>   |   |
| <p>◆ Evaluation planning takes support for learning into account.</p>   | <ul style="list-style-type: none"><li>• The program team establishes <b>requirements related to the evaluation criteria for the competencies at different periods of learning</b> in order to <b>set guidelines for the development of learning</b> in the program.</li></ul>   |
| <hr/>   |   |
| <p>◆ Evaluation planning is integrated into the planning of teaching/learning.</p>                            | <ul style="list-style-type: none"><li>• The teacher specifies the evaluation criteria for the competencies developed in the learning and evaluation situations presented to the students.</li><li>• The program team takes into account the evaluation criteria and the evaluation strategy for <b>the purpose of recognizing competencies</b> set out in the specifications.</li><li>• The teacher chooses or creates his or her evaluation tools for supporting learning.</li></ul>   |
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1. Elements in boldface must be defined locally. They appear only in the *Examples of evaluation procedures* section.





## Questions to help define evaluation standards and procedures

- ◆ How is information concerning student learning gathered and interpreted in our centre?
- ◆ What use is made of the information gathered on student learning?
- ◆ Who is responsible for gathering and interpreting the information?
- ◆ What type of information about student learning can be gathered?
- ◆ When should information on student learning be gathered?
- ◆ What references are useful for interpreting the information gathered?
  
- ◆ What methods should be put in place to obtain information on student learning, either formally or informally?
- ◆ What methods and tools need to be developed to obtain and interpret useful and sufficient information?
- ◆ How can each student's competency development be monitored?
- ◆ How can students be involved in the gathering and interpretation of information?

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Reference Framework for Planning Learning and Evaluation Activities

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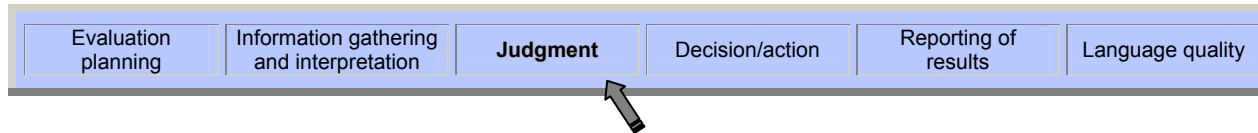


## EXAMPLES OF EVALUATION STANDARDS

## EXAMPLES OF EVALUATION PROCEDURES

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|---|---|
| <p>◆ The responsibility for gathering and interpreting information is shared by the teacher, the student and, on occasion, nonteaching professionals.</p> | <ul style="list-style-type: none"><li>• The teacher gathers and records <b>information that is varied, relevant, sufficient and spread over a period of time</b>.</li><li>• With a view to supporting learning, the student is involved in information gathering through self-evaluation, coevaluation and peer evaluation.</li><li>• The teacher chooses or produces <b>appropriate tools for gathering information</b> (learning and evaluation situations) and for interpreting it (e.g. rubrics, checklists).</li></ul>   |
| <hr/>   |   |
| <p>◆ Information is gathered using a variety of means that take into account the needs of all students.</p>   | <ul style="list-style-type: none"><li>• The teacher uses <b>informal methods</b> (e.g. observation, questions) to gather information.</li><li>• The teacher uses <b>formal methods</b> (e.g. evaluation rubrics, checklists) to gather and record information.</li><li>• If needed, the teacher notes any specific support provided as the task is being performed.</li></ul>   |
| <hr/>   |   |
| <p>◆ The interpretation of information is criterion-referenced.</p>   | <ul style="list-style-type: none"><li>• The teacher tells students what is expected of them (criteria and requirements) in the tasks to be performed in the learning and evaluation situations.</li><li>• The teacher uses <b>evaluation tools</b> (e.g. evaluation rubrics, self-evaluation forms) based on the performance criteria in the program of study at key moments throughout the learning process.</li><li>• Teachers of a given program adopt a common interpretation of the requirements related to the evaluation criteria in the specifications for purposes of certification, in particular by identifying observable indicators.</li></ul> |
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## Questions to help define evaluation standards and procedures

- ◆ How are judgments on student learning made in our centre?
- ◆ What are the characteristics of professional judgment in evaluation?
- ◆ Who is responsible for making judgments in evaluation?
- ◆ What should the judgments made during and at the end of the learning process be based on?
  
- ◆ How do we ensure that quality judgments are made?
- ◆ How can responsibilities be shared between the centre team and the teacher when a judgment regarding student learning must be made?
- ◆ How can the specific situation of certain students be taken into account in making a judgment on competency development during and at the end of the learning process?
  
- ◆ Have we identified potential pitfalls? Can we do something about them?
- ◆ Do progress indicators and information gathering contribute to the certification of studies?

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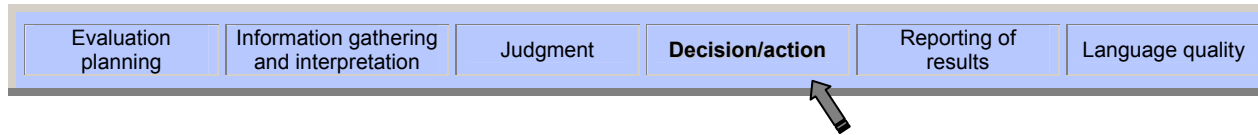


## EXAMPLES OF EVALUATION STANDARDS

## EXAMPLES OF EVALUATION PROCEDURES

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| <p>◆ The judgment is the teacher's responsibility and is shared, as needed, with other members of the centre team.</p>   | <ul style="list-style-type: none"><li>• In order to make a sound judgment, the teacher discusses his or her view of the learning and progress of certain students with members of his or her team.</li><li>• Teachers who have helped a particular student develop a given competency share information about the student's learning.</li></ul> |
| <hr/>  |   |
| <p>◆ Evaluation judgments are made regarding competencies.</p>   | <ul style="list-style-type: none"><li>• The program team discusses its understanding of the evaluation criteria and competency development.</li></ul>   |
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| <p>◆ During competency development, judgments focus on the student's learning progress and, at the end of the learning process, they focus on the recognition of the competency.</p> | <ul style="list-style-type: none"><li>• During the development of the competency, the teacher judges the level of learning of all his or her students based on set <b>guidelines</b>.</li><li>• For the recognition of the competency, the teacher makes a judgment based on the specifications provided by the Ministère.</li></ul>            |
| <hr/>  |   |
| <p>◆ The judgment concerning student learning is based on relevant, varied and sufficient information.</p>   | <ul style="list-style-type: none"><li>• The teacher makes a judgment based on the information gathered and interpreted through the use of formal tools.</li><li>• The centre team gains a common understanding of the <b>relevance and sufficiency of the information needed</b> to make a judgment to support learning.</li></ul>              |
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## Questions to help define evaluation standards and procedures

- ◆ What types of decisions are made concerning student learning in our centre?
- ◆ What decisions are made to help students develop competencies (to support learning)?
- ◆ What does the regulation of learning entail?
- ◆ Who is responsible for the regulation of learning?
- ◆ What is the student's role in the regulation of learning?
  
- ◆ What are the means used to support students as their learning progresses?
- ◆ What activities foster self-regulation by students?
- ◆ How can we manage the significant differences that characterize students' learning?
- ◆ What measures are in place to ensure students' continued progress throughout the program?

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## EXAMPLES OF EVALUATION STANDARDS

## EXAMPLES OF EVALUATION PROCEDURES

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| <p>◆ Differentiated educational activities support and enrich the students' learning.</p>    | <ul style="list-style-type: none"><li>• The teacher chooses <b>regulation and enrichment methods</b> to meet the specific needs of his or her students.</li></ul>  |
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| <p>◆ Students gradually develop the ability to regulate and evaluate their own learning.</p> | <ul style="list-style-type: none"><li>• The teacher provides students with opportunities to regulate their own learning by suggesting that they set challenges and find ways of meeting them.</li></ul>  |
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| <p>◆ Pedagogical activities are planned to ensure that students continue learning.</p>       | <ul style="list-style-type: none"><li>• The program team sets <b>times for discussion and determines the information to be given</b> in order to ensure monitoring of student learning.</li><li>• After evaluation for certification purposes, the teacher who worked with certain students provides a detailed account of their learning and determines the support measures needed so that they can continue learning for the next competency.</li></ul> |
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## Questions to help define evaluation standards and procedures

- ◆ What means are used to report results for the purpose of supporting learning and recognizing competencies?
- ◆ What is the role of each of these means of communication?
- ◆ What is the focus of communication related to student learning during competency development and for the certification of studies?
- ◆ How should we inform students about their strengths and the areas they need to improve in their learning?
- ◆ In reporting results, what means of communication would we like to emphasize in our centre?
- ◆ Do we need to take certain factors into account in reporting results for students experiencing difficulties?

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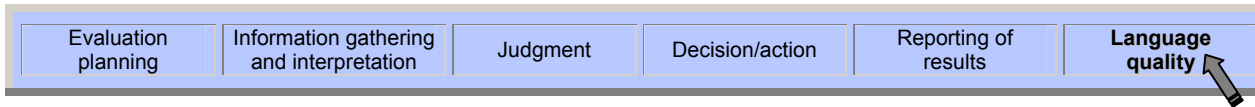
## EXAMPLES OF EVALUATION STANDARDS

- ◆ The means used to report results are varied and employed regularly to support learning and recognize competencies.

## EXAMPLES OF EVALUATION PROCEDURES

- A **code of ethics** or **employability booklet** is used to inform students about the development of their occupational attitudes.
  - A **portfolio** or **competency booklet** is used to inform students about the development of their competencies.
  - A **diagnosis sheet** is used to inform students.
  - A **notice to appear at a remedial course or retake of an examination** is given to students who fail an examination for certification purposes.
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## Questions to help define evaluation standards and procedures

- ◆ In what ways is our centre attentive to the quality of spoken and written language in the evaluation of learning?
- ◆ Why should we be concerned with the quality of spoken and written language when evaluating learning?
- ◆ Who is responsible for the quality of language in learning and evaluation activities?
- ◆ What measures should our centre put in place to ensure the quality of spoken and written language as it pertains to evaluation?

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### **References:**

Basic Vocational Training Regulation  
Policy on the Evaluation of Learning  
Reference Framework for Planning Learning and Evaluation Activities

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## EXAMPLES OF EVALUATION STANDARDS

## EXAMPLES OF EVALUATION PROCEDURES

- ◆ The quality of written and spoken language is taken into account in all the centre's learning activities.
  - Teachers use English technical vocabulary related to the occupation.
  - All students are encouraged, during learning situations and in general, to use high-quality spoken and written language.
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- ◆ The quality of written language is a responsibility that is shared by all centre personnel.
  - The quality of written language in local examinations is verified.
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