

STEP by STEP

SUCCESSFULLY PRODUCING THE COMPETENCY REPORT

GUIDE FOR SCHOOLS



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STEP BY STEP, SUCCESSFULLY PRODUCING THE COMPETENCY REPORT

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The competency report is an important tool for helping students to make progress in school. It provides a complete profile of the learning achieved, as well as of students' success. It is the basis for promoting, placing and guiding students, and for selecting the appropriate support measures in accordance with students' needs.

The competency report is therefore a key element in the evaluation of learning, which is why educators are intent on using it effectively. For this reason, the Direction de l'évaluation set up an exploratory study to document emerging practices related to producing the competency report. The study tracked the reflections, decisions and actions of people in the schools (teachers, school principals, education consultants) with respect to the competency report, identifying strengths and weaknesses and the solutions developed.

The *Comité de la Politique d'évaluation*, set up by the *Table de pilotage*, has concluded that the successful implementation of the *Policy on the Evaluation of Learning* requires professional development activities for teachers in every school. That is why the Direction de l'évaluation is offering schools this tool for organizing professional development activities for their staff members.

This guide and the accompanying video are the result of an exploratory study carried out with Secondary Cycle One students in three schools from mid-September 2006 to late June 2007, in French (language of instruction), mathematics and geography. They suggest ways in which school principals can support their teaching team and propose tools like the ones used in the exploratory study for planning and producing the competency report.

The guide divides the activities of the three participating schools into the following themes:

- Planning: Key to a Quality Competency Report
- Information, Training, Evaluation Tools and Regulation
- Communicating Results to Parents and Students Over the Course of the Cycle or Year
- Planning and Producing the Competency Report

The guide has been organized in this way so as to avoid redundancy. The sequence of activities carried out by each of the three schools is described in Chapter 1.

This document is not a substitute for the ministry frameworks containing conceptual and methodological guidelines for the evaluation of learning. Schools are encouraged to refer to these ministry frameworks for help in planning and producing the competency report.

The experiences of participating schools appear throughout the text. Most of the tools used in the exploratory study are included in the appendixes (e.g. questionnaires, slide presentations). The proposed process and tools have been adapted to preschool, elementary school and both cycles of secondary school. Users may further adapt them to their specific needs. Certain references relating to communications with parents and students have been modified to take into account the new version (August 2007) of the *Basic school regulation for preschool, elementary and secondary education*.

Note:

For the purposes of this guide, the term "year" refers to preschool as well as Secondary III, IV and V.



DEFINING THE PROCESS OF PLANNING AND PRODUCING THE COMPETENCY REPORT

The process of planning and producing the competency report is based on two parameters: the type of activities to be implemented during the cycle or year and the schedule for communications with parents and students. This process, which was developed during the exploratory study with Secondary Cycle One students, is also appropriate for Secondary Cycle Two, preschool and elementary school.

In the exploratory study, organizing activities in accordance with the communication schedule proved effective in meeting the needs of the various players as they arose. But, in hindsight, it is obvious that the proposed process is more closely related to the production of the actual competency report, the ultimate goal of the evaluation process. Thus, all of the decisions and actions related to evaluation throughout the cycle or year are essential elements of an effective competency report.

1.1 TYPE OF ACTIVITIES

The three types of activities implemented in the exploratory study have different aims, from a simple exploration of possible teaching approaches to actual decision making. They are intended for everyone in the schools, for teachers of a given cycle or subject and for individual teachers. The proper balance of these three types of activities contributes to an evaluation process that is in line with the responsibilities set out in the *Education Act*.

► Planning and follow-up meetings

These meetings are for the school or cycle team as well as the education consultant, and are usually chaired by a member of the school administration. The aim is to plan and monitor the production of the competency report, and they take place at strategic times during the cycle or year. Their number may vary depending on the specific needs of the school.

The topics addressed at these meetings generally concern every subject. They may vary depending on the time of the cycle or year. These meetings, which often involve information and training, help develop a shared vision of the evaluation of learning and are an opportunity to make decisions and establish related practices.

► Work sessions in the school

These activities are usually for teachers of a given subject or cycle and sometimes an education consultant. They are an opportunity to integrate the conceptual and methodological guidelines for the evaluation of learning into actual practices. They often result in the development of the tools needed for the evaluation of learning and a discussion of practices with a view to regulating them.

There can be numerous occasions for such work sessions, which are often motivated by teachers' needs at a given time during the cycle or year. Generally speaking, subject-related issues are dealt with in depth.

► Regular classroom activities

These activities are carried out individually by a teacher in the classroom and, on occasion, outside the classroom. They are essentially intended to test evaluation tools, in particular information-gathering and interpretation tools as well as tools used to make judgments on competency development.

1.2 SEQUENCE OF ACTIVITIES

The following tables illustrate the breakdown of activities and their objectives over the course of the cycle or year. The proposed sequence reflects the needs of the three schools that participated in the exploratory study. The number and type of activities could be modified to take the school's particular situation into account. Even though the tables are somewhat repetitive, all of the activities are included in order to present a complete overview of the sequence and to help regulate the educational practices of each player.

STEP BY STEP, SUCCESSFULLY PRODUCING THE COMPETENCY REPORT

BREAKDOWN OF ACTIVITIES OVER THE COURSE OF THE <i>CYCLE</i> (ELEMENTARY AND SECONDARY CYCLE ONE)			
Point in the cycle	Type of activity	Objectives of the activity	People involved
Before the beginning of the cycle	Meeting to plan the competency report	- Assess the situation in terms of producing the competency report - Become familiar with the ministry frameworks - Prepare the overall planning - LES/ES continuum - Evaluation tools - Communications with parents and students - Prepare an action plan for producing the competency report	School principal, teachers and education consultant
First term of the cycle	Work session	- Continue to analyze the continuum of the LES/ES and the evaluation tools as needed - Select or produce LES/ES for competency development and evaluation, including evaluation tools	Teachers of a given cycle or subject and, if necessary, the education consultant
	Regular classroom activities	- Carry out the learning and evaluation situations - Record observations regarding competency development - Plan and produce the first communication - Meet with parents	Teacher
Second term of the cycle	Work session	- Continue to analyze the continuum of the LES/ES and the evaluation tools as needed - Select or produce LES/ES for competency development and evaluation, including evaluation tools	Teachers of a given cycle or subject and, if necessary, the education consultant
	Regular classroom activities	- Carry out the learning and evaluation situations - Record observations regarding competency development - Plan and produce the second communication	Teacher

BREAKDOWN OF ACTIVITIES OVER THE COURSE OF THE <i>CYCLE</i> (ELEMENTARY AND SECONDARY CYCLE ONE)			
Point in the cycle	Type of activity	Objectives of the activity	People involved
Third term of the cycle	Follow-up meeting	• Discuss practices with respect to the first and second communications • Take stock of the action plan for producing the competency report and make any necessary adjustments	School principal, teachers and education consultant
	Work session	• Continue to analyze the continuum of the LES/ES and the evaluation tools as needed • Select or produce LES/ES for competency development and evaluation, including evaluation tools	Teachers of a given cycle or subject and, if necessary, the education consultant
	Regular classroom activities	• Carry out the learning and evaluation situations • Record observations regarding competency development • Plan and produce the third communication • Meet with parents	Teacher
Fourth term of the cycle	Work session	• Continue to analyze the continuum of the LES/ES and the evaluation tools as needed • Select or produce LES/ES for competency development and evaluation, including evaluation tools	Teachers of a given cycle or subject and, if necessary, the education consultant
	Regular classroom activities	• Carry out the learning and evaluation situations • Record observations regarding competency development • Plan and produce the fourth communication	Teacher
At the end of Year One of the cycle	Planning and follow-up meeting	• Discuss practices with respect to the third and fourth communications • Adjust the action plan for producing the competency report • Convey information about students' learning to second year cycle teachers • Plan support measures for students with special needs	School principal, teachers and education consultant

STEP BY STEP, SUCCESSFULLY PRODUCING THE COMPETENCY REPORT

BREAKDOWN OF ACTIVITIES OVER THE COURSE OF THE <i>CYCLE</i> (ELEMENTARY AND SECONDARY CYCLE ONE)			
Point in the cycle	Type of activity	Objectives of the activity	People involved
At the beginning of Year Two of the cycle	Work session	• Become familiar with information about students' learning • Update the overall planning - LES/ES continuum - Evaluation tools	Teachers of a given cycle or subject and, if necessary, the education consultant
Fifth term of the cycle	Work session	• Continue to analyze the continuum of the LES/ES and the evaluation tools as needed • Select or produce LES/ES for competency development and evaluation, including evaluation tools	Teachers of a given cycle or subject and, if necessary, the education consultant
	Regular classroom activities	• Carry out the learning and evaluation situations • Record observations regarding competency development • Plan and produce the fifth communication • Meet with parents	Teacher
Sixth term of the cycle	Work session	• Continue to analyze the continuum of the LES/ES and the evaluation tools as needed • Select or produce LES/ES for competency development and evaluation, including evaluation tools	Teachers of a given cycle or subject and, if necessary, the education consultant
	Regular classroom activities	• Carry out the learning and evaluation situations • Record observations regarding competency development • Plan and produce the sixth communication	Teacher

BREAKDOWN OF ACTIVITIES OVER THE COURSE OF THE <i>CYCLE</i> (ELEMENTARY AND SECONDARY CYCLE ONE)			
Point in the cycle	Type of activity	Objectives of the activity	People involved
Seventh term of the cycle	Follow-up meeting	• Discuss practices with respect to the fifth and sixth communications • Review references required for producing the competency report	School principal, teachers and education consultant
	Work session	• Plan the competency report: - In-depth analysis of the scales of competency levels and their use - Creation of the file to be used to produce the competency report - Role and characteristics of external evaluation, if applicable • Select the situations for the file to be used to produce the competency report • Select or produce LES/ES for competency development and evaluation, including evaluation tools	Teachers of a given cycle or subject and, if necessary, the education consultant
	Regular classroom activities	• Carry out the learning and evaluation situations • Record observations regarding competency development • Plan and produce the seventh communication • Meet with parents	Teacher
Eighth term of the cycle	Work session	• Select or produce LES/ES for competency development and evaluation, including evaluation tools • Jointly correct the external examination, if applicable • Analyze cases to verify the consistency of the judgments of competency levels	Teachers of a given cycle or subject and, if necessary, the education consultant
	Regular classroom activities	• Carry out the learning and evaluation situations • Record observations regarding competency development • Administer and correct the external examination, if applicable • Establish competency levels based on the scales • Plan and produce the competency report	Teacher

STEP BY STEP, SUCCESSFULLY PRODUCING THE COMPETENCY REPORT

BREAKDOWN OF ACTIVITIES OVER THE COURSE OF THE <i>CYCLE</i> (ELEMENTARY AND SECONDARY CYCLE ONE)			
Point in the cycle	Type of activity	Objectives of the activity	People involved
At the end of the cycle	Follow-up meeting	• Set up committees to make decisions concerning promotion, placement and guidance • Plan support measures for students with special needs • Convey information about students' learning to teachers of the next cycle • Take stock of the production of the competency report - Discussions about practices - Difficulties encountered and solutions - Conditions conducive to the production of an effective competency report • Review the overall planning and the action plan, if applicable	School principal, teachers and education consultant

STEP BY STEP, SUCCESSFULLY PRODUCING THE COMPETENCY REPORT

BREAKDOWN OF ACTIVITIES BY YEAR (PRESCHOOL, SECONDARY III, IV AND V)			
Point in the year	Type of activity	Objectives of the activity	People involved
Before the beginning of the year	Meeting to plan the competency report	- Assess the situation in terms of producing the competency report - Become familiar with the ministry frameworks - Prepare the overall planning - LES/ES continuum - Evaluation tools - Communications with parents and students - Prepare an action plan for producing the competency report	School principal, teachers and education consultant
First term of the year	Work session	- Continue to analyze the continuum of the LES/ES and the evaluation tools as needed - Select or produce LES/ES for competency development and evaluation, including evaluation tools	Preschool teachers, teachers of a given subject in Secondary Cycle Two and, if necessary, the education consultant
	Regular classroom activities	- Carry out the learning and evaluation situations - Record observations regarding competency development - Plan and produce the first communication - Meet with parents	Teacher

STEP BY STEP, SUCCESSFULLY PRODUCING THE COMPETENCY REPORT

BREAKDOWN OF ACTIVITIES BY <i>YEAR</i> (PRESCHOOL, SECONDARY III, IV AND V)			
Point in the year	Type of activity	Objectives of the activity	People involved
Second term of the year	Work session	- Continue to analyze the continuum of the LES/ES and the evaluation tools as needed - Select or produce LES/ES for competency development and evaluation, including evaluation tools	Preschool teachers, teachers of a given subject in Secondary Cycle Two and, if necessary, the education consultant
	Regular classroom activities	- Carry out the learning and evaluation situations - Record observations regarding competency development - Plan and produce the second communication	Teacher
Third term of the year	Follow-up meeting	- Discuss practices with respect to the first and second communications - Review references for producing the competency report	School principal, teachers and education consultant
	Work session	- Plan the competency report: - In-depth analysis of the scales of competency levels and their use (secondary level) - Creation of the file to be used to produce the competency report - Role and characteristics of external evaluation, if applicable - Select the situations for the file to be used to produce the competency report - Select or produce LES/ES for competency development and evaluation, including evaluation tools	Preschool teachers, teachers of a given subject in Secondary Cycle Two and, if necessary, the education consultant
	Regular classroom activities	- Carry out the learning and evaluation situations - Record observations regarding competency development - Plan and produce the third communication - Meet with parents	Teacher

BREAKDOWN OF ACTIVITIES BY YEAR (PRESCHOOL, SECONDARY III, IV AND V)			
Point in the year	Type of activity	Objectives of the activity	People involved
Fourth term of the year	Work session	• Select or develop LES/ES for competency development and evaluation, including evaluation tools • Jointly correct the external examination, if applicable • Analyze cases to verify the consistency of judgments of competency levels (secondary level)	Preschool teachers, teachers of a given subject in Secondary Cycle Two and, if necessary, the education consultant
	Regular classroom activities	• Carry out the learning and evaluation situations • Record observations regarding competency development • Administer and correct the external examination, if applicable • Establish competency levels based on the scales (secondary level) • Plan and produce the competency report	Teacher
At the end of the year	Follow-up meeting	• Set up committees to make decisions concerning promotion, placement and guidance • Plan support measures for students with special needs • Convey information about the students' learning to teachers of the following year or cycle • Take stock of the production of the competency report: - Discussions about practices - Difficulties encountered and solutions - Conditions conducive to the preparation of an effective competency report • Review the overall planning and the action plan, if applicable	School principal, teachers and education consultant

1.3 PLAYERS' ROLES

The contribution of the different players varies depending on the type of activity. Their evaluation responsibilities complement each other.

Teacher's role	• Participate in planning and follow-up meetings with a view to producing the competency report • Contribute to the overall planning of learning and evaluation • Select, develop and test the tools required to evaluate learning • Discuss evaluation practices with colleagues • Produce the competency report
School principal's role	• Ensure the pedagogical supervision of the planning and production of the competency report • Facilitate the implementation of conditions conducive to the production of the competency report • Participate in problem solving
Education consultant's role	• Help the school principal and teachers plan and produce the competency report • Meet their needs as they arise • Help find solutions likely to improve practices • Participate in the observation of practices related to the competency report



According to the participants, alternating planning and follow-up meetings, work sessions and regular classroom activities was an effective strategy for various reasons. First, the teams appreciated being able to discuss all of the aspects involved in producing the competency report from both a general and a subject-specific standpoint. Also, the various daily school and classroom activities contributed to the effectiveness of the approach.

The French, mathematics and geography teachers believe that sharing their experiences and tools benefits everyone concerned. School principals and education consultants made the same observation: seeing other schools' approaches to producing the competency report is stimulating. Participants at the three schools agree that complementary actions based on established responsibilities is the approach's greatest strength. Support from school principals and education consultants, as well as teachers' commitment, ensures that an effective competency report can be produced.



PLANNING: KEY TO A QUALITY COMPETENCY REPORT

The first days of the school year are a good opportunity to do different activities as a school or cycle team (all teachers or teachers of a given subject) in order to provide an interesting overview of the school's situation with respect to the planning and production of the competency report. These activities also make it possible to determine the means that the school will use to successfully plan and produce the competency report. The school principal and the education consultant should play a major role in this first planning meeting.

2.1 TAKING STOCK OF THE SITUATION

Whether at the preschool, elementary or secondary level, and regardless of how much experience the individuals concerned have with the competency report, it must be accurately defined at the beginning of the cycle or year. This activity, which takes place during the first *planning meeting*, makes it possible to take the school's pulse as it were, to determine its starting point in order to establish actions to be taken throughout the cycle or year. Taking stock of the situation also helps reveal needs and the degree of commitment of the school staff as well as determine the resources that might have a key role to play.

At Académie Sainte Marie...

According to Martin Lavallée, vice-principal, the Académie implemented a strategy based on a precise analysis of the school team's profile. The team's competencies and commitment were analyzed in order to create a climate conducive to change. After analysis, a decision was made to adopt a leadership style based on relationships. To successfully make the change, "it was necessary to develop attitudes that would stimulate motivation, take teachers' needs into account, provide them with support and encourage them in their search for solutions. These attitudes had also to encourage teachers to be creative and demonstrate the importance of their role in effecting change."



TOOL 1, which appears in the appendixes, is proposed for taking stock of the situation regarding the competency report. It makes it possible to answer several questions, in particular:

- How do people in the school view the competency report?
- How well prepared is the school team?
- What is the status of the implementation of the competency report?

2.2 BECOMING FAMILIAR WITH THE MINISTRY FRAMEWORKS

Taking stock of the situation is also a good opportunity to become familiar with useful references for planning and producing the competency report. A clear understanding of the ministry frameworks is essential.



TOOL 2, which appears in the appendixes, helps provide the people involved with the necessary information. The slide presentation gives essential information from the following sources, among others:

- Québec Education Program
- Policy on the Evaluation of Learning
- Basic School Regulation and Annual Directives
- Frameworks for the evaluation of learning
- Scales of Competency Levels
- Renewing the Local Framework for the Evaluation of Learning

This tool is aimed at encouraging all those involved to consult the appropriate references for planning and producing the competency report. It also illustrates the positive effects of becoming familiar with these frameworks, essential prerequisites on people's view of the competency report and evaluation in general. These resources should be integrated gradually. The first *planning meeting* consists in gaining an overview of the ministry frameworks. Opportunities for in-depth analysis will arise throughout the cycle or year.



At École secondaire Casavant...

"We asked our education consultants to meet with people from different departments to present a few aspects of the Policy on the Evaluation of Learning, in particular the evaluation process and learning and evaluation planning. They also gave a brief description of the scales of competency levels," explains Ghislaine Petit, principal of École secondaire Casavant.

2.3 BASES FOR THE OVERALL PLANNING OF LEARNING AND EVALUATION

Taking stock of the situation is the first step in the development of an action plan for implementing all of the measures involved in planning and producing the competency report. However, it is essential that the school first considers its overall planning choices in order to ensure a quality competency report.



At École secondaire Casavant...

Ghislaine Petit considers that planning was one of her mathematics teachers' strengths. She believes that the competency report was effective because the teachers took the time to plan. When it came time to produce the competency report, they had everything they needed.

The framework for the evaluation of learning at the secondary level describes in detail the elements to be considered in the overall planning of learning and evaluation.

 **TOOL 3**, which appears in the appendixes, presents these elements.

 **TOOL 4** helps take stock of the school's overall planning practices and deal with the following major issues:

- The continuum of learning and evaluation situations
- Evaluation tools
- Communications with parents and students

The overall planning situation may vary considerably from one school to the next. Some schools already have practices in place, while others are still developing them. It would therefore be wise, at the first *planning meeting*, to address the issue of overall planning in terms of the school's experience.

In any case, thinking about overall planning helps those involved to adopt an accurate view of the expected outcomes with respect to competency development at the end of the cycle or year. In this respect, it is important to begin looking at the scales of competency levels at the first *planning meeting*. This meeting is also an opportunity to establish parameters for the gradual development of competencies, in particular with respect to the essential knowledge and program content specific to each subject.

Reflection on the continuum of learning and evaluation situations and evaluation tools is a process that begins at the *planning meeting* and continues throughout the rest of the cycle or year (see Chapter 3). Chapters 4 and 5 contain guidelines for communications with parents and students.

Throughout the cycle or year, *follow-up meetings* and *work sessions* are an opportunity to regularly look at the different aspects of the overall planning and to adjust them as needed. This is particularly important at the end of the first year or the beginning of the second year of a cycle. This activity, which takes place during a *work session* for first and second year teachers, makes it possible to verify whether what was planned for the first year of the cycle was effectively achieved.

Therefore, although it is not a question of definitively establishing the bases for the overall planning at the beginning of the cycle or year, effective overall planning is necessary for a quality competency report.

2.4 DEVELOPING AND UPDATING THE ACTION PLAN

Once reflection on the overall planning is complete, it must be translated into an action plan. This plan will help the school:

- set short- and long-term objectives, in particular to meet teachers' needs
- better define the work to be done
- coordinate the various activities in the school
- ensure the follow-up of activities in order to make decisions and take the appropriate action



TOOL 5, which appears in the appendixes, is a template for the action plan based on the parameters of the overall planning. It makes it possible to identify aspects that have already been dealt with and those that need attention. In the latter case, it helps define and prioritize actions over the course of the cycle or year (e.g. reflection, decisions, information, training, guidance, tools required), the responsibilities of everyone involved and the timetable.

It will be easier to have the action plan approved if everyone at the school participates in its development. That is why it is necessary that it be addressed at the first *planning meeting* at the beginning of the cycle or year.

In order to take the school's progress into account, it is important to verify whether everything is proceeding as planned and to make the necessary changes to the action plan throughout the cycle or year.



At Collège Charles-Lemoyne...

Reviewing the writing evaluation grid is a priority in the action plan for producing the competency report. The use of communications tools as a follow-up to the competency report is also included in the school's plan.



INFORMATION, TRAINING, EVALUATION TOOLS AND REGULATION

Taking stock of the situation with respect to the competency report and reflections on the overall planning of learning and evaluation led to the development of an action plan describing the main activities and measures intended to ensure optimum conditions for producing the competency report.

This chapter and those that follow describe activities that are particularly useful for implementing an action plan. Most of the activities described below were carried out by the schools participating in the exploratory study. They have different objectives and took place at different times throughout the cycle or year. Some of them meet information and training needs expressed by school staff; others help prepare the tools required to evaluate competencies; lastly, a few activities lead to a review of evaluation practices for the purpose of school or classroom regulation.

Some of the activities can be done as a school team (teachers of all subjects), a cycle team, a subject team, a small team of teachers or individually.

3.1 SETTING UP INFORMATION AND TRAINING ACTIVITIES

In addition to the methodology for producing the competency report, several other aspects related to the Québec Education Program, the evaluation of competencies, professional judgment, communications with parents and students, support for learning, paths for learning and evaluation standards and procedures require that information or even structured training be provided by resource people. Such activities provided by the school or school board are usually included in a professional development plan.

Follow-up meetings with the school team, cycle teams or subject teams are an opportunity to reinforce the school principal's pedagogical leadership role (sometimes with the support of the education consultant) and can be included in the school's professional development plan. These meetings, held at strategic points in the cycle or year, provide all staff members with access to the same information and allow them to share their understanding of it as they learn.

► Information activities

While the nature of the information will vary considerably depending on the needs of the people involved at different points during the cycle or year, it is always a good idea to regularly review the content of the ministry frameworks for the evaluation of learning, especially since they are usually not examined in depth at the beginning of the cycle or year. This makes it possible to understand ministry guidelines, prescribed or suggested, and, consequently, to better integrate them into teachers' evaluation practices.

Regular information activities make it possible to review the conceptual and methodological bases for the evaluation of learning and to enhance teachers' understanding of them as they are applied in the classroom. For example, teachers' view of judgment at an initial presentation of the *Policy on the Evaluation of Learning* will probably differ from the one they have after they have used evaluation grids on a regular basis or made judgments on the status of competency development in order to prepare a report card.

A variety of formats will also help teachers become familiar with the ministry frameworks. For example, the use of question-and-answer sheets can provide a different approach to many of the aspects of evaluation dealt with in the evaluation policy and the frameworks for evaluation of learning.

► Training activities

Given the limitations of information activities, training activities are required to meet the needs of teachers developing an action plan. These activities may meet specific or anticipated short- or long-term needs. If the training activities are relatively general in nature, they can be carried out in *follow-up meetings*. In this case, teachers of every subject can participate. They can also take place in *work sessions* in which teachers discuss more subject-specific concerns—on pedagogical days, for example.



At Académie Sainte-Marie, École secondaire Casavant and Collège Charles-Lemoyne, administrators attempt to respond as best they can to the information and training needs expressed by teachers. An education consultant or resource person is often invited to participate. In every subject, most aspects of the evaluation of learning are addressed, allowing teachers to make connections between orientations, conceptual and methodological guidelines and practices.

Social sciences teachers at Académie Sainte-Marie and mathematics teachers at École secondaire Casavant have expressed a new need for training in reading strategies. They observe that their students are having difficulty reading social sciences texts and certain statements in mathematical problem-solving situations. Their concern is to cooperate with French teachers to develop the tools they need to help students use appropriate reading strategies in these contexts.

Many approaches can be used to ensure that teachers play an active role in these training sessions. In any case, they should be provided with the means of meeting the challenges associated with competency evaluation. This will enable them to gradually enhance their evaluation practices.

It is often useful to base the content of such training sessions on the needs expressed by teachers. For example, the scales of competency levels will be dealt with differently depending on where teachers are in the cycle or year. At the overall planning stage, teachers are given an overview of the scales so that they can adopt an accurate view of end-of-year or end-of-cycle outcomes and take them into account in the continuum of situations. In the months preceding the competency report, the scales should be the subject of a well-structured training session to help teachers use them effectively.

Access to information, the sharing of information and training are effective means of developing a shared vision of the evaluation of learning and, consequently, of harmonizing evaluation practices.

3.2 PRODUCING AND TESTING THE REQUIRED EVALUATION TOOLS

While information and training are essential for the implementation of new evaluation practices, they must be followed up by activities that will enable teachers to select or prepare and test evaluation tools:

- learning and evaluation situations, evaluation situations and information-gathering activities
- evaluation tools for interpretation and judgment
- recording tools

Throughout the year or cycle, teachers should be given multiple opportunities to work on evaluation tools, particularly in *work sessions* on pedagogical days or at other times. The aim of these *work sessions* for teachers of a given cycle or subject is twofold: to develop cooperation and effectiveness. Selecting or preparing tools as a team will help make them available sooner and, at the same time, develop a shared vision of evaluation. If possible, the education consultant can provide the necessary support. Although it is unlikely that the school principal will be able to monitor the production of evaluation tools, he or she should be kept abreast of the progress of the work, the difficulties encountered and the solutions proposed. Selecting and preparing tools will be easier if prior information and training activities have adequately prepared teachers for the task.

As evaluation tools are prepared, teachers test them in *regular classroom activities*. Thus, they are able to validate them and determine their potential and limitations. Testing the tools in real-life learning and evaluation conditions is essential. It enables teachers to make the necessary corrections and regular improvements. *Work sessions* and informal discussions among teachers can help take stock of the use of the tools in the classroom.

3.2.1 Learning and evaluation situations

The overall planning of learning and evaluation, established at the beginning of the cycle or year at the *planning meeting*, made it possible to define the main parameters for the continuum of learning and evaluation situations. Now it is time for teachers to select or develop situations and other activities that are in line with the established continuum. *Work sessions* for teachers of a given subject or cycle are a good opportunity to do this.

At this stage, it is important to return to the Québec Education Program, even if it was addressed in previous activities. A more in-depth look at the characteristics of subject-specific and cross-curricular competencies and the broad areas of learning is essential for the development of learning and evaluation situations in a *work session*. Discussions among teachers will help them gain a clear understanding of these key elements of the Québec Education Program.

► Analyzing teaching materials

It is important to analyze teaching materials and to identify activities aimed at supporting competency development and evaluation in a subject. This analysis will enable teachers to identify the complex tasks that could be considered in the overall planning. The choice of situations is based first and foremost on the Québec Education Program, then on the teacher's instructional aims and the needs and characteristics of the students in the class.

This collective analysis enables teachers to share their understanding of the characteristics of the complex tasks in the teaching materials, establish their level of complexity, assess their appropriateness, use them as is or modify them, and decide at what point during the cycle or year they should take place. This activity is also aimed at verifying other possibilities offered by the teaching materials, particularly in terms of the acquisition, application and structuring of the knowledge underlying competency development.



At École secondaire Casavant...

Looking for learning and evaluation situations to support mathematics competency development led the team to analyze the teaching materials. For each competency in the Québec Education Program, using different-coloured stickers, teachers identified the activities that constitute complex tasks. In addition, they identified tasks associated with conjecture, application and validation situations associated with the competency Uses mathematical reasoning.

► Analyzing LES/ES developed by the MELS and by other organizations or schools

In addition to the situations contained in the teaching materials, teachers have access to LES/ES offered by the MELS on its website or prepared by other organizations or schools. As in the case of teaching materials, it is necessary to validate the appropriateness of these situations with respect to the established overall planning and to verify the possibility of adapting them. It is a good idea for schools to share their tools.

► Developing LES/ES

A team of teachers may find it necessary to top off its bank of situations by developing a few of its own. As mentioned earlier, *work sessions* are a good opportunity to develop situations and, in this context, teamwork is always the best option. If the teachers decide to develop new situations, they must prepare a realistic production timetable and set priorities. The school principal will then provide the conditions that will enable them to meet their goals.

Developing a learning and evaluation situation can present a certain challenge, especially at first. It is therefore important to define the scope of the situations so that the development task is realistic. For example, a situation should address a limited number of competencies, perhaps one subject-specific and one cross-curricular competency. This will also help limit the amount of time required to carry out the situation.

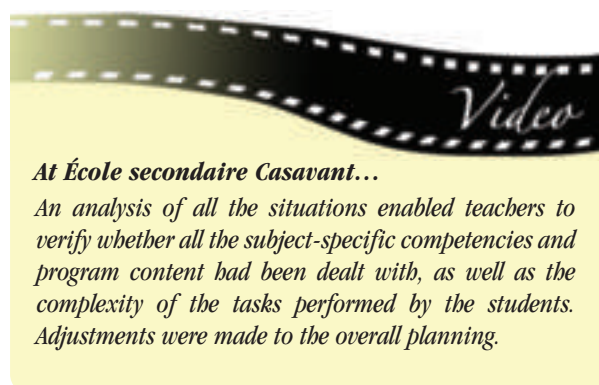
Whether teachers select existing situations or develop their own, they must be able to judge their quality, particularly with respect to their potential for competency development and evaluation.

► Testing and adjusting LES/ES

Once the situations have been selected or developed, the teachers test them in *regular classroom activities*. They are able to determine whether the learning related to competency development is taking place as planned. During the *work sessions*, they share their observations, the difficulties they encountered and the solutions they developed. Throughout the cycle or year, they decide jointly on adjustments to be made, situations to be set aside and new ones to be developed.

Testing the situations also makes it possible to determine when they should be carried out in the cycle depending on their level of complexity. The teachers might observe that the requirements for carrying out certain situations have not been met or that they have been exceeded by the students. These situations therefore did not take place at an appropriate time in the continuum for gradual competency development.

It might also be observed that there are not enough learning and evaluation situations. It might therefore be useful, during *work sessions*, to analyze new situations in order to add them to the overall planning adopted by the teaching team.



3.2.2 Evaluation grids for interpretation and judgment

Before developing evaluation grids, teachers must have a clear understanding of the evaluation criteria formulated in general terms in the Québec Education Program. The best way of doing so is to establish observable elements for each of the evaluation criteria.

► Formulating observable elements

This activity, which should be carried out as early as possible, could take place at a *work session* for teachers of a given cycle or subject. To help do this activity, teachers should first be aware of all of the characteristic features of each competency in the Québec Education Program. This will be much easier if the teachers establish observable elements for each of the evaluation criteria in the context of a learning and evaluation situation. They can then generalize these features so that they can be applied to a series of situations.

► Studying the scales of competency levels

To ensure the consistency of instruments to support teachers' judgment, before evaluation grids are developed for complex tasks, teachers should study the scales of competency levels they will be using to produce the competency report. This analysis will give them an adequate idea of what is expected of students toward the end of the cycle or year. It will also allow them to make connections between the evaluation criteria, expected outcomes and requirements for each level of the scales.

► Becoming familiar with existing evaluation grids

More and more grids are now being developed by the ministry, school boards and other organizations. They must be analyzed carefully before use in order to determine whether they are consistent with the understanding the teaching team has of the evaluation criteria. If not, they must be adjusted.

► Developing evaluation grids

In many cases, teachers will want to develop their own evaluation grids. Here again, work sessions provide the best opportunity since they enable teachers to develop the grids jointly, if necessary with the support of an education consultant. Teachers will tend to begin by targeting the competencies with which they are the most familiar, and follow up with the others. In order to avoid an overabundance of grids, teachers should prepare generic grids that are appropriate for a set of similar complex tasks. If necessary, they should adjust them so that they can also apply in specific contexts.

► Testing and adjusting evaluation grids

Once developed, the grids are tested in *regular classroom activities* and adapted as needed. The systematic use of grids to assess student achievements or productions in complex tasks makes it possible to validate them and verify their feasibility and limitations. A *work session* review of the conditions for using the grids allows for successive adjustments. Often, the descriptions of the assessment scale levels must be reviewed following testing in real-life learning and evaluation conditions. Sometimes it is even necessary to reformulate the observable elements for the evaluation criteria.

Video

At Académie Sainte-Marie, one of the first work sessions in the exploratory study was devoted to establishing observable elements for the first and second year of the cycle, for each evaluation criterion associated with the three competencies, making it possible to analyze the evaluation criteria in the Québec Education Program.

Teachers at Collège Charles-Lemoyne devoted a work session to developing a grid in writing. Steeve Lessard, the director of instructional services, participated. The grid was developed jointly and tested, after which a few corrections were made. The writing grid is now used by all Secondary Cycle One French teachers at the Collège and the team is proud of its accomplishment. The teachers particularly want to use the grid to support student learning. In their opinion, this grid can help students identify their strengths and weaknesses.

► Jointly assessing productions and achievements

Once teachers have tested the evaluation grids a few times individually, they should analyze them in a *work session*. In order to ensure a clear understanding of the grids, teachers should be given the opportunity to jointly assess the achievements or productions of a limited number of students. This joint activity enables teachers to compare assessments of the same productions or achievements using the same grid and to verify their consistency. They can then explain their assessments based on the criteria, thereby validating their understanding of the grid. In any case, this exercise is very useful and leads to successive improvements in the evaluation grids and the elimination of any ambiguities.

Video

At École secondaire Casavant...

Teachers, along with education consultant Isabelle Flibotte, participated in a few joint activities of this type. After a learning and evaluation situation, each one corrected the same student copies using the evaluation grid developed by the teaching team. Then they discussed their results, validated their judgment and reviewed the grid. The student profiles were fine-tuned. Over time, with practice, these joint corrections activities enabled teachers at the school to acquire a sense of professional assurance with respect to their judgment.

3.2.3 Recording information

The *planning meeting* at the beginning of the school year was an opportunity to address the recording of information about student learning. No one denies the usefulness of structured recording for providing students with feedback, giving parents information and making judgments for the report card and the competency report. It is often a good idea, in a work session, to examine different recording methods and tools as a subject or cycle team, even if this task is the individual teacher's responsibility, in order to avoid subjecting students to different methods from one class to the next.

► Recording methods

Providing feedback to students follows naturally from the evaluation tools, in particular the grids used to assess student productions and achievements. This feedback is first given for each criterion. Then, based on the assessments of each criterion, teachers can formulate an overall assessment of the task as a whole.

Discussions about recording methods make it possible to examine the different types of feedback, as well as their advantages and disadvantages. They also enable teachers to consider the potential of the different types of feedback for judgments made with a view to producing report cards and the competency report.

► Recording tools

Recording also involves different types of tools, each with its own content and management methods. Since the learning and evaluation file is often teachers' favourite tool, it is necessary to hold a work session to determine how it should be developed and managed, in particular by examining the conditions for its implementation (elementary school specialists and secondary school teachers). Students' participation in managing the learning and evaluation file should be considered, especially at the secondary level.

Teachers often use a logbook to help them group together information about students in the class. The structuring elements are usually the same as those used in the learning and evaluation file. The information should be structured first by competency, then by complex task or other activity. Feedback on complex tasks is presented either for each criterion or in an overall assessment.



At École secondaire Casavant...

Teachers developed a learning and evaluation file that enables them to keep records of students' competency development. The file contains student productions and the teacher's assessments in different evaluation grids. A recording tool broken down into competencies, situations and evaluation criteria provides a synthesis of students' results. For a more effective approach, students are given time in class to include their results on tasks. Thus, they can see their progress and identify what remains to be done. The teachers believe that the advantages of the learning and evaluation file largely make up for the classroom time spent on managing it. But they are looking forward to the time when the tool will be computerized.

Like other evaluation instruments, recording tools must be tested in order to verify their feasibility and limitations. Time should be set aside for teachers to share their experiences. If necessary, this will be followed by activities aimed at adjusting the recording tools. Teachers may decide to make the tools more user-friendly by computerizing them.



TOOL 6, a slide presentation, can help those involved adopt a shared vision of the evaluation of learning. It enables users to address certain content based on their needs. For example, content related to learning and evaluation situations, evaluation grids, records and the scales of competency levels could be addressed in the activities described in this chapter.



COMMUNICATING RESULTS TO PARENTS AND STUDENTS OVER THE COURSE OF THE CYCLE OR YEAR

The importance of communications with parents and students is such that they deserve their own chapter in this guide. This chapter presents a few activities carried out during the exploratory study to plan and produce communications, with the exception of the competency report, which will be addressed in Chapter 5.

As indicated in Chapter 2, the overall planning establishes the characteristics of the continuum of situations and evaluation tools, as well as forms of communication. The *planning meeting* at the beginning of the school year enables teachers to discuss all communications, including:

- the format of communications other than the report card
- when the communications will be sent
- the frequency at which the status of the development of subject-specific competencies will appear in the report cards
- how to establish percentages for subject-specific competencies
- the choice of cross-curricular competencies
- information other than that prescribed (in particular for students with serious learning difficulties)

Communications should be planned according to the provisions of the Basic School Regulation for Preschool, Elementary and Secondary Education enacted in August 2007.

Several schools opted to form a committee made up of members of the administration and subject or cycle teams. The mandate of this committee is to study the question of communications and make recommendations, either in *follow-up meetings* or *work sessions*.

4.1 FORMS OF COMMUNICATION OTHER THAN THE REPORT CARD

In addition to determining the format of communications other than the report card, each school must decide when during the cycle or year these communications will be sent.

Generally speaking, since the first term is a little early for teachers to make judgments on competency development, schools may replace the report card with another form of communication. In this case, several possibilities are described in the frameworks for the evaluation of learning. Activities aimed at establishing means of communication other than the report card should enable teachers to explore these possibilities.

Several schools might send parents a document describing, for example, their child's strengths or the challenges the child faces with respect to certain subject-specific competencies addressed in the first term. During *work sessions* at the beginning of the year, teachers of a given cycle or subject could develop a bank of comments. In other schools, teachers might analyze existing banks of comments in order to select or adjust certain descriptors.

Regardless of the form of communication used to replace the report card, it is often necessary, at a *follow-up meeting* or *work session*, to review current practices and analyze parents' and students' reactions in order to confirm whether such forms should continue to be used. It may be necessary to make adjustments in certain cases.



At Académie Sainte-Marie...

The first communication in November is a meeting with parents, who are given a document indicating their child's strengths and the challenges he or she must face with respect to subject-specific competencies. The first time this form of communication was used, teachers were concerned. They had difficulty anticipating parents' reactions. At the meeting, a few teachers had their students' files on hand with the main tasks performed since the beginning of the year. Louise Henry, a geography and history teacher, used the file to support her judgment of students' strengths and weaknesses. She said she felt very comfortable with this new form of communication because of the evidence she was able to show parents.

4.2 COMMUNICATIONS IN THE REPORT CARD

Planning and *follow-up meetings* make it possible to establish how often the status of the development of subject-specific competencies will be indicated in the report card as well as how to determine percentages. They can also be an opportunity to select the cross-curricular competencies that will be taken into account during the cycle or year.

► Frequency of indicating the status of competency development in the report card

It is necessary to establish at what points during the cycle or year teachers will indicate the status of the development of each subject-specific competency in a report card, taking into account the characteristics inherent in each subject and the conditions in which learning takes place. The frequency may vary from one subject to the next. For example, the status of competency development in physical education and health may be communicated less often during the cycle or year than in English language arts.

As a general rule, parents should be informed regularly about their child's progress in developing competencies so that they are not surprised when they receive the report card. The subject or cycle team should study the question and make recommendations to the school administration.

► Establishing percentages

The Basic School Regulation in effect since August 2007 indicates how to express competency and subject results in report cards. However, since the Basic School Regulation does not explain how to establish these results, schools must do so, preferably in a *planning* or *follow-up meeting*.

The method used to indicate results as a percentage reflecting the status of competency development in the report card must be consistent with the method used for the competency report. Therefore, starting with the first *planning* and *follow-up meetings*, it is essential that everyone involved become familiar with the evaluation process, in which the teacher's judgment plays a key role. Understanding this process is a prerequisite for selecting methods of indicating results as a percentage in the report card.

The Annual Directives propose a few methodological guidelines for indicating the status of competency development as a percentage in the report card. Schools are therefore invited to consult the Directives and analyze the guidelines before selecting a method of establishing results. The Annual Directives also weight the competencies that must be taken into account when establishing subject results.

► Judging the status of competency development

In addition to the choices schools must make in order to comply with the Basic School Regulation in terms of report cards, it is essential that teachers be able to make judgments on the status of competency development.

As mentioned in Chapter 3, teachers must first make a judgment in the context of complex tasks using evaluation grids. Joint analysis of student productions help ensure quality judgments.

A similar approach can be used to make judgments on the status of competency development. Based on a few learning and evaluation files containing students' productions and achievements during a given term and completed evaluation grids, teachers determine to what degree students meet the requirements of the complex tasks. They can then compare and explain their judgments. This activity makes it possible to identify and analyze the different parameters involved in making a judgment.

In terms of the report card, it is also useful to consider how to take stock of the knowledge acquired in the context of competency development. Thus, it would be wise to examine a few possibilities, in particular the appropriate use of the comments section. In order to avoid drawing up a complete list of knowledge, several schools have created a bank of comments describing particularly meaningful knowledge, techniques, strategies and so on taken from the Québec Education Program. At *work sessions* for the subject or cycle team, teachers could formulate comments to be kept in a bank. They could also borrow comments from other banks and adapt them as needed.

► Communications concerning cross-curricular competencies

According to section 30 of the Basic School Regulation, the last report card at the end of the first year of the cycle must contain comments on one or more cross-curricular competencies addressed during the year.

Teachers will have already explored different possibilities for addressing cross-curricular competencies at the overall planning stage, in particular taking them into account in the continuum of learning and evaluation situations. However, at *planning* and *follow-up meetings*, methods of communicating information

concerning cross-curricular competencies must be clearly established. A close look at the nature of the competencies and the means used to develop them enables teachers to select one or two competencies for which an assessment will be included in the report card. It is also necessary to determine cross-curricular competency development and evaluation responsibilities, including communications, by subject or cycle.

To formulate comments indicating cross-curricular learning acquired, teachers in several schools developed a bank of comments describing strengths to be developed and challenges to be met. *Work sessions* for the school team, cycle team or subject team enable teachers to share the task of creating a bank of comments. This contributes to a better understanding of the cross-curricular competencies.

4.3 COMMUNICATIONS CONCERNING STUDENTS WITH SERIOUS LEARNING DIFFICULTIES

In *planning* and *follow-up meetings*, the people involved examine different possibilities in order to report accurately on the learning acquired by students with serious learning difficulties for whom evaluation requirements are modified as a result of individualized education plans that indicate expected outcomes. The provisions of the Basic School Regulation respecting communication must be taken into account. However, since additional information is necessary to keep parents apprised of their child's situation, it is important to determine the nature of this information and how it should be presented in the report cards and other forms of communication.



TOOL 6, which appears in the appendixes, contains a few guidelines for constructing a judgment on the status of competency development and indicating it in the report card.

4.4 SUPPORT MEASURES

While the teaching approach must be regulated throughout the learning process, the end of a term is often an ideal opportunity to include in the report card observations that require formal decisions and actions. It is therefore useful, in *planning* and *follow-up meetings*, to examine learning support measures and how they could be organized and implemented.

An analysis could be done of existing remedial practices and their effectiveness. If applicable, certain aspects could be improved, for example the content of remedial teaching, assignments and summer courses and the time devoted to them. New measures could also be implemented, such as workshops designed to meet students' specific needs and upgrading activities on Saturdays. In some cases, teachers could accompany students outside the classroom.

This analysis of learning support measures could also include a study of different approaches for meeting the needs of students who, despite all the support measures provided, are unable, term after term, to meet established requirements. *Planning* and *follow-up meetings* should make it possible to come up with decisions and actions that take these students' situation into account. Thus, the possibility of a student remaining in the same class for a second year should be addressed, as should the conditions for implementing and following up an individualized education plan.

4.5 CONVEYING INFORMATION

The end of the first year of a cycle is a turning point for both students and everyone else at the school. Teachers who take on new students need to know where they are at in their learning. Also, although the competency report is the document that contains this information, additional information is required for some students. Schools need to establish the nature and format of the information and how it should be conveyed. A follow-up meeting is an ideal opportunity to examine different possibilities and determine the school's choices in this matter.

Teachers' choices with respect to recording information will guide them in their study of methods of conveying information about students, whether they are already at the school or transferring from another school. In any case, the nature and format of the information should provide an accurate profile of the student's situation.



At Académie Sainte-Marie...

Teachers were wondering how to convey information about students' learning from teachers of one year of the cycle to the next. Students' individual learning and evaluation files were considered, but the teachers wanted a synthesis of students' results that would be easy to consult. Karine Giroux, a Cycle One teacher, uses her student lists and a three-colour code (green, yellow and red) to indicate their status of development of each competency. At a glance, the second year teacher can recognize students with difficulties. The learning and evaluation file provides additional information for these students.

The learning and evaluation file Karine Giroux hands over to her social sciences colleagues is short. She selected only the evidence needed to illustrate her students' situation. One pocket contains evidence of learning in geography and the other, evidence of learning in history.



PLANNING AND PRODUCING THE COMPETENCY REPORT

While several of the activities described in the preceding chapters contribute to adequately planning the production of the competency report throughout the cycle or year, the last two terms of the cycle or year are strategic opportunities for organizing other activities directly related to planning and producing the competency report.

5.1 PLANNING THE COMPETENCY REPORT

Different activities can be organized in the form of *follow-up meetings* and *work sessions* for teachers of a given subject or cycle. All are aimed at exploring different ways of producing the competency report. Some activities during the second-to-last term allow for a better understanding of how to produce the competency report, while others involve examining the situation so as to ensure that teachers are well prepared to produce the competency report and making any necessary adjustments during the last term.

5.1.1 A shared vision of how to produce the competency report

The *follow-up meeting* during the second-to-last term is an ideal opportunity to review methodological guidelines and the provisions of the Basic School Regulation that concern the competency report, in particular the mandatory use of the scales, the indication of results as a percentage, the weighting of competencies and so on. It is also an opportunity to confirm the school's choices with respect to the establishment of results. An analysis of the methods used to establish results in previous communications could also prove very useful.

Although this information activity is necessary during the second-to-last term, it will be effective only insofar as all of the prior activities have adequately prepared teachers to produce the competency report. It is therefore important to harmonize evaluation practices over the course of the year or cycle with those to be used for the competency report. Failure to do so will render the task more difficult.



TOOL 6, a slide presentation, is a review of the main requirements and methodological guidelines for producing the competency report.

5.1.2 Preliminary activities for the competency report

Since the preceding activity is not intended to deal with the competency report from a subject-specific standpoint, it would be useful during the second-to-last term to plan at least one *work session* so that teachers of a given subject or cycle can verify where they are at in the planning of the competency report. This work session should be a continuation of the *follow-up meeting*. However, in this context, the competency report is usually dealt with from a subject-specific standpoint.

► In-depth analysis of the scales of competency levels

Although the teachers have seen the scales of competency levels a few times already, an in-depth analysis during the second-to-last term is essential. Teachers of a given subject should share their understanding of the scales of competency levels. This exercise is extremely important, on the one hand, to verify the consistency of judgments made and, on the other hand, to ensure the appropriateness of the content of the file used to produce the competency report.

Teachers should proceed systematically, one scale at a time, level by level. They will then be able to share their interpretation of the descriptions associated with the different levels. This preliminary analysis will help them make connections between the descriptions, in particular by identifying elements indicating progression or other specific information.

When analyzing the scales of competency levels, teachers should make connections between the situations proposed to students so that each competency is developed and the requirements described in the scales are respected. This analysis might reveal, for example, that none of the situations adequately prepare students to meet certain requirements. Teachers could then remedy the situation before finalizing the competency report. Similarly, analyzing relationships between the evaluation grids used over the course of the cycle or year and the scales is also a useful exercise. Teachers are generally able to observe close connections between these tools. If not, they can make corrections.



At Collège Charles-Lemoyne...

To analyze the scales of competency levels, the team of French teachers opted to read them in connection with the evaluation criteria in the Québec Education Program. This enabled them to discuss all of the descriptions used in the scales, consider their meaning and gain a shared understanding of them.

► **Creating the file to be used to produce the competency report**

At a *work session* during the second-to-last term, before beginning a final collection of evidence, teachers of a given cycle or subject should define the content of the file that will be used to establish the levels of competency. Teachers of both the first and second year of the cycle should participate.

There are two parameters for creating the file to be used to produce the competency report: relevant and sufficient evidence. To ensure the reliability of judgments in the competency report, the cycle teams or the subject teams must be able to consider the question, discuss it and reach an agreement, which will enable them to determine what is meant by *relevant and sufficient evidence*.

Then, for each competency, the teachers select from among the learning and evaluation situations and evaluation situations, whether they have been carried out or are planned for the final term, the complex tasks that provide relevant and sufficient evidence of competency development. Even if the judgment in the competency report is based on the most recent evidence, some information could very well come from before the final term.

The teachers might observe that the available evidence is insufficient or not fully representative. The final term is an opportunity to propose the complex tasks that will complete the information. That is why it is important to do this activity during the second-to-last term.



At Académie Sainte-Marie...

The teachers verified the relevance and sufficient quantity of evidence for the competency report with the guidance of education consultant Catherine Thomassin. First, she reminded teachers that it is important to provide students with opportunities to develop their competencies in accordance with the requirements set out in the scales of competency levels. The teachers analyzed previously performed tasks and compared them with the scales. Then, M^{re} Thomassin helped them define each level by suggesting that they formulate the observable indicators in their own words. The activity helped teachers determine the type of evidence they needed to keep for the competency report.

► **External evaluations**

This stage of the reflection process also involves examining how external evaluations are dealt with.

External evaluations include compulsory examinations in Elementary Cycle Three Français, langue d'enseignement, and mathematics, as well as evaluation situations and various prototype examinations at the elementary and secondary level prepared by the Ministère de l'Éducation, du Loisir et du Sport. Other end-of-cycle evaluations may be provided by the school board.

Whether in the form of local or ministry-prepared evaluation situations, external evaluation can play a more or less key role in producing the competency report, providing relevant and sufficient evidence. Everyone at the school should therefore consider this matter in a *follow-up meeting*.

This inevitably raises the question of the appropriateness of using external evaluations and establishing methods for administering and correcting them. It is recommended that those involved become familiar beforehand with the characteristics of the external evaluation, in particular the information document, if one is available.

If a school wishes to use external evaluation, the principal could plan information or joint correction activities for the final term. Teachers will appreciate the joint correction of a few students' productions. This *work session* will help teachers clearly interpret the grids accompanying the evaluation.

This also raises the question of the appropriateness of considering the results of the evaluation when making judgments on competency development. While decisions may vary from one subject to the next, this decision should be made by the school team. Depending on the school's decision, teachers could hold a *work session* to determine methods of considering the results when making judgment on competency development.



At École secondaire Casavant...

Ghislaine Petit points out that school principals in her school board decided to make MELS evaluations compulsory so that teachers could become familiar with the types of tasks they contain. In May, education consultants meet with teachers to present evaluation situations in the different subjects prepared by the school board or the MELS. At these meetings, they answer teachers' questions. The consultants are also available at the end of the year to guide teachers in the correction of evaluation situations and the use of the scales of competency levels.

► Using the scales of competency levels

Although there is still time for competency development during the second-to-last term, teachers will appreciate working with simulations that enable them to make judgments based on the scales and a few student files. This activity, carried out in a *work session*, allows them to compare their judgments, identifying similarities and differences. Beyond a doubt, this exercise helps them improve their level of confidence in the judgments they will have to make for the real competency report and, consequently, assure the reliability of these judgments.

In addition to allowing teachers to fine-tune how they make judgments based on the scales, this activity encourages them to qualify their judgments and explain the parameters on which they are based. Sharing and analyzing the parameters used to qualify their judgments help define those that teachers should be using.



TOOL 7, is a questionnaire to help teachers determine which elements are in place for the production of the competency report and what remains to be done. The material teachers usually have access to in April allows them to verify whether there is relevant and sufficient evidence. For example, they may review the plan and make certain corrections. The questionnaire enables them to update the action plan so that they can produce the competency report.

5.2 PRODUCING THE COMPETENCY REPORT

The competency report is produced during the final term of the cycle or year. A variety of activities is also carried out during this term. Through activities in the classroom or elsewhere, and working individually, teachers gather any missing information and finalize the competency report. At the same time, in order to improve the reliability of teachers' judgment of students' level of competency development, work sessions can be organized during this term: for example, to jointly correct the external evaluation, if applicable, or to jointly produce a few students' competency reports.

► Carrying out situations to gather missing evidence

During the second-to-last term, teachers verified whether the evidence required for the competency report was relevant and sufficient. They have therefore agreed on situations to carry out during the final term. In *regular classroom activities*, they carry out the learning and evaluation situations planned for the final term and record any missing information.

► Joint understanding and correction of the external evaluation

Minimizing differences in judgment in the case of an external evaluation requires that teachers validate their understanding of the tasks and evaluation grids.

Depending on the school's decision concerning the role of the external evaluation in the competency report, a *work session* may be necessary to enable teachers of a given subject to become familiar with the characteristics of the external evaluation before it is administered, if this has not already been done. It is essential that they understand the tasks proposed.

Also, as mentioned earlier, following the external evaluation, teachers should work together to correct a few students' productions or achievements. This exercise enables teachers to analyze the evidence based on the evaluation grids, and to formulate assessments for each of the criteria. Teachers can then share their assessments, explain them and analyze any differences. This activity, just prior to the finalization of the competency report, makes it possible to further improve the reliability of the assessments. It can also help establish the characteristics of typical productions or achievements, to which teachers may refer when correcting.



At École secondaire Casavant...

Teachers wanted to become familiar with the tasks and grids associated with the evaluation situation produced by the MELS in order to verify whether they shared the same understanding of it. After the evaluation situation, the principal, Gbislaine Petit, gave teachers a chance to participate in a joint correction guided by the education consultant. The teachers validated their judgments and observed that they often come up with the same results.

► Analyzing student files

Similarly, teachers of a given subject should participate in a joint analysis of a few student files in order to verify the consistency of their judgments of students' level of competency development based on the scales.

Using the file to be used to produce the competency report and working individually, teachers compare the information recorded and the indicators associated with each of the competency levels in a scale. For each subject-specific competency, they establish the

competency level achieved by the student. If necessary, they qualify their judgment based on established parameters. Then, they work together to explain the competency levels assigned to a given student. This exercise allows them to explain and compare their judgment of competency levels based on the scales. It also helps them achieve a clearer interpretation of the scales.



At Collège Charles-Lemoyne...

Teachers work together and have developed a method of validating their evaluation practices. They select a few students for whom the evidence does not clearly indicate their level of competency development. For example, in writing, French teachers Johanne Morrissette and Mélanie Gauthier needed to evaluate a student who reads a lot, who has a vivid imagination, who writes well-structured and sometimes lengthy texts, but who fails to correct them. They worked together to produce the student's competency report.

They analyzed the evidence collected during tasks representative of the different types of situations. They took the nature of the tasks and their level of complexity into account. They used the scales of competency levels to make judgements on the level achieved by the student in writing. They compared their judgments and agreed on the student's level of competency development. Both teachers indicated that the approach and the time devoted to this competency report were exceptional. For the vast majority of students, they do not need to validate their judgment since the learning profile is clear. However, they greatly appreciated their collaboration in this case.

Although teachers often observe considerable consistency in their judgments, they may encounter special cases in which the levels assigned vary from one teacher to the next. They should be able to discuss and agree on how to deal with these borderline cases.

► Finalizing the competency report

At this stage, everything is in place for producing the competency report. The teachers have the file to be used to produce the

competency report that contains relevant and sufficient evidence to make judgments on the students' level of competency development; they have recorded the information so that it can be used effectively.

While the above-mentioned activities are useful for applying a shared methodology for preparing the competency report, they cannot replace the analysis and synthesis that each teacher carries out individually to finalize the competency report. The school principal is responsible for ensuring the conditions conducive to carrying out these tasks.

Finalizing the competency report, the responsibility of each teacher, consists in establishing the level of competency development achieved by each student for each of the subject-specific competencies on the basis of the file used to produce the competency report and the scales of competency development. However, when in doubt, a teacher can always consult his or her colleagues.

Referring to the school's decisions concerning the establishment of results, teachers indicate students' results as percentages corresponding to their level of competency development. They also produce a subject result referring to the weightings set out in the Annual Directives. Finally, they add the group average.

Also, depending on the school's evaluation standards and procedures, teachers include assessments in the form of comments on one or more cross-curricular competencies. As mentioned in the previous chapter, access to a bank of comments can make this task easier. However, the comments must be related to the evaluation criteria set out in the Québec Education Program.

► Decisions concerning promotion, placement, guidance and support measures

Like the other communications, the competency report provides observations about the student's situation, on the basis of which decisions concerning his or her academic future will be made.

With this in mind, everyone at the school, at a *follow-up meeting*, should define methods for analyzing the students' situation. Several schools have formed committees to formulate

recommendations taking into account the pass/fail and placement rules established by the school or school board, depending on their respective responsibilities. Eligibility requirements for certain Secondary Cycle Two learning paths, indicated in the Basic School Regulation, should also be taken into account.

Decisions concerning promotion, placement and guidance also involve support measures likely to help students successfully pursue their studies. Support measures for meeting students' needs should therefore be given consideration. Special attention should be paid to the analysis of factors that can lead to the decision to postpone a student's promotion to the next cycle.

Furthermore, at the end of a cycle or year (Preschool and Secondary Cycle Two), it is necessary to convey the appropriate information to teachers who will take over students' development: the results in the competency report and other relevant data, if needed.



At Collège Charles-Lemoyne ...

Steeve Lessard, director of instructional services, and Pierre Vaillancourt, Longueuil campus director, point out that several support measures are offered to students, in particular remedial activities and weekend and summer courses. They mention that a student with difficulties will sometimes be promoted to the next cycle provided the parents become directly involved in implementing measures to help their child meet established requirements. Although rarely used, this measure has a fifty per cent success rate.

5.3 TAKING STOCK OF THE PROCESS OF PRODUCING THE COMPETENCY REPORT

At the end of the cycle or year, it is important to hold a *follow-up meeting* to take stock of the process of producing the competency report.



TOOL 8 proposes a few avenues for discussing the production of the competency report. It enables everyone involved, individually and as a group, to take stock of the approach taken.

This regulatory activity makes it possible to review the approach taken throughout the cycle or year to produce the competency report. It defines the conditions that facilitated the planning and production of the report, the difficulties encountered and the solutions considered.

After the competency report is finalized, a *follow-up meeting* is a good opportunity to review the overall planning and the action plan. The goal is to verify the appropriateness of the overall planning, adjust it as needed, make the necessary additions and correct certain deficiencies. The resulting action plan will also change. This gives the school team an overview of the work that has been done to date. Although this is the time to set new objectives, the work should continue along the same lines.

Time for collaboration, teamwork and experimentation in the classroom, as well as support and guidance, are winning conditions for changing evaluation practices. In this respect, an action plan, combined with an openness to finding solutions, guaranteed the success of the competency report in the three schools.



Throughout the exploratory study at Académie Sainte-Marie, École secondaire Casavant and Collège Charles-Lemoyne, teachers showed pride in their ability to increasingly control the different aspects of their evaluation practices. They also acquired considerable confidence in their professional judgment. Cooperation has become a means of action and harmonization, a necessity.

For Marie Clément, a French teacher at Collège Charles-Lemoyne, the primary goal of all this is to support students in their learning. She mentions that using evaluation grids, for example, enables her to make accurate diagnoses and adjust her teaching approach accordingly. She adds that she is becoming increasingly aware of the need for differentiation.

According to Martin Lavallée, vice-principal of Académie Sainte-Marie, “a lot of work was done to reorganize teaching periods. This enables teachers to work together with students, create a different learning climate, and develop new pedagogical approaches as well as learning and evaluation situations that meet students’ needs. The school also offers pedagogical support in the classroom for producing the end-of-cycle competency report.”



Producing the competency report requires going through every step of the evaluation process. The school team made choices about how to plan the evaluation of competencies, gather information about student learning and interpret it in order to make a judgment. Results were communicated to parents throughout the year and the cycle and the competency report was issued. Means of helping students pursue their learning were considered.

Several actions were taken that led to a renewal of evaluation practices. Validating practices in the school led to the establishment of an approach shared by all teachers.

Now it is a question of using the experience acquired to review existing evaluation standards and procedures, modify those that are inappropriate and develop new ones. For schools that have not yet begun to develop evaluation standards and procedures, the activities involved in planning and producing the competency report are an effective trigger activity. This is a good time to incorporate into their evaluation standards and procedures those that have been the subject of a consensus among the school team and to specify the conditions for their application.



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APPENDIXES

TOOL 1

TAKING STOCK OF THE SITUATION



ACTIVITY 1

THE SCHOOL TEAM'S VIEWS OF THE COMPETENCY REPORT

This activity may be carried out individually, followed by a group discussion.

1) What is the competency report?

2) What is the purpose of the competency report?

3) How is the competency report prepared?

4) Who is responsible for producing the competency report?

ACTIVITY 2

PREPARING THE SCHOOL TEAM

This activity may be carried out individually, followed by a group discussion.

1) What ministry references can help you produce the competency report?

2) What steps have you taken to gain a shared understanding of these ministry references?

3) What training or guidance have you received in:

√ *evaluation?*

√ *the competency report?*

√ *other?*

4) Does your school have evaluation standards and procedures or guidelines for the competency report? If so, what are they?

ACTIVITY 3

IMPLEMENTING THE COMPETENCY REPORT

This activity may be carried out individually, followed by a group discussion.

1) At your school, with respect to the competency report:

What discussions have taken place?

What actions have been taken?

What decisions have been made?

What tools are being used?

TOOL 2

BECOMING FAMILIAR WITH THE MINISTRY FRAMEWORKS



Step by Step: Successfully Producing the Competency Report

Tool 2 Becoming Familiar With the Ministry Frameworks

1



2

Québec Education Program

- Elements of the program
 - Broad areas of learning
 - Cross-curricular competencies
 - Subject-specific competencies
- A competency is the power to act by means of the effective mobilization and use of a set of resources

3



4

Elementary

Key Features of the Competency

The diagram shows a central circle labeled 'COMPETENCY' surrounded by four key features:

- To mobilize the resources of the concerned situation
- To mobilize the resources of the concerned situation
- To mobilize the resources of the concerned situation
- To mobilize the resources of the concerned situation

End-of-Cycle Outcomes

The diagram shows three columns of outcomes for the elementary cycle, each with a title and a list of specific competencies and skills.

5

Secondary Cycle One

Secondary Cycle One Outcomes

The diagram shows three columns of outcomes for the secondary cycle one, each with a title and a list of specific competencies and skills.

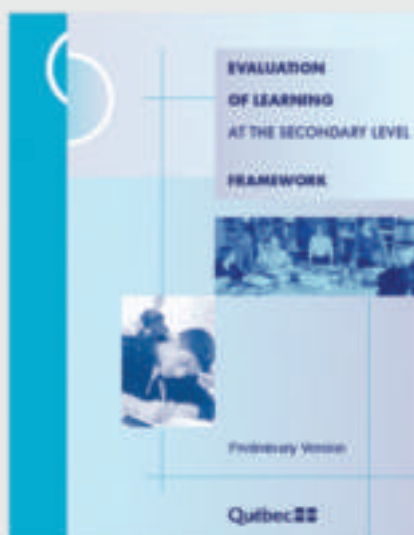
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Evaluation of Learning at the Preschool and Elementary Levels *Framework**

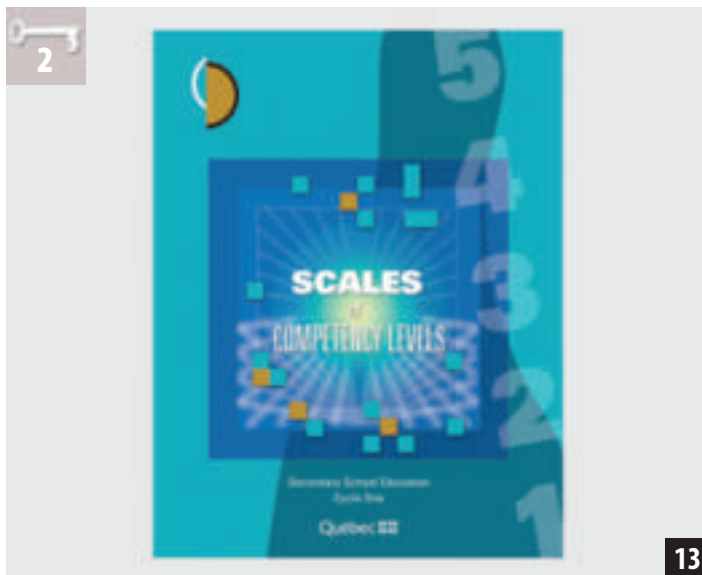
- Chapter I: The Nature and Purposes of Evaluation
- Chapter II: The Act of Evaluating
- Chapter III: Classroom Evaluation Practices
- Chapter IV: Evaluation Tools and Means
- Chapter V: Communications With Parents and Students

* Note: This document is currently being revised.



Evaluation of Learning at the Secondary Level *Framework* (preliminary version)

- Chapter 1: Learning and Evaluation Situations
- Chapter 2: Differentiated Evaluation
- Chapter 3: The Evaluation of Cross-Curricular Competencies
- Chapter 4: Grading: Making Judgments and Pass/Fail Decisions for Individual Subjects
- Chapter 5: The Scales of Competency Levels
- Chapter 6: Communicating Results
- Chapter 7: Planning Evaluation



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14

Basic School Regulation for Preschool, Elementary and Secondary Education
Section 28

- Evaluation is the process whereby a judgment is made on a student's learning on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and, where appropriate, administrative decisions.
- A decision to promote a student to the next cycle shall be based on the student's competency report and on the rules governing promotion established by the school or the school board, according to their respective responsibilities.
- In the second cycle of the secondary level, the promotion of a student to the next year shall be by subject in the case of a student taking the general education path or the applied general education path

15

Basic School Regulation for Preschool, Elementary and Secondary Education
Section 29

- At least 8 communications per cycle, including 5 report cards and an end-of-cycle competency report if the student is at the elementary school level or in the first cycle of secondary school
- At least 4 communications per year, including two report cards and an end-of-year competency report if the student is at the preschool level or in the second cycle of secondary school
- At least once a month, information shall be provided to the parents of minors in the following cases: [...] »

16

Basic School Regulation for Preschool, Elementary and Secondary Education
Report card - Section 30 (15, 15.1, 15.2, 16)

Elementary and secondary education

- Status of the development of the competencies expressed by a percentage
- Simplified competencies
- Subject result expressed by a percentage based on the conversion table (weighting of competencies)
- Class average expressed by a percentage
- Comments on one or more cross-curricular competencies in the end-of-year report card
- Exemption: students in pre-work training

Preschool education

- Status of the development of the competencies evaluated
- Simplified competencies

17

Basic School Regulation for Preschool, Elementary and Secondary Education
Competency report - Sections 30.1, 30.2

Elementary and secondary education

- Level of development achieved for each of the competencies expressed by a percentage and based on the scales
- Simplified competencies
- Subject result expressed by a percentage and based on the conversion table (weighting of competencies)
- Class average expressed by a percentage
- Comments on one or more cross-curricular competencies
- Subject result expressed by a rating for students in pre-work training

Preschool education

- Level of development achieved for each of the competencies
- Simplified competencies

18



Basic School Regulation for Preschool, Elementary and Secondary Education

Certification of studies - Sections 31, 33, 34

- Candidate for a compulsory examination set by the Minister
- Conditions for obtaining an SSD
- Conditions for obtaining the pre-work training certificate
- Conditions for obtaining a training certificate for a semi-skilled trade
- Pass mark: 60%
- Overall result: 50% school mark – 50% uniform examination

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Basic School Regulation for Preschool, Elementary and Secondary Education

Certification of studies - Section 32

As of May 1, 2007

- 6 credits in Secondary V language of instruction
- 4 credits in Secondary V second language
- 6 credits in Secondary IV mathematics
- 6 credits in Secondary IV physical sciences
- 4 credits in Secondary IV history of Québec and Canada

As of May 1, 2010

- 6 credits in Secondary V language of instruction
- 4 credits in Secondary V second language
- 4 credits in Secondary IV mathematics
- 4 credits in science and technology or 6 credits in Secondary IV applied science and technology
- 4 credits in Secondary IV history and citizenship education
- 2 credits in Secondary IV arts education
- 2 credits in Secondary V ethics and religious culture OR physical education and health

20



2007-2008 Annual Directives

- Simplified competencies (schedule 10)
- Scales of competency levels
- Class average
- Conversion tables and results expressed in percentage form (schedule 6)

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Renewing the Local Framework for the Evaluation of Learning

- Part I: General Information
- Part II:
 - Standards and Procedures for the Evaluation of Learning
 - Academic Progress (Promotion and Placement)
 - Evaluation Under the Responsibility of the School Board and the Ministère
 - Certification of Studies
 - Recognition of Prior Learning
 - Home Schooling

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TOOL 3

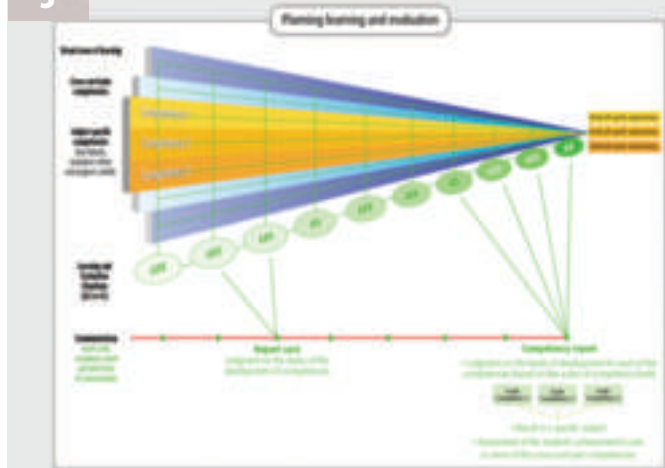
PLANNING LEARNING AND EVALUATION



Step by Step: Successfully Producing the Competency Report

Tool 3 Planning Learning and Evaluation

1



2

Overall Planning

- Continuum of learning and evaluation situations
- Evaluation tools
- Communications with parents and students

3

LES/ES Continuum

- Broad areas of learning
- Subject-specific competencies
- Cross-curricular competencies
- Evaluation criteria
- Program content

4

Evaluation Tools

- Establishing the characteristics of:
 - evaluation grids
 - recording methods and tools

5

Communications With Parents and Students

- Establishment of means of communication other than the report card
- Establishment of subject-specific competencies assessed in the report cards
- Establishment of methods of expressing results by a percentage
- Establishment of cross-curricular competencies subject to comments in the end-of-year report card and competency report

6

TOOL 4

ESTABLISHING THE OVERALL PLANNING OF LEARNING AND EVALUATION



ACTIVITY 1

STATUS OF THE OVERALL PLANNING OF LEARNING AND EVALUATION

This activity may be carried out by the school, cycle or subject team.

1) Did you prepare an overall planning of learning and evaluation? Check off the elements included in your planning .

- continuum of learning and evaluation situations ☐
- evaluation tools ☐
- communications with parents and students ☐

2) If none of the above are included in your overall planning, describe how you planned your learning and evaluation activities.

ACTIVITY 2

CONTINUUM OF LEARNING AND EVALUATION SITUATIONS

This activity may be carried out by the school, cycle or subject team.

- 1) How did you organize the development of **subject-specific competencies** throughout the cycle or year? Are they targeted at the same time with the same intensity, or are they dealt with differently at different points in the cycle?

- 2) In your subject, how do you intend to deal with problems associated with the **broad areas of learning**? How will you make sure that students acquire the learning associated with the broad areas of learning?

3) Did you make joint decisions concerning the **cross-curricular competencies**? If so, as part of what group?

- school team ☐
- cycle team ☐
- subject team ☐

4) How do you intend to develop and evaluate **cross-curricular competencies**, and to communicate students' progress to parents?

5) Did you plan how the essential knowledge or **program content** from the QEP (e.g. knowledge, techniques, strategies) would be distributed over the course of the cycle or year? Have you decided how you are going to take the program content into account in the development of your subject-specific competencies?

6) If you use **learning and evaluation situations and evaluation situations**, where do they come from?

- teaching material ☐
- material produced by the cycle team ☐
- material produced by the education consultant ☐
- material used for the old objective-based programs, unmodified ☐
- material used for the old objective-based programs, modified ☐

- 7) How many **learning and evaluation situations** are currently available to you? Are they sufficient and relevant for making judgments on the status of competency development (report cards) and on the levels of competency (competency report)? How did you use the teaching material to plan these situations?

- 8) Did you plan **evaluation situations**? What role will they play?

- 9) Are the planned situations scheduled? Does the timetable reflect the desired progression of learning over the course of the cycle or year? Will the situations help students achieve the end-of-cycle or end-of-year outcomes (scales of competency levels)? Are the situations distinct enough to provide students with increasing challenges? Does their timing during the cycle or year contribute to the desired progression of learning?

TOOL 4

- 10) In planning the situations, how did you take students' prior learning into account? Did you plan the same situations for all students? Did you plan differentiated learning and evaluation methods for students' specific needs? If so, which ones?

- 11) In the detailed planning of a learning and evaluation situation, which tool did you use? Could the example on the following page help you?

DETAILED PLANNING OF A LEARNING AND EVALUATION SITUATION (LES)

Example

TITLE OF THE SITUATION	
-------------------------------	--

LEARNING AND EVALUATION FOCUSES	
Subject-specific competencies selected	Evaluation criteria selected
Competency: _____	List of criteria
Competency: _____	List of criteria
...	...
Cross-curricular competencies selected	Evaluation criteria selected
Competency: _____	List of criteria
...	...
Program content and resources to be used ¹	
List of the main program content to be covered and the resources to be used in the LES	

1. For an evaluation situation, only the resources to be used are indicated.

CONTEXT OF THE LEARNING AND EVALUATION SITUATION	
Problem Briefly describe the problem to be solved, the question to be addressed or the end-product to be produced.	
Broad areas of learning Check the broad area of learning related to the problem. ☐ Health and Well-Being ☐ Personal and Career Planning ☐ Environmental Awareness and Consumer Rights and Responsibilities ☐ Media Literacy ☐ Citizenship and Community Life	Educational aim Indicate the educational aim selected. Focus of development Indicate the focus of development selected.

COMPLEX TASKS AND ACTIVITIES ²		
LEARNING AND EVALUATION SITUATION	Complex tasks	Task 1 Briefly describe the complex task.
		Task 2 Briefly describe the complex task.
		...
	Activities related to knowledge	Describe the main activities for acquiring and structuring knowledge (concepts, skills, techniques, etc.).
Activities related to the broad areas of learning, if applicable	Describe the activities related to the broad area of learning associated with the problem.	

2. For an evaluation situation, only the complex tasks are indicated.

PHASES INVOLVED IN CARRYING OUT THE LEARNING AND EVALUATION SITUATION
Preparation
Describe the main activities involved in preparing the LES.
Performance
Describe the main activities involved in each complex task of the LES.
Complex task 1
Complex task 2
...
Integration
Describe the main activities involved in integrating the LES.

MATERIALS REQUIRED
Describe the materials required.

EVALUATION TOOLS
Indicate the type of evaluation grid that will be used for the LES and attach it to your plan.
☐ Grid based on descriptive scales ☐ Grid based on non-descriptive scales ☐ Coevaluation grid ☐ Self-evaluation grid ☐ Other: _____

DOCUMENTS TO BE PRODUCED
☐ Teacher's workbook ☐ Student's workbook ☐ Other

ACTIVITY 3

EVALUATION TOOLS FOR INFORMATION GATHERING AND INTERPRETING RECORDING RESULTS

This activity may be carried out by the school, cycle or subject team.

- 1) What type of evidence are you collecting to evaluate students' competency development?
Indicate a number, with 1 being the most commonly used type.

- tests, exercises, examinations ☐
- homework ☐
- written productions (e.g. texts, posters) ☐
- media productions (e.g. slide presentations, recordings) ☐
- other: _____ ☐

- 2) Is this evidence relevant for evaluating competency development?

- 3) What importance do you place on the information gathered about student knowledge when making a judgment concerning the learning and evaluation situation?

- 4) Do you use evaluation grids to make judgments in complex tasks? How were they developed? Do they take into account the evaluation criteria in the Québec Education Program? Do they make it possible to identify the achievement requirements associated with the tasks?

TOOL 4

- 5) Can you define observable elements for each evaluation criterion in the QEP? Does your cycle team or your subject team share the same understanding of the evaluation criteria in the QEP?

- 6) Are the evaluation grids explained to students? Did you plan on giving students grids so that they could play an active role in their learning?

- 7) Has your school team, cycle team or subject team planned methods of recording student results? If so, what are they?

- 8) Do you use a learning and evaluation file as a tool for recording results? What specifically is it used for? What does it contain? Who is responsible for it? What is the students' responsibility with respect to their learning and evaluation file?

- 9) Do you have a personal tool for recording information on students' learning? How is it organized? Does it help you in making judgments on students' learning?

ACTIVITY 4

COMMUNICATIONS WITH PARENTS AND STUDENTS

This activity may be carried out by the school, cycle or subject team.

- 1) Have you sent parents information yet this year about their child's learning? What form of communication did you use?

- 2) How many communications do you plan on sending over the course of the cycle or year? When do you plan to send them?

- 3) Did you plan the information you intend to send in each communication? Which subject-specific and cross-curricular competencies will you address?

- 4) What format did you plan on using for the report card? What information is included and how often? How are the judgments on the status of competency development constructed for the report card? What method have you established in your school to indicate results as a percentage?

- 5) Do you write comments in the report card? What aspects of student learning do they address? Do you have a bank of comments?

- 6) How can the communications you send parents and students foster student learning?

- 7) What format did you plan on using for the competency report in your school? What information is included? How are the judgments on the competency levels constructed for the competency report? Where does the subject result come from?

- 8) What type of information about student learning will you convey when the student is promoted from one year to the next in a cycle, or from one cycle to the next, or from one year to the next (Secondary Cycle Two)? How will the information be conveyed?

TOOL 5

DEVELOPING AN ACTION PLAN



ACTION PLAN			
OVERALL PLANNING OF LEARNING AND EVALUATION			
Aspects	Actions and methods: tools, elements, information, training, guidance	Responsibility	Deadline
Establish a continuum of learning and evaluation situations			
Subject-specific competencies			
Broad areas of learning			
Cross-curricular competencies			
Program content			
Continuum of situations • Relevant and sufficient evidence • Gradual construction of competencies • Students' characteristics: prior learning and needs			

ACTION PLAN			
OVERALL PLANNING OF LEARNING AND EVALUATION			
Aspects	Actions and methods: tools, elements, information, training, guidance	Responsibility	Deadline
Evaluation tools: information gathering and interpretation, recording, judgment			
Information-gathering tools • LES, ES			
Evaluation grids • Criteria • Observable elements			
Recording tools • Student's learning and evaluation file • Teacher's logbook			

ACTION PLAN			
OVERALL PLANNING OF LEARNING AND EVALUATION			
Aspects	Actions and methods: tools, elements, information, training, guidance	Responsibility	Deadline
Communications with parents and students			
Other communication tools			
Report card			
Competency report			

TOOL 6

DEVELOPING A SHARED VISION OF THE EVALUATION OF LEARNING





Step by Step: Successfully Producing the Competency Report

Tool 6 Developing a Shared Vision of the Evaluation of Learning

1



Using Learning and Evaluation Situations

2



Characteristics of Learning and Evaluation Situations

- Related to the Québec Education Program (broad areas of learning, cross-curricular and subject-specific competencies)
- Significant
- Presented in three phases (preparation, performance, integration)
- Offer potential for regulation (proactive, interactive, retroactive regulation)

3



Constituent Elements of a Learning and Evaluation Situation

- Context linked to a problem
- Set of complex tasks and learning activities linked to knowledge

4



Complex Tasks

- Target the mobilization of resources
- Call on competencies as a whole (key features and criteria)
- Lead to the acquisition of new knowledge

5



Knowledge-Based Learning Activities

- Target the acquisition and structuring of the knowledge needed to complete complex tasks
- Help enrich the students' store of knowledge (factual, procedural and conditional knowledge)
- Call on specific aspects of a competency

6



Scope of Situations

- A single subject-specific competency
- Several competencies from the same subject
- Competencies from several subjects

7



Learning and Evaluation Situations and Evaluation Situations

	Learning and evaluation situation	Evaluation situation
Dominant intention	• Develop competencies (complex tasks) • Construct resources (knowledge-based learning activities)	• Evaluate competency development (complex tasks) • The internal resources targeted by the situation were a focus of the learning process
Use	• Permit regulation • Construct a judgment concerning the status of the development of competencies and on the levels of competency development attained	

8



Learning and Evaluation Situations and Evaluation Situations (Cont.)

	Learning and evaluation situation	Evaluation situation
Evaluation tools	• With or without tools • Analytical approach above all, to promote regulation	• With tools • Analytical or global approach
Time	• During the cycle	• During and at the end of the cycle
Student autonomy	• Support from teachers and fellow students, as needed	• Generally without support: support is provided exceptionally and taken into account in judgments concerning the competency

9



Transition From Examinations to Evaluation Situations

PRIOR PRACTICE: Examination

- Context often different from that of learning
- Verifies the achievement of a certain number of objectives
- Systematic use of result obtained from a cumulative point of view (weighting)

EDUCATION REFORM: Evaluation situation

- Context similar to that of the learning situation
- Permits regulation (during the cycle)
- May help construct a judgment on competencies (temporary, during the cycle)

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Detailed Planning of LES/SE

- Establishment of the instructional aim
- Indication of:
 - the broad area of learning, if applicable
 - the subject-specific and cross-curricular competencies
 - evaluation criteria
 - program content
- Establishment of complex tasks and knowledge-based learning activities
- Description of the procedure of the LES or ES

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Evaluation Criteria

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Evaluation Criteria

- Are essential aspects that must be used as guidelines for observations
- Are generally formulated as qualities achieved to varying degrees
- Are generic in nature
- Are related to the student's process and productions

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Use of Criteria

- Are used to develop evaluation tools
- Provide avenues for regulation
- Are reference points for constructing judgments during and at the end of the cycle

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Observable Elements Associated With an Evaluation Criteria

- Describe a single behaviour
- Involve concrete evidence
- Are the subject of a shared understanding
- Are sufficient in number to represent the criterion

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Constructing and Communicating Judgments

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Types of Judgment

- Judgment concerning a complex task
- Judgment on the status of competency development
- Judgment on the student's competency level

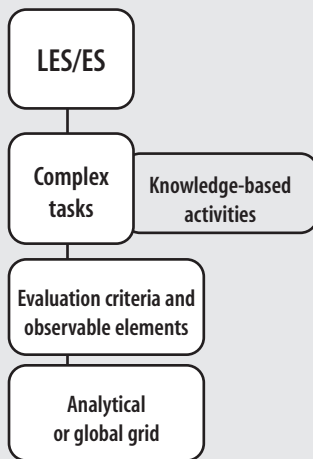
17



Judgment Concerning a Complex Task

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Judgment Concerning a Complex Task



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Judgment Concerning a Complex Task

Makes it possible to:

- verify whether the student meets the requirements of the task
- identify strengths and challenges
- observe progress in competency development

with a view to:

- helping regulate the learning/teaching process
- helping construct a judgment on the student's competency development

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Recording

• Tools

- Student's learning and evaluation file
 - Main productions
 - Completed evaluation grids
- Synthesis of the learning and evaluation file
- Teacher's logbook

• Feedback on complex tasks

- Assessment of each criterion
 - Rating or qualitative comment
- Overall assessment
 - Rating or qualitative comment

Feedback on a complex task may be expressed as a percentage mark based on an evaluation grid

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Evaluation Grid - Example

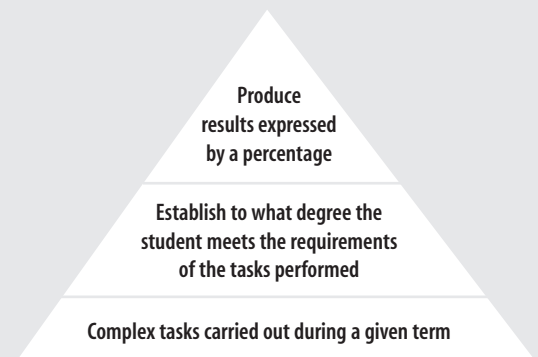
Criteria	Advanced Level 1	Threshold Level 2	Intermediate Level 3	Partial Level 4	Global Level 5
Production and Reflection	Production (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Production (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Production (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Production (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Production (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.
Organization and Style	Organization (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Organization (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Organization (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Organization (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Organization (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.
Style and Language Use of French	Style and Language Use of French (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Style and Language Use of French (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Style and Language Use of French (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Style and Language Use of French (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Style and Language Use of French (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.
Assessment and Overall Assessment	Assessment and Overall Assessment (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Assessment and Overall Assessment (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Assessment and Overall Assessment (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Assessment and Overall Assessment (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.	Assessment and Overall Assessment (draft) complete, coherent, correct and logical, organized and well-structured, and well-organized in the text, including the results of the work.

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Judgment on the Status of Competency Development and the Report Card

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Report Card



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Judgment on the Status of Competency Development

- **ANALYZE** the feedback recorded and determine which items truly reflect the status of the student's learning
- **SYNTHESIZE THE INFORMATION** to situate the student's learning overall with respect to requirements

Refer essentially to a set of tasks aimed at the mobilization of resources (complex tasks)

Knowledge-based learning activities can be used to formulate comments

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Student's name: Julian			
Competency: Solves a situational problem			
Complex tasks carried out during the second term			
	Tired Messages	Monster Liquidation	Search Zone
Overall assessment	Meets the requirements of the task to a limited extent	Clearly meets the requirements of the task	Exceeds the requirements of the task

Requirements of the tasks carried out during the second term

Status of competency development
Julian clearly meets requirements (+)

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Ways of Expressing a Result by a Percentage

Example

The student exceeds requirements		The student clearly meets requirements		The student meets requirements to a limited extent		The student is below requirements		The student is well below requirements	
+		+		+		+		+	
1. Single value									
100	92	84	76	68	60	52	44	36	28
2. Assignment of a mark within an interval									
85-100	68-94	61-87	74-80	67-73	60-66	51-59	42-50	33-41	24-32

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Establishing a Result Expressed by a Percentage for the Report Card

Example

Mathematics				
	Weighting (%)	Result for each competency (%)	Subject result	
Solves a situational problem	30	70	21/30	88/75 ↓ 79%
Uses mathematical reasoning	45	85	38/45	
Communicates by using mathematical vocabulary and symbols	25	NE	NE	

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Report Card Example

SUBJECT-SPECIFIC COMPETENCIES								
Language								
English Language 10th Teacher:	First Year				Second Year			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
• Read messages in communication and to learn	40	40	40/2					
• Write different texts	40	40	40					
• Read and listen to different texts	40	40	40					
• Read different texts	40/2	40	40					
Subject result	40	40	40					
Class average	40	40	40					
Comments on the student's strengths, challenges and progress	40/2	40	40					

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Judgment on the Level of Competency and the Competency Report

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Structure of the Scales of Competency Levels

The scales:

- include descriptions of the characteristics of each level
- propose profiles of what a student who has achieved a given level can do
- are as concerned with processes and approaches as productions and results

Each level:

- identifies certain aspects of a competency by presenting typical characteristics of students who have achieved it
- constitutes an overall description
- includes the preceding levels

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Inclusive Nature of Levels



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Structure of the Scales of Competency Levels

Level	Competency	Comprehensive End-of-Cycle Assessment
5	Advanced	Competency development is above the requirements
4	Thorough	Competency development clearly meets the requirements
3	Acceptable	Competency development meets the requirements to a limited extent
2	Partial	Competency development is below the requirements
1	Minimal	Competency development is well below the requirements

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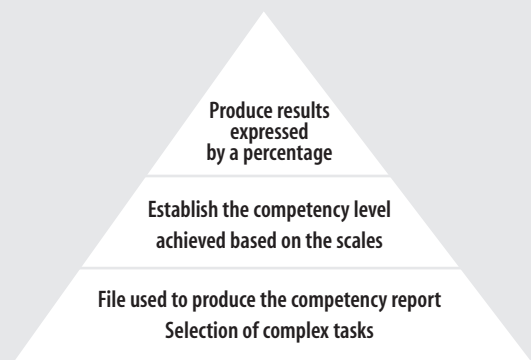
Main Practices to Be Established for Using the Scales of Competency Levels

- Offer the students frequent opportunities to demonstrate their competencies in various ways throughout the cycle
- Familiarize the students with the scales (including how they are to be used) and invite the students to use them as guideposts for adapting their actions in ways that foster the optimum development of their competencies
- Keep relevant records of student learning in sufficient quantity to constitute a basis for assessment, in accordance with the evaluation criteria set out in the Québec Education Program

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Competency Report



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Judgment on the Competency Level Achieved

- ANALYZE the feedback recorded, generally the most recent, and determine which items truly reflect the status of the student's learning
- ASSOCIATE THE COMPETENCY WITH A COMPETENCY LEVEL OVERALL, without associating each observation made or each statement
- If necessary, provide more detailed information for certain students, for example in the individualized learning plan

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Student name: Julian				
Class policy: Solve a situational problem				
Complex tasks selected				
	A Colourful Entry	Canoe for Sale	Solve the Mystery	The Group in the Trees (MILS)
LEVEL 1 EXCEEDS THE REQUIREMENTS	Exceeds the requirements of the task	Clearly meets the requirements of the task	Meets the requirements of the task but is not fully in alignment	Exceeds the requirements of the task

Comparison of student's work with the standards

Scale of competency levels

Level of competency achieved
Julian clearly meets the requirements. (4)

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Ways of Expressing a Result by a Percentage for the Competencies

Example

The student exceeds requirements	The student clearly meets requirements	The student meets requirements to a limited extent	The student is below requirements	The student is well below requirements
+	+	+	+	+

1. Single value

100	92	84	75	66	61	52	44	36	28
-----	----	----	----	----	----	----	----	----	----

2. Assignment of a mark within an interval

85-100	80-84	75-80	70-74	65-69	60-64	55-59	50-54	45-49	40-44
--------	-------	-------	-------	-------	-------	-------	-------	-------	-------

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Expressing a Subject Result by a Percentage for the Competency Report

Example

Mathematics				
	Weighting (%)	Result for each competency (%)	Subject result	
Solves a situational problem	30	70	21/30	76%
Uses mathematical reasoning	45	85	38/45	
Communicates by using mathematical vocabulary and symbols	25	68	17/25	

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Competency Report

Example

English, Language Arts (Teacher)		First Year				Second Year			Competency Report
		Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Form 7	
1	Uses language to communicate and to learn	68	60	NE	---	---	---	---	68
2	Writes different texts	76	68	68	---	---	---	---	68
3	Reads and listens to different texts	NE*	76	84	---	---	---	---	76
4	Uses different media	NE*	76	76	---	---	---	---	76
Subject result		72	70	78	---	---	---	---	70
Class average		71	70	78	---	---	---	---	70
Comments on the student's strengths, challenges and progress									

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Cross-Curricular Competencies

Example

Last report card for Secondary I Competency report	Comments (strengths and challenges)
Intellectual	
Uses information	- The student uses several information sources to gather the data needed to do higher school work. - The student must develop a critical sense with respect to the multitude of information available.
Communication-Related	
Communicates	- The student expresses himself/herself coherently, using appropriate vocabulary in higher academic and extracurricular activities. - The student must learn to listen to others.

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TOOL 7

PLANNING THE COMPETENCY REPORT



ACTIVITY 1**TAKING STOCK OF THE PROCESS OF PRODUCING THE COMPETENCY REPORT**

This activity, which should be carried out during the second-to-last term of the cycle or year, may be done by the school team, the cycle team, the subject team or individual teachers.

- 1) Given what has been done so far, do you feel ready to produce the competency report?
Explain your answer.

- 2) Which of the steps taken helped adequately prepare you for producing the competency report?

- 3) What steps could you take now to be better prepared for producing the competency report?

ACTIVITY 2

PLANNING THE CONTENT OF THE FILE USED TO PRODUCE THE COMPETENCY REPORT

This activity may be carried out by the cycle or subject team.

In the competency report, judgments regarding competency levels must be based on relevant and sufficient evidence.

1) What constitutes *relevant evidence* in your subject?

2) What constitutes *sufficient evidence* in your subject?

ACTIVITY 3

VALIDATING THE RELEVANT AND SUFFICIENT NATURE OF THE EVIDENCE FOR PLANNING THE FILE USED TO PRODUCE THE COMPETENCY REPORT

This activity may be carried out by the cycle or subject team.

- 1) Judgments in the competency report must be based on the scales of competency levels. These scales must therefore be reviewed before examining the relevant and sufficient nature of the evidence that will be included in the file used to produce the competency report. What steps have you taken so far to understand the scales?

- 2) What steps could you take to improve your understanding of the scales?

- 3) For each competency in your subject, will the LES and ES carried out so far and those to be carried out during the last term provide relevant and sufficient evidence for making judgments on the competency levels achieved based on the scales? Explain your answer.

Competency 1

Competency 2

Competency 3

- 4) In your subject, will the *evidence recorded* in the learning and evaluation file be used to make judgments on students' competency levels?

- 5) In your subject, what parameters could guide the choice of LES and ES to be included in the file used to produce the competency report?

- 6) Will the LES and ES included in the file used to produce the competency report enable students to meet the requirements established in the scales of competency levels? If so, how?

- 7) For your subject, how do you intend to use external evaluations (examination prototype or evaluation situation produced by the MELS or the school board) in preparing for the competency report?

- 8) Will evidence collected in the first year of the cycle be included in the file used to produce the competency report?

FILE USED TO PRODUCE THE COMPETENCY REPORT

9) Based on your answers to questions 3 through 8, complete the following table.

SUBJECT: _____								
	Titles and dates of the LES/ES carried out				Titles of the LES/ES to be carried out		External evaluation	
							YES	NO
Competency 1							☐	☐
Competency 2							☐	☐
Competency 3							☐	☐

ACTIVITY 4

SIMULATED COMPETENCY REPORT

This activity may be carried out by a few teachers of a given subject.

- 1) Using a few student files and the information recorded so far, situate the competency levels achieved based on the scales of competency levels.

Student 1 _____

Student 2 _____

Student 3 _____

- 2) Explain the level assigned to each student, demonstrating the connection between the evidence gathered and the requirements associated with the different competency levels.

Student 1

Student 2

Student 3

- 3) In which cases would you like to qualify your judgment by adding a (+) to the level assigned? Why?

4) Compare your judgments with those of your colleagues and discuss them if they are different.

5) Did comparing your judgments cause you to review the competency levels assigned to each student? Explain your answer.

Student 1

Student 2

Student 3

ACTIVITY 5

UPDATING THE ACTION PLAN

This activity may be carried out individually or by the cycle, subject, or school team.

- 1) Which aspects of your action plan would you like to implement before June in order to be able to produce your students' competency reports?

TOOL 8

TAKING STOCK OF THE PROCESS OF PRODUCING THE COMPETENCY REPORT



ACTIVITY 1**PRODUCING THE COMPETENCY REPORT**

This activity may be carried out individually.

- 1) As a teacher, education consultant or principal, what steps have you taken and what has been your role in producing the competency report?

- 2) As a teacher, education consultant or principal, what difficulties did you encounter and what solutions did you find in producing the competency report?

Difficulties encountered	Solutions found

3) Do any difficulties remain for which you can foresee a future solution?

Unresolved difficulties	Future solution

ACTIVITY 2

PRODUCING THE COMPETENCY REPORT

This activity may be carried out as a school team.

1) What was your school's main strength in producing the competency report?

2) What was your school's greatest challenge in producing the competency report?

3) What conditions in your school made it possible to adequately produce the competency report? What improvements could be made, if any?

ACTIVITY 3

PRODUCING THE COMPETENCY REPORT

This activity is for individual teachers.

1) How do you feel about the methodology used to produce the competency report?

2) Overall, how confident are you in the judgments contained in the competency report?

3) Were you surprised by some of the students' results? How did you react?

ACTIVITY 4

UPDATING THE ACTION PLAN

This activity may be carried out individually, then as a school team.

- 1) As a teacher, education consultant or principal, what needs did you identify in your experience with the competency report?

- 2) Based on the needs identified, sketch out the broad lines of an action plan you would like to implement next year. Use the table on the following page.

ACTION PLAN			
OVERALL PLANNING OF LEARNING AND EVALUATION			
Aspects	Actions and methods: tools, elements, information, training, guidance	Responsibility	Deadline
Establish a continuum of learning and evaluation situations			
Subject-specific competencies			
Broad areas of learning			
Cross-curricular competencies			
Program content			
Continuum of situations • Relevant and sufficient evidence • Gradual construction of competencies • Students' characteristics: prior learning and needs			

ACTION PLAN			
OVERALL PLANNING OF LEARNING AND EVALUATION			
Aspects	Actions and methods: tools, elements, information, training, guidance	Responsibility	Deadline
Evaluation tools: information gathering and interpretation, recording, judgment			
Information-gathering tools • LES, ES			
Evaluation grids • Criteria • Observable elements			
Recording tools • Student's learning and evaluation file • Teacher's logbook			

ACTION PLAN			
OVERALL PLANNING OF LEARNING AND EVALUATION			
Aspects	Actions and methods: tools, elements, information, training, guidance	Responsibility	Deadline
Communications with parents and students			
Other communication tools			
Report card			
Competency report			