



REGISTER OF POLICIES, PROCEDURES AND BY-LAWS

EVALUATION OF STUDENT LEARNING General Education in the Youth General Education in the Adult Sector Vocational Training

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*Note: The text of this policy contains periodic references to official Ministry publications, LBPSB policies, guides and other legal documents which govern the education system in Quebec. These documents are *italicized* in the text and are directly linked (web links) in Addendum E. Items noted with a roman numeral reference are defined for readers in Addendum A.

Introduction

“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 administrative decisions”

(Ministry of Education, *Basic School Regulation*, article 28).

Evaluation is a dynamic decision-making process that involves making professional judgments about the development and acquisition of student knowledge and competence⁽ⁱ⁾. These decisions are designed to determine a student’s readiness for learning, need for support or enhanced learning, to recognize the degree of acquisition of a competency, to recognize prior learning, and, ultimately, to determine official diplomation and qualification. The values of justice, equality, equity, coherence, openness and rigor must guide teachers in their evaluation practices. The teacher also supports the communication of student achievement through grading, reporting, student placement and promotion. In the Vocational Sector, this implies an evaluation of a student’s readiness to enter the workforce in his/her chosen field.

In accordance with the Ministry of Education’s *Policy on the Evaluation of Learning*, the Lester B. Pearson School Board believes that the primary purposes of evaluation of student learning are:

- To promote student learning by making evaluation an integral part of the teaching and learning process;
- To recognize the acquisition and attainment of knowledge and competencies within the *Quebec Education Program*, at the end of a unit, grade level⁽ⁱⁱ⁾ or period of time. This does not preclude the recognition of additional competencies offered within individual programs, schools or centers.

The Lester B. Pearson School Board believes that in all sectors evaluation of student learning must be communicated to the student, and in the Youth Sector⁽ⁱⁱⁱ⁾ to the parents/guardians of the student, in order to ensure collaboration.

General Orientations and Principles

1. Any teaching and learning process must begin with a clear articulation of the criteria and indicators against which performance will be evaluated. These criteria must be made explicit to the learner, according to the level, program or Ministère de l'Éducation et de l'Enseignement Supérieur (MEES) requirements.
2. Assessment and descriptive feedback are integral components of all aspects of the learning process. This feedback should be both timely and relevant to ensure greatest impact on student learning.
3. Assessment in the course of learning allows the student to play an active role in evaluation activities, thereby increasing student engagement and accountability.
4. Assessment of student learning implies the collaboration of all stakeholders, taking into account their respective responsibilities.
5. Evaluation for the purposes of “*diplomation*”, qualification and certification must be consistent with MEES requirements.
6. Evaluation and communication of student progress should be based on and be in accordance with the development and acquisition of knowledge and competencies as indicated in the *Quebec Education Program*.
7. Assessment and evaluation practices must respect the articles of the *Education Act*, the orientations of the *Quebec Education Program*, the *Basic School Regulation*, *Policy on the Evaluation of Learning*, *Administrative Guide for the Certification of Studies and Management of Ministerial Evaluations*, and the Lester B. Pearson School Board's Standards and Procedures for the Evaluation of Student Learning.
8. Particular attention is drawn to the *MEES Progression of Learning* and the *Framework for the Evaluation of Learning*.

9. As per the *Education Act*, article 19:

- a. *In accordance with the educational project of the school and subject to the provisions of this Act, the teacher has the right to govern the conduct of each group of students entrusted to his or her care.*
- b. *The teacher is entitled, in particular*
 - i. *to select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care;*
 - ii. *to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to his care.*
- c. *The professional judgment of each teacher is the cornerstone of the evaluation process. This evaluation may be carried out by the individual teacher, department or by the grade level team.*

10. As students have different strengths and learning styles, teachers must exercise flexibility to support student learning. It stands to reason that this flexibility must also extend to assessment practices.

In the Adult Sector and in Vocational Training, within the limitations of time and resources available, teachers make appropriate adaptations to instructions. However, students must meet minimum performance criteria set by the MEES.

11. Students with special needs requiring adaptations* or modifications**, refer to the *Lester B. Pearson School Board Policy for Students with Special Needs*, which states: “The procedure for assessing, accommodating and evaluating students’ special needs is through the Individualized Education Plan (IEP) established via the required consultative process and as defined in this policy”. (p.4 of 22)

***Adaptation** involves making adjustments to learning and evaluation situations without modifying grade-level expectations/outcomes and what is evaluated. The student follows a regular program and is expected to take part in the same learning and evaluation situations as other students.

Examples: Extra time on an exam/evaluation, support of a reader (except when reading competency is evaluated), taking an exam in a separate location, etc.

Evaluation of Student Learning Policy

Modification involves making changes to learning and evaluation situations by modifying grade-level expectations/outcomes and what is evaluated. The student does not follow the regular program and is not expected to complete the same learning and evaluation situations as other students. The modified program brings changes to the number and complexity of learning and evaluation situations relative to the regular grade-level program.

Examples: Assigning an easier task or situation that is different from that assigned to the other students, reading an exam to the student when the reading competency is being evaluated, etc.

Important: The student must be given every opportunity to demonstrate the full extent of his or her learning within the regular grade-level program (with resources and supports in place) before consideration is given to changing the student to a modified program of study.

21st Century Learning

Our aim is to engage and assess students in a rich, dynamic learning environment in all of our schools. In a 21st Century context, this implies that all stakeholders understand:

- The ability to **communicate**, **collaborate** and **think critically** and **creatively** are the cornerstones of student development. Along with **character education** and **citizenship**, they are the key elements in building successful members of 21st Century society.
- These elements, along with the *Quebec Education Plan's* base content knowledge, build the foundation necessary for accessing higher-order thinking, deep learning and superior communication skills.
- We strive to apply an inquiry-driven, multi-disciplinary approach where students are encouraged to play an active, hands-on role in their education and in the assessment process.
- In this context, assessment should be seen as a process rather than an event or an activity. Students demonstrate their learning at various points as they move towards mastering either a concept or specific content.
- Lester B. Pearson promotes the use of technology as a tool for learning. Teachers are encouraged to plan, differentiate and assess the current educational competencies using the most effective tools at their disposal.
- The integration of technology facilitates student development and the assessment process. Students are to be encouraged to think critically when deciding which tools, digital or otherwise, most effectively meet their needs for the task at-hand.
- Teachers are expected to exercise critical judgement regarding the benefits and limitations of technology integration.

The Lester B. Pearson School Board is committed to building a progressive and innovative learning and assessment framework and is equally committed to supporting teachers striving for excellence within that framework.

School Board and Ministry of Education (MEES) Evaluations

Youth Sector

In the Youth Sector, the MEES and School Board require compulsory and uniform examinations to evaluate learning in certain subjects at both the elementary and secondary levels. It should be noted that results from uniform examinations at the secondary level are subject to a moderation process managed by the MEES.

Measures for adapting the conditions for administering Ministerial exams is found in the MEES document, *Certification of Studies and Management of Ministerial Examinations, Administrative Guide 2015* (section 5.2).

Adult Sector

In the Adult Sector, the Ministry of Education requires an examination for certification purposes in each course. Examinations under the responsibility of Adult Education centres are developed in accordance with the definitions of evaluation domain and in compliance with provincial standards.

Vocational Training

In Vocational Training, examinations for the certification purposes must be in accordance with the *Administrative Guide for the Certification of Studies and Management of Ministerial Evaluations and the Programs of Study and Evaluation Criteria established by MEES*.

Reporting of Results

Principals and Centre Directors, after considering proposals from their teachers and after consulting with the Governing Board, are responsible for approving the standards and procedures for the evaluation of learning, and informing the Governing Board.

Youth Sector

- In order to inform a student's parents of the student's learning and behaviour, the school provides one written communication, other than a report card, to the parents no later than 15 October. (*MEES Basic School Regulation, Article 29*)
- In accordance with MEES Directives and the *Basic School Regulation*, official report cards in the Youth Sector will be issued 3 times per year at every grade level no later than the following dates: Term 1 - Nov 20; Term 2 - March 15 and Term 3 - July 10th.
- The principal annually presents to the Governing Board the school calendar, indicating when and how parents / guardians will be informed about student progress including the distribution and reporting of Individualized Education Plans where applicable.
- At least once a month, information is provided to the parents of a minor in the following cases:
 1. The student's results put him or her at risk of not obtaining the pass mark for the programs of studies or, for a child in preschool education, when the child's progress indicates that he or she will not be ready to proceed to the first grade of elementary school at the beginning of the following school year.
 2. The student's behaviour does not comply with the school's rules of conduct.
 3. An individualized education plan providing for the information was prepared for the student.

The information is intended to foster collaboration between the parents and the school in correcting learning difficulties and behavioural problems as soon as they appear and, in some cases, in implementing an individualized education plan. (*Basic School Regulation for Preschool, Elementary and Secondary Education, Section 29.2*)

- In order to promote learning and support communication, evidence of progress is shared with the student, the parents / guardians and professionals working with the student.
- Reporting within the subject domains is based on the criteria within the QEP.

- Reporting on general competencies occurs in accordance with MEES directives.
- The final report card of the school year covers the student learning for the term and where applicable, for the year as a whole, including any school or board examinations as included in the school's Standards and Procedures for Evaluation.
- Results for MEES uniform exams at the Secondary IV and V levels are communicated through the MEES Student Achievement Record and are not reflected on the student report card.

Adult Sector

The Adult Education student periodically receives, directly from the Ministry of Education, statements of learning achievement, a statement of competencies and official certification documents.

Vocational Training

The Vocational Training student periodically receives, directly from the Ministry of Education, a statement of marks, a statement of learning achievement upon the completion of the modules, and official certification documents upon the successful completion of the program. Notwithstanding, teachers provide students with feedback after the completion of each competency.

Prior Learning and Recognition

Recognition of prior learning allows for students to avoid taking unnecessary training for competencies or knowledge they already possess, in whole or in part, in general or continuing education.

Youth Sector

In the youth sector, in accordance with the *Education Act*, the term “recognition of learning achievement” is used.

Adult Sector

The recognition of prior learning can help identify continuing education needs. Instruments and services available from the Ministry of Education to the adult may include:

- the Prior Learning Examination;
- the fields of generic competencies;
- secondary studies equivalency tests;
- the tests of the General Educational Development Testing Service (GED).

Vocational Training

In the vocational training sector, the term “Recognition of Acquired Competencies (RAC) is used. Individuals who can demonstrate that they have acquired competencies targeted by a program, without having enrolled in the program, are entitled to have their prior learning recognized. The evaluation instruments should include recognition of the competencies already acquired, but also identify those that need to be developed.

Student Retention

Student retention must respect all conditions stipulated in sections 96.17 and 96.18 of the *Education Act*, and sections 12, 13 and 13.1 of the *Basic School Regulation*.

In exceptional circumstances, following a case review where all possible alternative solutions have been considered and the provisions of a student's IEP have been followed, the cycle team and principal may formulate a recommendation for retention at the end of a school year in elementary. That recommendation and the supporting documentation (including, if applicable, a request made by the student's parents) must be reviewed by the Regional Director of Schools who will ensure compliance with the legislative and regulatory provisions. Any recommendation for retention must include a revised Individual Education Plan which indicates how the learning situation will be modified or adapted for the retained student.

In Secondary, under exceptional circumstances, if it has been ascertained by the school team after discussion with parents, that a student has not sufficiently mastered the competencies in a critical number of subjects, they may be required to repeat the year. Any recommendation for retention must include a revised Individual Education Plan which indicates how the learning situation will be modified or adapted for the retained student.

As of Secondary 3, promotion can be by subject.

Early Admission to Kindergarten or Elementary School

The age of admission for entry to Kindergarten or grade one is five or six years of age, respectively, by September 30th of the school year as stipulated in the *Basic School Regulation*, section 12.

The *Education Act* allows for early admission (Kindergarten Derogation^(ix)) providing certain criteria are met. [section 241.1]*

The document, *Procedures and Requirements for Early Admission to Kindergarten*, is provided in Addendum F.

Addenda

Addendum A

Definitions

(i) Competency based program

A competency-based approach underlies the *Quebec Education Program*. A competency can be defined as *the effective **use** of knowledge and skills in realistic and novel situations.*

(ii) Cycle

Schools are structured in cycles comprised of two or more grade levels. Elementary school is divided into three cycles, each cycle consisting of two years. Preschool, or kindergarten, is separate and does not formally belong to any cycle. High school is divided into two cycles, the first cycle consisting of two years and the second cycle of three years.

(iii) Youth Sector

The Youth Sector is composed of preschool, elementary and secondary levels. Students must stay in the Youth Sector until the end of the school year in which they become sixteen years old. Students may stay in the Youth Sector until the end of the school year in which they become eighteen years old (twenty-one years old for students with a deficiency causing a significant and persistent disability, who is liable to encounter barriers in performing everyday activities*.)

* Reference: ACT TO SECURE HANDICAPPED PERSONS IN THE EXERCISE OF THEIR RIGHTS WITH A VIEW TO ACHIEVING SOCIAL, SCHOOL AND WORKPLACE INTEGRATION, CQLR c E-20.1.

(iv) Adult Sector

The Adult Sector is comprised of students aged sixteen and over, not registered in the Youth Sector, who are following general academic courses from basic literacy up to and including a secondary general education diploma.

(v) Vocational Training Sector

The vocational training sector comprises students aged sixteen and over who are following a vocational program to obtain a secondary diploma in vocational studies.

Assessment

(vi) Formative Assessment

Formative assessments take place before and during the instructional period and are used to inform both learner and teacher of progress towards understanding and mastery. Formative assessment is sometimes described as **assessment for learning**.

(vii) Summative Evaluation

A summative evaluation occurs at the end of teaching and contributes to an understanding of how much students have learned over the course of the instructional period. Summative evaluation is sometimes described as **assessment of learning**.

(viii) Assessment Task

In generating evidence of students' learning, a balanced evaluation will be achieved through the use of the widest variety of assessment methods, strategies or tools. It is critical that evaluation tools match competencies targeted whether they be knowledge, understanding, reasoning, or performance skills. Below is a sample list of tools for evaluation:

Sample List of Formative & Summative Assessment/Evaluation Tools

<p>anecdotal records artifacts benchmarks</p>	<p>investigations journals learning logs</p>	<p>presentations questioning videos</p>
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Evaluation of Student Learning Policy

<ul style="list-style-type: none"> blogs criteria group discussion demonstrations of mastery presentations essays examinations exhibitions experiments interviews inventories 	<ul style="list-style-type: none"> media products mind maps multiple choice tests observations, formal observations, informal input/feedback peer assessments performance tasks personal communications portfolios* projects 	<ul style="list-style-type: none"> quizzes / tests recordings rubrics (scoring guides) running records self-assessments simulations surveys work samples written assignments digital media questionnaires
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*Portfolio: A portfolio is a purposeful collection of student work that enhances the understanding of a learner's progress towards the attainment of the competencies of the curriculum. A portfolio is also documentation of the evolution of student learning that permits the student to gain knowledge of self as a learner and set learning goals.

(vii) End-of-Year Report

A report issued at the end of the year indicating student progress during the entire year/cycle.

(viii) Retention

The *Basic School Regulation* allows the student to remain in elementary studies for seven years rather than the six prescribed years.

(ix) Kindergarten Derogation

A process whereby in exceptional cases, a procedure to admit to classes a child who has not attained the legal age of admission (i.e. Five years as of September 30th for Kindergarten or six years for grade one (*Education Act*, Section 241.1)).

(x) Andragogical

An approach to teaching and learning that is suitable to the needs and characteristics of

adult learners.

(xi) Evaluation Standards and Procedures

This document aims to support a school's development of an evaluation and reporting plan – a plan also known as Standards and Procedures for the Evaluation of Student Learning.

A school's evaluation and reporting plan usually includes information in the following areas:

- Planning for Evaluation & Reporting;
- Information Gathering and Interpretation (Student Learning);
- Judgment;
- Decision/Action;
- Communication of results.

Addendum B: Responsibilities Regarding Evaluation

Ministry of Education

- To set the rules that govern the evaluation of student learning and the certification of studies.
- To ensure the application of the rules.
- To determine the criteria and conditions for the recognition of prior learning.

Council of Commissioners

- To initiate the development, revision or modification of the evaluation policy as outlined in the *Policy Development* document.

Senior Administration

- To make suggestions to the Council and to assist the Council in the development, review or modification of the evaluation policy.
- To conduct the Board's consultation process and to ensure full access to the adopted version of the evaluation policy document.
- To ensure that schools and centres evaluate student learning and administer MEES examinations.
- To produce, where it deems necessary, examinations in any course or cycle in the Youth Sector.
- Every school board shall ensure that each school evaluates student achievement and administers the examinations imposed by the Minister.
- The school board may impose compulsory examinations in subjects it determines at the end of each cycle of the elementary level and at the end of the first cycle of the secondary level.
- To establish the conditions and manner of out-of-classroom evaluations (including, but not limited to, home schooling, distance education and workplace training).

School and Centre Administration

- To implement the evaluation policy.
- To review and suggest possible modifications to the evaluation policy.
- To ensure that Governing Boards are presented with the *Evaluation of Student Learning Policy* and ensure that the public has access to the policy.
- To inform the Governing Board on the proposals he/she has approved in consultation with staff on the standards and procedures for the evaluation of student achievement.
- To present, annually, the current school calendar to the Governing Board, indicating when and how parents / guardians will be regularly informed about student progress including the distribution and reporting of Individualized Education Plans where applicable.
- To ensure the regular reporting of student progress according to the standards established by the MEES and the school board.
- To act as a facilitator for cycle and/or school teams in the Youth sector, and to program teams in vocational training.
- To provide pedagogical/andragogical^(x) leadership to teachers regarding the evaluation of learning.
- To ensure that the development of evaluation instruments, for certification purposes, not produced by the MEES are in accordance with the MEES regulations.

Teachers

- To assess and evaluate student learning, by planning activities, using strategies and instruments suitable to each situation, and judging their students' learning progress and development of competencies.
- To develop assessment and evaluation instruments to support learning in accordance with the proposal for Standards and Procedures for evaluation approved by the principal.
- To make the appropriate adaptations to tasks, strategies, and methods used in the assessment and evaluation process.

- To ensure that students play an active role in their assessment and evaluation activities.
- To ensure that parents are provided with an explanation of the assessment and evaluation process through the Standards and Procedures of Evaluation document.

Governing Boards

- The governing board is responsible for approving the approach proposed by the principal for the implementation of the *Basic School Regulation*. (*Education Act* - Section 84)

Parents / Guardians

- For the parents / guardians of students who are minors, to monitor their children's learning progress, and to take appropriate action in consultation with the educators.
- For parents / guardians desiring early admission of their child to school, to follow the Procedures and Requirements for Early Admission.

Students

- To participate actively with their teachers in their assessment and evaluation activities.
- To use feedback to gradually take charge of their learning.

Other stakeholders

- For businesses and organizations that take in student trainees, to collaborate in the evaluation of learning, in particular with regard to practicums.
- For professionals working with students and teachers, to help teachers determine the most appropriate pedagogical/andragogical actions to support students in their learning.

Addendum C: Legislation and Regulatory Provisions Relating to Student Retention and Early Admission

Education Act

Education Act - Section 96.17: Exceptionally, in the interest of a child who has not achieved the objectives of preschool education and following a request, with reasons, made by the child's parents, the principal may admit the child, as prescribed by regulation of the Minister, to preschool education for the school year in which he would be eligible for admission to elementary school education, if there are reasonable grounds to believe that such a measure is necessary to foster the child's academic progress.

Education Act - Section 96.18: Exceptionally, in the interest of a student who has not achieved the objectives or mastered the compulsory notional contents of elementary school education at the end of the period fixed by the *Basic School Regulation* for mandatory promotion to secondary school and following a request, with reasons, made by the student's parents, the principal may admit the student, as prescribed by regulation of the Minister, to elementary school education for an additional school year, if there are reasonable grounds to believe that such a measure is necessary to foster the student's academic progress.

Basic School Regulation for Preschool, Elementary and Secondary Education

Section 12: Children who reach the age of 5 before October 1st of the current school year and whose parents have submitted an application for admission shall be admitted to preschool education.

Children living in low-income areas, within the meaning of Schedule I, who reach the age of 4 before October 1 of the current school year and whose parents have made an application, shall be admitted to preschool education; the Minister shall establish a list of the school boards authorized to admit those students living in low-income areas and shall determine the conditions for their admission.

Children with handicaps, within the meaning of Schedule I, who reach the age of 4 before October 1 of the current school year and whose parents have made an application, shall be admitted to preschool education.

Children who reach the age of 6 before October 1 of the current school year shall be admitted to elementary school.

Section 13: A student shall be promoted from elementary to secondary school after 6 years of elementary school studies; a student may however be promoted after 5 years of studies if he or she has achieved the objectives of the programs of studies at the elementary level and has acquired sufficient emotional and social maturity. It is up to the school board responsible for the elementary education of the student to determine whether or not that student satisfies the requirements of the elementary level.

O.C. 651-2000, s. 13; O.C. 488-2005, s. 1; O.C. 699-2007, s. 1.

Section 13.1: For elementary education and at the end of the first year of secondary school, the school principal may, exceptionally, in a student's interest, allow the student to remain for a second year in the same class if it is evident from the student's individualized education plan that such a measure is, among possible measures, a measure more likely to facilitate the student's academic progress. The measure, which may be used only once during elementary education, must not result in the student being promoted to secondary school after more than 6 years of elementary school studies, subject to the power of the principal, at the end of that period, to admit the student to an additional year of elementary school studies in accordance with the Act.

O.C. 699-2007, s. 2; O.C. 881-2007; O.C. 399-2010, s. 1.

**Basic School Regulation for Preschool, Elementary and Secondary Education., R.S.Q., ch. I – 13.3, r.3.1*

Section 28: Evaluation is the process whereby a judgment is made on a student's learning, that is, knowledge and competencies in each subject area, 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 last report card of the last school year 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.

O.C. 488-2005, s. 8; O.C. 699-2007, s. 7; O.C. 712-2010, s. 4

Addendum D: Formative Assessment Research References and Bibliography

- Providing formative evaluation 0.90 impact on student learning. (Hattie, Visible learning for teachers, 2012)
- Grading should be designed to improve communication, making clear to students, fellow teachers, and future teachers the academic performance of a student. (Douglas Reeves, Elements of Grading, 2011).
- “Studies show that innovations that include strengthening the practice of formative assessment produce significant and often substantial learning gains.” (P. Black & D. Wiliam, Inside the Black Box, 1998)
- “When we assess, we are gathering information about student learning that informs our teaching and helps students learn more. We may teach differently, based on what we find as we assess. When we evaluate, we decide whether or not students have learned what they need to learn and how well they have learned it. Evaluation is a process of reviewing the evidence and determining it’s value.” (A, Davies, Making Classroom Assessment Work, 2007)
- When teachers use formative assessment to generate feedback that can be used to improve student learning, , students can learn in six to seven months what will normally take an entire school year to learn (Leahy, Lyon, Thompson & William, 2005)
- “In essence, formative assessments are any device use to gather evidence of student learning” (Guskey, 2010)

Hattie, J. (2010). *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*; . London: Routledge.

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Dean, C. B., & Marzano, R. J. (2013). *Classroom instruction that works: research-based strategies for increasing student achievement*. Boston, MA: Pearson Education.

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Leaders Of Learning: How District, School, And Classroom ... (n.d.). Retrieved June 12, 2017, from <http://www.bing.com/cr?IG=ADD1E436FB3949B1875C37272BE07C16&CID=3B6CFF2EFA2C6AEF0B4CF5B1FB2A6BBB&rd=1&h=t4YlrXuBXpwoYr0XJdVL1IVtFF5vIkvTEPX1wZkMEg4&v=1&r=http%3a%2f%2fwww.miladhydraulic.com%2fleaders-of-learning-how-district-school-and-classroom-leaders-improve.pdf&p=DevEx,5303.1>

Addendum E: Relevant websites/reference documents

Elementary and Secondary Quebec Education Program (including Frameworks for Evaluation):

http://www1.education.gouv.qc.ca/sections/programmeFormation/index_en.asp

Progression of Learning in Elementary School:

http://www1.education.gouv.qc.ca/progressionPrimaire/anglais/index_en.asp

Progression of Learning in Secondary School:

http://www1.education.gouv.qc.ca/progressionSecondaire/index_en.asp

Work-Oriented Training Path:

<http://www.education.gouv.qc.ca/en/work-oriented-training-path/>

Administrative Guide for the Certification of Studies and Management of Ministerial Evaluations:

www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/sanction/Guide-sanction-2015_ang.pdf

Adult General Education:

<http://www.education.gouv.qc.ca/en/contenus-communs/education/adult-general-education/>

Administrative Manual for the Certification of Secondary School Studies, General Education, Youth Sector:

www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/fqj-2007_a.pdf

Policy on the Evaluation of Learning:

<http://www.education.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/politique-devaluation-des-apprentissages/pubLang/1/>

Basic School Regulation for Preschool, Elementary and Secondary Education:

<http://legisquebec.gouv.qc.ca/en/showdoc/cr/l-13.3,%20r.%208>

Education Act:

<http://legisquebec.gouv.qc.ca/en/ShowDoc/ocs/l-13.3>

Policy on the Organization of Services for Students with Special Needs (LBPSB):

www.lbpsb.qc.ca/content/policies/Special_Needs_Policy_3_5_sept2013.pdf

Addendum F: Procedures and Requirements for Early Admission to Kindergarten

PROCEDURES FOR EARLY ADMISSION: Kindergarten
DEADLINE DATES: MARCH 31st OR MAY 20th (incoming school year)

Parents are required to submit a psychological assessment of their child. They may contact the Quebec Order of Psychologists to obtain the name of a Psychologist to carry out the psychological testing. Costs will be assumed by the parents.

Quebec Order of Psychologists,
1100 Beaumont Ave., Suite 510,
Mount-Royal, QC, H3P 3H5
Telephone: (514) 738-1881
or 1-800-363-2644

An 'Early Admissions to School Registration Kit' is to be completed and returned to:

Administrative Officer
Admissions Office
Lester B. Pearson School Board
1925 Brookdale,
Dorval, QC H9P 2Y7

Applications are reviewed by a team of Lester B. Pearson School Board psychologists and psycho-educational consultants. In some instances, this team may request an interview with the parent(s) and child to assist in the decision-making process. Following each review session, the team submits a report to the Director of Student Services who informs the parents in writing of the decision.

There are two review sessions: March and May 2016.

Applications received after May 20 will not be considered.

When the derogation procedure is complete and eligibility for English education is received, placement occurs in accordance with the process outlined by the Board's enrolment criteria policy.

REQUIREMENTS - EDUCATION ACT

241.1 For humanitarian reasons or to avoid a serious prejudice to a child who has not attained the age of admission, the school board may, following a request giving reasons therefore made by the parents, in cases determined by regulation of the Minister:

1. Admit the child to preschool education for the school year in which he attains 5 years of age, or admit him to elementary school education for the school year in which he attains 6 years of age;
2. Admit to elementary school education a child admitted to preschool education who has attained 5 years of age.

« Regulation respecting exceptional cases for admission to preschool and elementary school education » Education Act (c.1-13.3, r. 0001) ARTICLE 1-(7) « A child who is ready to begin preschool or elementary school owing to his advanced intellectual, social, emotional and psychomotor skills... »