
		<b>Commission scolaire English-Montréal</b> <b>English Montreal School Board</b>
<b>POLICY:</b>	<b>EDUCATIONAL MEASUREMENT AND EVALUATION</b>	<b>CODE: PS-8</b>
<b>Origin:</b>	Pedagogical Services	
<b>Authority:</b>	Resolution #88-03-30-8.4	
<b>Reference(s):</b>		

## POLICY STATEMENT

1. A comprehensive measurement and evaluation policy shall have as its first goal the improvement of learning. In this context, 'learning' shall encompass not only the cognitive portions of the curriculum but also the affective and social domains, the acquisition of those habits, attitudes and values that will enable the pupil of today to mature into the independent, thoughtful and rational adult of tomorrow.
2. A second goal of measurement and evaluation shall be to furnish parents with pertinent information regarding the extent to which their children are mastering the objectives of the course of study, making it possible for them to cooperate with the school in the development of plans that will result in an improvement in their children's learning.
3. A third goal of measurement and evaluation shall be to enable pupils, particularly at the secondary level, to make informed decisions about their educational and vocational plans and aspirations, and to inform admitting institutions of the applicants' accomplishments and potential.
4. A fourth goal of measurement and evaluation shall be to assess the extent to which our schools are succeeding in attaining their objectives and to make those adjustments in their pedagogical strategies which seem likely to result in an improvement in children's learning.
5. A fifth goal of measurement and evaluation shall be to provide a solid basis for determining the suitability of the existing course of study and teaching materials. Such ongoing assessments of the educational program are essential if the curriculum is to remain responsive to the particular needs and interests of our pupils and is to take into account new insights into the teaching-learning process as these become known.

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<b>PROCEDURE:</b>	<b>EDUCATIONAL MEASUREMENT AND EVALUATION</b>	<b>CODE: PS-8.P</b>
<b>Origin:</b>	Pedagogical Services	
<b>Reference(s):</b>		

## PURPOSE

To establish the role of the Board, the school and the teacher in developing procedures for educational measurement and evaluation.

## GENERAL

A comprehensive measurement and evaluation system shall benefit from the use of a variety of techniques: examinations, tests, assessment of daily work and assignments. It shall include both formative and summative evaluations, that is, those of an ongoing nature and those taken at the end of a unit, a term, a cycle or a school year. The Ministry of Education, the Board, the school and the individual teacher all have roles to play if such a comprehensive system of measurement and evaluation is to come into being.

## ROLE OF THE BOARD

As the body with the final responsibility for the quality of learning in its schools, the Board accepts its obligation to develop an evaluation policy consistent with that of the Ministry of Education. It shall ensure:

1. that the objectives of the course of study are made available to the schools and are being attained;
2. that the Pedagogical Services Department prepares guidelines for evaluation in each subject area;
3. that the Board, through the Reporting Practices Committee, establishes the type of report card and marking scale to be employed in the system;

4. that each school develops a written comprehensive statement of measurement and evaluation procedures within the parameters of the Board and Ministry policies;
5. that parents are informed by the school of the measurement and evaluation techniques employed by the schools and of the results of these assessments;
6. that the results obtained by the measurement and evaluation techniques are analyzed and used as the basis for planning and revision of programs;
7. that the Board establishes the promotion and certification policy for the system;
8. that the Board establishes and maintains a permanent record of each student's achievement.

## **ROLE OF THE SCHOOL**

Within the framework of Ministry of Education and Board policies, each school shall be responsible for developing its procedures for measurement and evaluation. The principal shall undertake to work with teachers and parents regarding this task. The school's statement of procedures shall clearly indicate:

1. those elements to be measured and evaluated;
2. the appropriate time for measurement and evaluation;
3. the measurement and evaluation techniques to be employed;
4. the objectives, expectations and the format of evaluation in each subject;
5. the necessity of providing precise and pertinent information concerning the students' progress to parents and teachers, in accordance with the guidelines of the Reporting Practices Committee;
6. the Principal's role in establishing and carrying out procedures regarding the promotion and placement of students;
7. the school's role in examining the students' levels of achievement in programs and methods in order to meet individual needs.

## **ROLE OF THE TEACHER**

*The Schools of Quebec, Policy Statement and Plan of Action*, Ministère de l'Éducation, 1979 states that "... evaluation takes place first of all in the classroom and ... the prime responsibility is the teacher's". In fulfilling their important responsibilities within the context of the school-stated policies and procedures approved by the school administration, teachers shall:

1. establish clearly what is to be measured and why;
2. establish when measurement and evaluation are most appropriate;
3. use a variety of techniques and strategies in order to measure with validity and reliability;
4. preview the results of the pupil's performance on school, Board and Ministry examinations in order to diagnose strengths and weaknesses; they should build on the former and take steps to eliminate the latter;
5. be responsible for communicating to students, parents and colleagues the results and their interpretation of the evaluation;
6. plan the teaching of the objectives of the program on the basis of their analysis of the results of the evaluation;
7. maintain an accurate record of pupil performance in accordance with the procedures established in the school.