





## 4. GENERAL PRINCIPLES OF EVALUATION

### 4.1 [general principles of evaluation](#)

- The evaluation and communication of student progress should be based on and be in accordance with the development and acquisition of the competencies as indicated in the KI Educational Programs.
- Evaluation practices must respect and comply with the KI Subject List Guideline.
- The values of justice, equality, equity, coherence, openness and rigor must guide teachers in their evaluation practices.
- The professional judgment of each teacher is the cornerstone of the evaluation process, whether this evaluation is carried out by the individual teacher or by a group of teacher.
- Students do not always learn the same things in the same ways or in the same amount of time. Methods of achieving success vary significantly. Teachers make appropriate adaptations to assessment tasks, strategies or the methods of achieving success in order to ensure that all students have opportunities to demonstrate their achievement of the expected criteria of the competencies in their own way.
- The student's Individual Education Plan (hereafter IEP) must contain the modifications or adaptations made to the criteria.
- Any modifications contained in the IEP must be sanctioned by the Director of Complimentary Services or by someone designated in this role by the Director.
- The Director of Complementary Services must ensure that the Coordinator of Sanction of studies is informed of any modification.
- Relevant and clear feedback will be provided to students where the student has achieved the age of majority, and to parents / guardians of students where the student is still a minor.
- The feedback of student achievement focuses on individual student progress relative to the KI Education Program rather than achievement relative to other students.



## 5. PROCESS OF EVALUATION

The process of evaluation of learning includes the following components:

- Planning – establishing the goal of evaluation, choosing the means, timing and methods;
- Information gathering and interpretation – records are kept, observations are recorded over time, comparison is made on the student’s learning with what is expected;
- Judgment – relies on the analysis and synthesis of the information gathered;
- Decision/action – either pedagogical or administrative in nature.
- The process includes the participation of students, parents, teachers, school administration, School Board and the MEES.

5.1 [responsibility of the student](#) The student has the responsibility to become actively involved in the learning process, including participating in the setting of learning goals. In addition, the student will monitor her/his progress toward those goals and evaluate her/his success in meeting the goals. The student participates in the process of reporting the results of the evaluation, through, for example, student-led conferences.

5.2 [responsibility of the parents](#) The parent has the responsibility to be an active participant in the student’s education and to work in collaboration with the school on establishing a home and school partnership. The parent participates in parent-teacher interviews, reviews the communication of evaluation results with the student, and continuously supports his/her child’s progress in learning.

5.3 [responsibility of the teacher\(s\)](#) The teacher selects the means of evaluating the progress of the students and assesses continually and periodically the achievement of competencies and needs of students entrusted to his/her care. The teacher supports learning by providing feedback on a regular basis as well as at strategic times, e.g. at the end of a unit of study. The teacher respects differences in learning whereby conditions for evaluation may be adjusted for certain students and acknowledges achievement through recognition of individual competencies. The teacher uses professional judgment to interpret the results of assessment in an evaluation process, working in collaboration with the cycle team and other colleagues. The teacher reports these results, as required, to the student, parents, school administration and School Board, using the sanctioned reporting tools provided.



5.3.1 At KI, teachers may only use the designation NE for Not Evaluated in rare and extreme cases when a student is unable to attend school for justifiable reasons (eg illness for which a tutor was not secured) and this designation may only be applied with the express permission of the Principal. Exceptionally, a teacher may not be able to judge all competencies a student is expected to develop in a given year of a program. In such a case, the use of NE can be applied with.

5.3.2 To avoid unfairly penalizing a student, marks of 56, 57, 58, or 59% in Secondary classes must be round up to 60% to clearly indicate the teacher judges the student has passed the course or down to a 55% to clearly indicate the teacher judges the student has failed the course. Moreover, in courses that are weighted or have competencies, the teacher must ensure that the weighted final, overall mark clearly indicated pass at 60% or failure at 55%.

5.3.3 If the student average is lower than 40% the teacher will mark NE6.

5.4 [responsibility of the school](#) The Principal is responsible for the implementation of the Standards and Procedures for the evaluation of student learning achievement in keeping with the prescription of the KI Subject List Guideline and subject to examinations which may be imposed by KI. The Principal ensures collaboration within cycle teams in the evaluation of student learning and the reporting to parents. The Principal, or delegate, reviews and approves each report card sent to parents and indicates his/her approval with a signature on the document. The Principal ensures the application of the Standards and Procedures for the evaluation of student learning. In the case of an elementary or secondary student, at the beginning of the school year the Principal shall ensure that a summary of the Standards and Procedures for the evaluation of student learning, indicating in particular the nature of the main evaluations and the period during which they are scheduled for each subject, are provided to the parents of each student or to the student if of full age. If during the year, significant adjustments are made to this evaluation information, the Principal will ensure that the adjustments are also communicated to the parents or to the student.

5.5 [responsibility of the School Board](#) The School Board ensures that each school evaluates student achievement and administers the examinations imposed. The School Board provides the schools with a report card to be used in reporting to parents in elementary and secondary schools. The board ensures that the structures for consultation on evaluation by Board committees are in place.



5.6 [communicating evaluation](#) Elementary education is organized into 3 cycles of 2 years each. Secondary education is organized into 2 cycles of 3 school years each. Each school year is divided into 3 terms. The dates of reporting to parents each year must correspond to the dates established by the School Board. The formal report card used for terms 1, 2 and 3 in Kindergarten, Elementary and Secondary education, must be the report card and all associated procedures as are established by KI. Reporting to students to provide them with a direction in their learning is essential. As well, parents are entitled to receive information regarding a student's academic progress and information as to whether or not a student is meeting the expected outcomes of an educational program.

Communication of evaluation is a responsibility shared by all partners, as described in Section 5 of this policy.

5.7 [reporting procedures](#) The following reporting procedures are obligatory:

- To inform parents of their child's academic progress, the school will provide a report card having the KI prescribed format and contents to the parents at the end of each of the 3 terms. The Term 1 report card will be provided no later than November 30, the Term 2 report card will be provided by March 15, and the Term 3 report card will be provided by June 18.
- At least once a month, information is provided to the parents of a minor in the following cases:
  - The student's results put him or her at risk of not obtaining the pass mark for a program of studies, or in the case of Kindergarten students, or not being prepared to move to Grade 1 at the beginning of the following year;
  - The student's behavior does not comply with the school's rules of conduct;
  - An individualized education plan has been prepared for the student. Communications with parents may take a variety of forms, such as: parent teacher interviews, portfolios, student-led conferences, individual educational plans, agenda notes, etc. and form an integral part of the ongoing reporting process to parents. It is advised that teachers and administrators keep a record of home school communications.





### **Retaining in a year of a cycle**

The decision to retain a student in a year of any cycle (except for Grade 6) is made only once in the primary level (ref. Section 6.1.3).

### **Promotion from Elementary Cycle 3 to Secondary School (grade 6)**

Under the direction of the School Principal, and using the results of the student's report card for grade 5, each student meeting the minimum expectations of the KI Subject List Guideline for grade 6 level shall be promoted to secondary 1.0.

Normally, promotion occurs following 6 years in elementary school. **Retention in any year is an exceptional measure.** This measure is applied when the student's individualized education plan demonstrates that it will facilitate the student's academic future progress.

Under the direction of the Principal, for each student who has not met the minimum expectations of Cycle 3, one of the following options shall be applied:

1. The student shall be assessed for particular learning by KI appointed professionals for needs and a recommendation will be made regarding the most appropriate academic programming.
2. The student shall be promoted to secondary Cycle 1 and provided with suitable support at this level. These support measures will be determined by the Secondary School Principal and the Director of Complementary and Compassionate Services.
3. **Exceptionally, in the interest of a child who has not achieved the compulsory final objectives of elementary school education, and if there are reasonable grounds to believe that such a measure is necessary to foster the child's academic progress, students may be retained in elementary for one year.** This decision is made by the school Principal, given a request with reasons, by the child's parents and is based on the recommendation of the Director of Complementary and Compassionate Services.

6.2 [rules governing promotion of students in Secondary School](#) The purpose of secondary instructional services is to promote the overall development of students, their social integration and achievement of personal and career goals. Educational services facilitate receipt of a Secondary School Diploma or other occupational qualifications, and as the case may be, pursuit of postsecondary studies. Promotion of a student from one year to the next in Cycle 1 is according to the Standards and Procedures for the evaluation of student learning.



### **Promotion from Cycle 1 to Cycle 2**

Normally promotion occurs following 3 years in **promotion from Cycle 1 to Cycle 2 secondary school** (where cycle 1 is a three-year cycle).

The first year of Cycle 1 (year 1.0) is an additional year relative to the Quebec Education Program. A student in Grade 6 could move directly to year 1.1 providing the student has the social maturity and academic capacity to do so. Exceptionally, a student may receive an advanced promotion (skip grades), when results greatly exceed expectations of the KI programs and student can demonstrate sufficient emotional and social maturity. This decision should be made in collaboration with the Teachers, Principal, Complementary and Compassionate Services, Parents and School Operations

Secondary decisions and subsequent actions related to promotion or retention of a student in a year will be in accordance with the provisions of this policy and the Standards and Procedures for the evaluation of student learning. Under the direction of the school Principal, the decision to promote a student to the next cycle shall be based on the student's last report card of the last school year. Under the direction of the school Principal, for each student who has not met the minimum expectations of KI Education Program Cycle 1, one of the following options shall be applied:

1. For cycle 1, students will be promoted if they demonstrate competency in all three core subjects (Inuktitut, L2, Mathematics) and if the students attain a 60% average overall.
2. If a student fails, one of the three core courses, or has an average lower than 60%, in order to be promoted they will be invited to attend remedial classes if school organization allows.

### **Promotion in Cycle 2 Secondary**

Promotion of a student from one year to the next in Cycle 2 shall be by subject and in accordance with the MEES requirements.

## **7. HOMESCHOOLING**

- 7.1 [homeschooling](#) According to SO-08 Home Schooling and Tutoring Policy, students who live within the territory of KI and have received authorization from KI for home schooling must be evaluated at least once a year.



