EVALUATION OF LEARNING

IN THE ENGLISH SCHOOLS OF QUÉBEC

REPORT TO THE MINISTER

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ADVISORY BOARD ON ENGLISH EDUCATION
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1. BACKGROUND

The Advisory Board on English Education was created in 1993 following a recommendation formulated by the Task Force on English Education. The Advisory Board is mandated to advise the Minister on questions related to educational services in elementary and secondary schools.

A number of indicators led the Advisory Board to examine the topic of evaluation of learning:

- public discussion about reports such as *Results on the June 1996 Uniform Ministry Examinations;*

- the *Discussion Paper: Study of Discrepancies Observed in the Performance of Students on Ministry Examinations in French and in English* (1995);

- the changing context of schools and school boards with different "cultures of evaluation" challenges students, parents and educators to work together;

- the fact that it has been 16 years since the *General Policy For Educational Evaluation for Preschool, Elementary and Secondary Schools* established a direction for quality measurement and evaluation in Québec schools.

The Advisory Board decided in September 1996 to examine the topic of evaluation of learning. Through discussion among members, the board established the following mandate:

The Advisory Board on English Education will report on evaluation of learning. The report which should contribute to an understanding of evaluation policies and practices in the English sector, will consider the following issues:

- What values guide our evaluation of learning: performance and/or results?

- How are we evaluating learning: use of internal/external standards? Traditional and/or alternative methods?

- When do we evaluate: is time available for formative and summative evaluation? How do we prioritize?

- Why are we evaluating: for local/central control or decisions? for student and teacher learning and development?

- For whom are we reporting on evaluation of learning: students and parents? the public? What means are we using?

The report should also recommend evaluation policies and practices to the Minister and, in particular, provide support for structures and measures that respond to the needs of students, parents and teachers with respect to sustaining quality evaluation and effective accountability.

Comparisons and differences between elementary and secondary levels, boards and regions, language and socio-cultural sectors and other jurisdictions will help clarify and demystify educational evaluation.

This report reviews the existing regulatory guidelines for evaluation of learning. Within that context the Advisory Board reports on the attitudes and perceptions of students, parents and educators, based on an extensive survey of their views. The report concludes with a set of recommendations which can guide further discussion on this vital topic. The *Evaluation of Learning - Student, Parent, and Educator Questionnaires.*

Quantitative Analysis of Results - Final Report follows the recommendations, along with the full text of the *Educator Questionnaire*.

Are the evaluation practices based on fair and effective tools ?

Evaluation is the mechanism by which a school system judges itself, and, to a large extent, this is also how it is judged by society. If a community's young people seem to be "doing well" in school, the school system is credited, and credits itself, with "doing" a good job. A common measure of success or failure is the secondary school leaving tally which is based on marks meted out to students at the end of Secondary V programs of study. The general assessment takes into account the percentage of students who make the grade and the number of them who get good enough marks to qualify them for pursuing their studies at a higher level. Schools and school systems which gain a reputation for excellence are the ones which attain high scores on both those counts.

It is interesting to note that although the causes and effects of evaluation throughout a student's school life have long been matters of debate within the education community itself, the issue has been catapulted into the public domain, not because of poor secondary school graduation marks, but because of the number of students who drop out of school well before they get to the "final exam" stage. It is those who fail to make it to the finish, not those who fail to make the grade, that is driving much of the rethinking of evaluation as a tool for improving both the learning capacity of students and the teaching strategies to keep them learning.

Evaluation's double purpose is not always pursued by a common approach. Evaluation is expected to serve a set of standards to which all students must aspire. It is used to measure each student's progress in reaching the standard required of his or her program of study. That is its classic accountability purpose. However, it also serves a pedagogical purpose with wider

social implications. It is expected to provide a framework for fostering students' intellectual growth, socialization and self-esteem. There is constant tension between emphasis on keeping up standards and emphasis on getting the most and the best out of students. These two goals represent two evaluation "cultures" trying to get along in a school system governed by one set of rules and a vast array of evaluation practices.

The correlation between modes and measures of evaluation and the overall improvement of education is an issue of enormous complexity as the mounting literature on the subject quite clearly shows. The Advisory Board on English Education does not pretend to have found answers to the multitude of questions now being raised by educators, researchers, administrators, parents, students and the public at large. Ours has been a people-oriented approach, not one of scientific or pedagogical absolutes. We have tried to determine the role of evaluation in the learning-teaching cycle of the English schools of Québec. Our reasons for examining the prevailing culture of evaluation in the English sector stem from the value the English-speaking community has always placed on a student's "rite of passage." One study has indicated that by age 19, 69.6% of students in the English sector had received their high school diploma, compared with 63% in the French sector.[1] Yet students from the English sector get poor marks in Ministry uniform exams. What do these differing reports tell us about the significance of a secondary leaving certificate for English speaking students in Québec? It is in this context that we set out to look at evaluation English-school-style. We began our search with this question:

Are the assessment and evaluation practices across the English school system based on fair and effective tools for measuring student performance in the mastery of a program of study?

The Advisory Board on English Education sought answers to this basic question by surveying students, educators, and parents themselves. An examination of survey results has turned

up more hard questions than satisfactory answers. Our "evaluation" of evaluation of learning varies according to the perceptions of its primary role: to what extent should measurement and evaluation influence the learning process? Does evaluation help us set standards? Differing expectations make for different "takes" on what should drive measurement and evaluation: what is the object of measurement? What decisions (evaluations) are made based on the measurement? Why? For whom?

Other questions that arose during the Advisory Board discussion focused on the values that guide methods in measurement and evaluation. Is the goal of evaluation to improve student performance or report on results of the system? Is measurement used to decide student classification or to guide student learning and teachers' strategies for teaching? Do the results of evaluation get reported to students and parents as feedback or do reports on evaluation of learning provide measures for public accountability regarding progress in programs of study? Trying to answer these questions raises a whole series of other questions as to agreed standards, the diversity of learning skills and opportunities to learn as well as the time available to educators for assessment, reporting and consultation.

2. GUIDELINES

The Education Act provides a framework within which the obligatory evaluation of individual student performance must be judged.[2] A summary examination of the official "musts" of evaluation reveals that while those responsible for providing the evaluation are allowed a considerable measure of discretion, they are not given much guidance on how to go about it.

2.1 Justice and Intellectual Rigour

MEQ guidelines stress the importance of apply-

ing the principles of justice and intellectual rigour to evaluation practices.[3] The two principles, however, do not necessarily go hand in hand. The rigorous application of standards does not always do justice to the student. Students with special needs, for instance, although now mainstreamed and part of regular classes, are often difficult to judge on a par with their classmates. Appropriate decisions on their behalf cannot always be based on intellectual rigour and still retain the basic elements of justice. Doing justice to different ways of learning can require basing evaluation methods on value judgements rather than on marks achieved in systems of uniform testing. The justice/intellectual rigour dichotomy brings into focus the constant tension between evaluation as a means of serving a student's learning needs and evaluation as a timely verdict on a student's placement in relation to his or her peers and on his or her readiness to move on.

2.2 Selecting the Means of Evaluation

The Education Act entitles the teacher to select the means of evaluating the progress of students. Responsibility for making evaluation "work" rests with teachers, as it should. Students are evaluated on what they are taught. In evaluating their students, teachers are also, in some sense, evaluating themselves. There are no officially sanctioned or widely agreed upon directives about how to go about this daunting task on which so much of classroom work depends. Teachers are very much on their own as they go about the obligatory evaluation of and reporting on the performances of the students in their charge. The tools of the trade at their disposal can be both a help and a hindrance in their individual attempts to render evaluation both just, rigorous and tied to the advancement of learning.

The Advisory Board assumes that all teachers practice measurement and evaluation in their initial training. However, the Board has not examined the training and inservice sessions

offered to teachers on measurement and evaluation. The survey did ask about the frequency with which a variety of methods of assessment were practised. This list of methods was established on the basis of the list found in the survey of 140 school boards in Canada, as part of the research for *Evaluating Achievement of Senior Secondary school Students in Canada. A Study of Policies and Practices of Ministries and School Boards in Canada*.[4]

2.3 Establishing Evaluation Standards and Procedures

Each school board is obliged to establish standards and procedures for the evaluation of student achievement. Uniformity across the system does not exist, even with respect to basic objectives. An illustration of how evaluation practices can vary from one board to another is to be found in the story of the Eau-Vive School Board, which came into being in an amalga-mation of four small South Shore boards.[5] With the merger, one of the areas that had to be standardized was the new board's evaluation practices and procedures. Ways were found to blend and integrate four quite distinct evaluation "cultures" in a *Regulation Regarding the Standards and Procedures for the Evaluation of Student Achievement*.

The Culture of Evaluation.

The Eau-Vive School Board planned the integration of evaluation practices based on four original principles: the separation of achievement from behaviour; the inclusion of students in the evaluation process as a means of active learning; the basing of formative evaluation on interaction with the student and not simply on a cumulative mark; finding consensus on a preferred type of report card. Extensive consultation produced unanimity that evaluation should focus on active learning and the inclusion of students in the process. Specific articles of the proposed policy took longer to iron out and the board enacted transition measures until such items as the

relative weight of end of session exams could be agreed upon. Once the report cards were chosen, they were inserted into a "portfolio" which included a wide variety of information, including "behaviour evaluation." The Board has also worked out "descriptors" for linking the brief subject evaluations on the report card to the content and objectives of their respective programs. Behaviour scales are also made available to teachers, students and parents.

The melding of different approaches to evaluation, which began with the setting up of the new board in 1992, is an ongoing process. The challenge has now become to motivate students by finding ways to extend the range of "what counts" and to weight evaluations according to criteria inherent in the programs themselves. Portfolio assessment is being used to bridge the gap between formative and summative evaluation. Teachers are now demanding more sessions on the use of portfolios and at the board level, the relevance of homework and its link to class work is being studied in an effort to work out a uniform approach to both that accommodates differing cultures of evaluation.

2.4 Awarding of Diplomas, Certificates and Official Attestations

The Basic School Regulation determines the diplomas, certificates and official attestations to be awarded and the conditions under which they are awarded. The school boards and the Ministry share this responsibility for evaluation of student progress. Currently the Ministry evaluates the achievement of students through uniform exams in secondary 4 and 5. The learning and exam preparation conditions for certification level exams vary greatly across the system. Popular perception, based on the true-life experience of students, is that bureaucratic norms and a disregard for cultural differences among Québec's school clienteles can skew exam results and render "official attestation" of dubious worth. Educators themselves have little confidence in the adjustments made to marks through "moderation." If everyone does worse than expected,

teachers tend to blame the program of study or the exam rather than their own failure to teach or their student's failure to learn.

Discussions at the ministry level are ongoing as to what subjects should be examined annually by uniform, provincial exams. The evaluation mix of ministry, school board and school-based summative examinations, those instruments which lead to a rite of passage, allow for large discrepancies in both the evaluation of substance and the conditions under which the evaluation is undertaken.

The Services à la communauté anglophone called for a "..finer analysis of the relationship between evaluation practices in the English sector and those favoured by the ministry..."[6] The Direction des politiques et des projets of this English services unit of the ministry examined the results of the students in the English sector. The *Discussion Paper: Study of Discrepancies Observed in the Performance of Students on Ministry Examinations in French and English* was an effort to use data to validate certain hypotheses concerning the repeated poor performance of English sector students writing uniform ministry examinations. Extracts from the *Discussion Paper* are included with this report under appendix D. The authors of the *Discussion Paper* indicate several areas that call for adjustments to the Basic School Regulations. Some questions left for further discussion include:

- Would having fewer compulsory courses contribute to higher pass rates by allowing students to have more time on task?

- How can the "grille-matière", the official timetable, be modified to accommodate differences in second language training?

- How can adequate teaching materials be made available?

2.5 Defining Evaluation

The *Basic School Regulation for Secondary School Education* defines evaluation as: "...gathering, analyzing and interpreting data relating to the achievement of the learning objectives determined in the programs of study and to the students' overall development, with a view to appropriate judgements and decisions."[7] There appear to be as many ways of interpreting this definition of evaluation as there are evaluators. Objective analysis and interpretation of the gathered data is often more a matter of perception than of measurement against accepted criteria. Subjective perceptions are not always student-based. They can also be influenced by a teacher's attitude towards the program of study laid down by the rigid rules of a "régime pédagogique." As we have seen above in the case of students with special needs, there can be a tendency among teachers to put more emphasis on getting their charges "through" the course than on the mastering of objectives for which teaching materials are scarce and teacher empathy is low.

The definition of evaluation found in the Basic School Regulation is open to many interpretations. What data is gathered, how it is analysed and for whom it is interpreted are just a few of the variables that go into the evaluation of the students' personal and academic development. Even if the data itself were standardized, analysis and interpretation remain areas dominated by philosophies of education, pedagogical habits and demands on teacher-time. Opinion is divided among those who view evaluation primarily as the means of measuring results, and those for whom its value is proportionate to what it contributes to the facilitation of learning. Indeed, educators are constantly seeking to establish a closer relationship between evaluation and teaching and learning. An association between teaching (work assigned), learning (student projects, etc.) and evaluation is often unclear and, therefore, to students, non-existent.

2.6 Monitoring of the Accreditation of Local Studies

School boards are adjured to monitor the accreditation of local studies so that students are not missing certification credits. A great proportion of evaluation takes place at the school level. Teachers indicate that evaluation takes place regularly.[8] School boards can decide what weight to give school board exams (summative) with a view to establishing how the structure is functioning rather than how the students are doing. Cumulative or formative marks come out of classroom experience and are judged accordingly. Consistency in either marking or program content is often a matter of chance, not management. Students are often left to bridge the gap that is created when they learn through "projects" but are examined in ways unrelated to what they have learned through the projects themselves.[9] In these situations, school board monitoring is far removed from its accreditation responsibilities.

Of particular concern to the Advisory Board are assessment and evaluation in English language arts. Many respondents to the survey addressed this issue. The language arts educators chose local correction over central correction as the approach they favour. The French sector spends considerable sums of money each year for centralised correction. The local approach is highly valued by English language arts teachers. Teachers are the best judge of the student's work. But this approach has its drawbacks. How does the issue of reliability get addressed? Are students receiving equitable treatment? How does one teacher decide on marking the organi-sation of the written work, the voice found in the piece, the expected level of spelling and technical values? The issue for language arts educators is, "How do I inform myself professionally?"

The second major concern for language arts educators is how to find the time to get together. In as much as the teacher community values local correction, there is still need for regional correction centres. Are the teachers taking advantage of meeting in teams, learning how to mix and match strategies, correcting anonymous papers, as well as adjudicating and refining their expertise? The Advisory Board has made the point before: "The failure rate on English language arts secondary school leaving examinations has been in the 5% range since the 1950s. The scoring done by MEQ teams of teachers trained in the use of criteria and collaborating in their application indicates a failure rate in the 25% range".[10] These discrepancies raise further questions about teacher training in measurement and evaluation.

How can we continue to value our tradition of local correction and set standards that will anchor English language arts instruction in reliable correction?

Methods of correcting uniform exams should be systematically examined to remove practices that could penalise students, such as an over-emphasis on certain portions of their work. Evaluation is not and will never be an exact science, no matter how many numbers are used in its reporting. It could do, however, with some serious rethinking if it is to provide a reasonably accurate picture of our education system and how those for whom that system has been put in place are faring in it.

3. ATTITUDES AND PERCEPTIONS OF PARENTS, EDUCATORS AND STUDENTS

In order to consult with as many users as possible, the Advisory Board on English Education devised questionnaires to be sent out to parents, secondary school students, teachers, and school administrators.[11] The full text of the *Educator Questionnaire* as well as detailed results of the response are found later in this report. The Board also invited experts and groups of respondents to discuss the issues addressed in the survey. The list of persons consulted by the Advisory Board is attached to this report. Of 8100 questionnaires sent to parents, students and educators, 2535 were returned. The location of the respondents is 60% on or within 20 km of the Island of Montréal and 40% outside the Montréal region in the case of parents and educators. Of the students who responded, 66% are located in the Montréal region and 33% outside the Montréal region.

For all the professional work that went into it, our survey is a strictly in-house exercise. It has enabled us to gather a lot of information about what people expect of evaluation and how they feel it serves their particular interests and/or student education. The following sections summarize the main points brought to our attention by the various groups of respondents.

3.1 Parents

A total of 2800 questionnaires was sent to parents through direct mailing and orientation, school and parent committees. Of this number, 755 completed questionnaires were returned to the Advisory Board.

Highlights of parents' responses to the questionnaire:

- Parents (83%) of slightly above and above average students are more satisfied than parents (75%) of average and slightly below average students. (Table 18b - **Overall Opinion**)

- 52% of parents do have enough **information** about how evaluation is related to learning. (Table 20 - Planning and Frequency)

- Parents make several statements about **reporting**: 50% indicate the report card does not have enough detailed information; 39% of parents say evaluation is unfair, 59% want more comparative information. (Table 21 - Reporting)

- 66% of parents agree or tend to agree that the secondary school report card is only one way of communicating information about evaluation between school and the home. It should not stand alone. Teachers, parents and students must spend more time discussing the contents of the report card. (Table 21 - Reporting)

- More than 60% of parents lack confidence in end-of-year **ministry exams** to provide an accurate measure of student learning. (Table 22 - Outcomes)

- 98% of parents agree evaluation should be used to **improve learning**. (Table 24 - Purposes of Evaluation)

- 71% of parents recommend the use of evaluation practices that make it easier to **compare students**. (Table 25 - Respondents' Recommendations to Improve Evaluation)

The findings of this consultation cannot be interpreted on a scientific basis as questions and answers dealt principally with perceptions. Each parent answered with the needs of a particular student in mind. Taken as a whole, responses from the parents group reflected how they felt evaluation was serving the interest of their respective children. As evaluation practices vary considerably from school board to school board, school to school, and class to class, the combination of so many variants makes a clear picture of practice in relation to effectiveness difficult to draw.

As to the purpose of evaluation, great emphasis was put, throughout this sampling, on the importance of evaluation as a means of improving a student's performance. The most prevalent criticism of reporting practices as perceived by individual parents across the survey was that they fell short of providing the information, incentives and objective measurements to properly assess their child's progress and standing, and remedial requirements if needed.

Parents commented on the effects of good and bad reports on their children's subsequent performances. Here again, the variables are such that no consensus emerges. Good reports, however, are never mentioned as a cause for laxness. It is bad marks that can either goad a student into working harder or sap a student's confidence in his or her ability to achieve more. By and large, parents feel that bad marks, to have a beneficial effect, should be accompanied by some concrete pointers as to how they could be improved. Many parents complain that it is difficult to know from a student's regular report card where the problems lie. This "unexplained" poor performance is often put down to the fact that parents do not know how their children are doing in in-school work "for marks", whether the homework they oversee is ever graded at all, or, if it is, in what specific aspects and areas the assignment has been judged inadequate. Essays returned unedited are much decried. It is felt that errors of fact or language should be clearly identified for the purposes of "learning from mistakes" and of assessing the standards

expected of the student-writer in question.

The parents who answered the 88-question survey sent out by the Advisory Board on English Education showed great concern for doing their best at home to further their child's progress and achievement. To do this effectively many of them say they need more precise directives. Reports that say a student, "seems to be having trouble..." or "seems not to understand..." or "Your child is a hard worker. Please encourage him..." are universally consi-dered inadequate. Another common complaint is the use of letters to designate progress, e.g. "M" for "meeting the objectives," which says nothing to many parents about what those objec-tives are or in what way they are being met by the student. Parents claim that this oblique system of reporting does not speak at all to children themselves. Reports, say some parents, point out weaknesses without providing the child with the means of surmounting them. "...Unless parents push for help, none is offered automati-cally," is the additional comment of a parent of a child in the first cycle of secondary school. Parent after parent stressed the importance to them of evaluation to provide "a mechanism to determine the necessary supervision of school work at home."

In their supervisory role, parents set great store by teachers for helping their children to do better and for the achievement of good student performances. Only 7% of survey respondents blamed the school/teacher for poor student performance. Forty-one percent felt the student to be mainly responsible for a weak showing, while 42% put the major part of the blame on a student/teacher combination. And, at the other end of the performance ledger, doing well was attributed mostly to the student, at 46% with teachers coming a close second at 42%. A recurring theme was that parents benefit greatly from "feedback from the teacher as to how parents can help their child with areas of difficulty". Of particular benefit in this regard are parent-teacher meetings that include the student, as this parent of a secondary school student testified,

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"My daughter, in the beginning of term, was not doing well in Math (enriched) in 10th Grade. During a parent-student-teacher meeting, I talked with her teacher and we worked out a program which all three of us have followed. My daughter is now scoring above 90% in Math. She has come to enjoy it."

Another parent, this time of an elementary school student, put it differently, saying that "some teachers are better at this than others. It is frustrating when a teacher does not try to find a solution together with the student and the parent." This particular parent has two other observations about teacher-student relations. The first is that "the younger the child, the more important it is for elementary school teachers to have a good rapport with parents." The second is that teachers in the early grades play a crucial role in the child's future by identifying the special needs of those with incipient learning difficulties.

One parent, who kindly wished us good luck with our study, had this suggestion: "Listen more to the teachers whose students consistently show improvement as the year progresses. They are clearly doing something right and perhaps their evaluation procedures are better than some of their peers, and should be noted."

Parents cannot be expected to be completely objective about their own children but, nevertheless, the feeling that evaluation was influenced by behavioural considerations or teacher preference was expressed by a sufficient number of respondents to warrant treating this concern as a potential distortion of evaluation from which students and teachers should be protected as much as possible.[12]

Parents do not think there is too much evaluation. Nor are they against exams. Although they view formative evaluation as the key to their role in providing an effective support system, they also recognize the necessity and the value of summative evaluation. On that score, however, doubts persist that provincial exams may

not be fair to students studying in English schools. "Some exams which I have seen are translations from the French and have lacked meaning," one parent wrote. Another claimed, "It appears that exams are still geared to the francophone sector and the "normalization" of marks across the province does not reflect true learning."

3.2   Elementary School Teachers

Of the 654 educator respondents, 307 teach in the elementary sector.

Highlights of elementary school teachers' responses to the questionnaire:

- 77% of elementary school teachers indicated they give students **information** about how the evaluation procedure is related to learning. (Table 20e - Planning and Frequency)

- 70% of elementary school teachers say the **report card** gives enough information about student effort. (Table 21e - Reporting)

- 70% of elementary school teachers and 46% of secondary school teachers find that the report card does **not** give enough information about how the individual student's ability compares with that of other students in the group or class. (Table 21e - Reporting)

- 69% of elementary school teachers indicate that following poor marks the student is willing to discuss **remedial learning** activities. (Table 22e - Outcomes)

- 44% of elementary school teachers state that following poor evaluation results, the parents are **not** willing to spend time with the teacher discussing how to deal with the poor results. (Table 22e - Outcomes)

- 83% of elementary school teachers are in favour of putting more emphasis on student reflection on their own learning and increasing the **variety of methods** of evaluation (Table 26 - Recommendations by Educators)

The overriding concern of the elementary school teachers heard from is a preoccupation with teaching children to learn. Many respondents feel thwarted in this endeavour by the evaluation practices imposed on them. Tools are said to be inadequate and time never sufficient to provide the focus on learning that they feel is so important at the elementary level. As "evaluation" is not a uniform system, but rather a patchwork of varied approaches to reporting on a child's progress, the stumbling blocks individual teachers encounter cover a wide spectrum of reporting "traps", curriculum disparities and scheduling inconsistencies.

Much of the dissatisfaction with evaluation expressed by teachers is based on what they see as their own or their colleagues' lack of qualifications or competency in the teaching of certain subjects in the elementary school curriculum. Teacher after teacher admitted that he or she found it difficult to teach and therefore to evaluate appropriate progress in creative arts (in which there is a dearth of specialists) science (too specialized), English language arts (too arbitrary) and, to a lesser extent, mathematics, which is "very difficult to evaluate" because the new textbook is said to be "written at a level of language that is three to four years beyond the grade level for which the book is marketed".

A consensus emerged around the notion that teachers need inservice training on various methods of evaluation. There is also much agreement on the need to involve parents in the process, for it is essential that parents understand the role of reporting and how it is being carried out.

The arbitrary nature of reporting, with respect to "how to" and "on what", bothers many respondents. School boards establish their own policy and so report cards vary from board to board. There is a decided antipathy towards the "new report card" which, as one teacher put it, "...is useless. It must be written in euphemisms which say nothing and are incomprehensible to parents." The aversion of the elementary school teacher towards report cards takes several forms. One of the most commonly mentioned sources of dissatisfaction is the number system. In the words of one respondent, "At the elementary level, emphasis on numerical or letter grades is a waste of time. Parents seem to be demanding them in order to compare their child to others. These grades do not necessarily reflect the child's learning." Another writes, "The whole emphasis in elementary education is to evaluate the child's individual progress, not to compare the child's performance to others." Parents, however, regardless of their reporting preferen-

ces, are seen as allies. As one respondent put it, "Comments are far more important than the marks in terms of accurately relating a student's progress. Interviews with parents are vital as both parent and teacher discover more about the whys of a student's learning and are thus able to plan a more effective means of helping the child." What other teachers hold against report cards is the fact that they are not based on curriculum objectives. According to one teacher, who admitted to being no fan of the marking system, "If the objectives were more clearly delineated in the reports, the parents would better understand what skills their children need to acquire."

On the other hand, many teachers are concerned that teachers themselves do not agree on what they are reporting on. By way of example, consider the following comment, "Our school board does not have a standard report card for all schools. Report card evaluation is very subjective. There is a real lack of standards and many teachers have different methods for marking." Another writes, "My concern about evaluation relates to consistency in standards at each grade level. For example, there are three Grade 5 teachers and three Grade 5 classes, and each teacher sets his or her own evaluation criteria for the class." Evaluation criteria preoccupy many teachers as "teachers and students are burdened with loads of objectives; even after a student fails an objective, we are forced to go on to the next. There is no time to master the preceding objective." How to mark? Reporting is also distorted when teachers attempt to adapt teaching materials to special needs students. For example: "In our elementary schools, nobody ever repeats a grade. The students who fall behind have individual educational plans and teachers are expected to 'adapt' material. I am currently 'adapting' material for 12 students who will go on to secondary school three years below level. Can they 'catch up'? I think not."

Calls for broadening the perspective of teachers themselves are many. Elementary school teachers as a group see the measurement of intan-

gibles as a core part of their job in evaluation and feel that qualities like attitude, effort, creativity, and adaptability to school life are as important to have addressed in elementary school as actual subject matter. Getting an all around picture of the child into a report so that its value and meaning can be grasped by both the student and parent takes more resources than teachers have at their disposal. As one teacher writes, "It takes me two hours to write com-ments to amplify the marks. We have 9 to 10 hour days as it is. It is hard to find time to conference with students and parents."

3.3   Secondary School Teachers

Of the 654 educator respondents, 175 teach in the secondary sector.

Highlights of secondary school teachers' responses to the questionnaire:

- The majority of educators indicated **satisfaction** with evaluation practices in subjects such as: English (67%), French (64%), mathematics (73%), phys. ed. (57%), science (64%) and social science (60%). (Table 19 - General Satisfaction) (See comments on Table 18a regarding expected levels of satisfaction)

- Almost all secondary school teachers (98%) believe they give **clear information** about how students will be marked. (Table 20e - Planning and Frequency)

- 86% of secondary school teachers believe they give information about how evaluation is linked to learning. (Table 20e - Planning and Frequency)

- 20% of secondary school teachers indicate that secondary school leaving **results that are published in the newspaper** help students and parents get an accurate picture of all the different secondary schools. (Table 21e - Reporting)

- Only 47% of secondary school teachers agree that the students are willing to participate in **remedial learning activities**. (Table 22e - Outcomes)

- Secondary school teachers (69%) do not agree to the same extent as elementary teachers (83%) and administrators (80%) that **student effort**, despite poor student performance, is rewarded at school. (Table 22e - Outcomes)

- 47% of secondary school teachers see value in end-of-year **uniform ministry exams** to provide an accurate measure of student learning. (Table 22e - Outcomes)

Generally speaking secondary school teachers

approach evaluation from a "student progress" point of view, as a statement of standing, an academic baseline to "facilitate" the learning process and flag areas in which the student requires greater support. Teachers in schools which primarily serve students with special needs say they use more in-school, broad-based and teacher-based evaluation than they could in regular schools and that this "in-house" evaluation is more reliable than evaluation imposed from "outside". This theme also turns up in comments from teachers in regular schools who nevertheless have special needs students in their classes. The general feeling is that "reporting for special education should be more personalized and reflect the true nature of the content and concepts taught in class."

Teachers on the whole distrust "ranking" by numbers and impersonalized methods of reporting. Many of them blame the breakdown of the family for the lack of interest of parents in their children's education. In marked contrast to elementary school teachers, whose parent-related problems centre on the difficulties of parent-teacher communication, not on any lack thereof, secondary school teachers deplore the fact that it is often the students in the greatest need of help and support whose parents take no part in a home-school partnership.

One teacher with more than 15 years experience told us, "I have no idea how evaluation is done in classes other than mine since there is no time set aside for such discussion. There are no 'departments' or department heads to organize contact and continuity."

The most frequently mentioned evaluation "frustration" mentioned by respondents in this category has to do with exams. One FSL teacher writes, "One exam should not be the criteria for passing or failing 'ever'." Others say that ministry exams do not always reflect what was taught in the classroom (or vice versa). Teachers also say that they should be given extra time for preparing common exams within a school to allow them to review the results of the practice tests.

Many of them also believe that the published statistics on the results are questionable as "school boards have different policies for admitting students to final exams."

External evaluation, that is, ministry exams, are cause for some concern among teachers. Much deplored are exams based on books and teaching materials not available to English schools. Some see government exams as "irrelevant to what has been taught." Others claim that exams set by the ministry are often "not written in clear language with which the students are familiar." School boards come in for criticism in this area for not allowing students who have shown signs they might fail to take the provincial exams at all. On the whole, elementary school teachers are not against uniform exams. The overwhelming opinion is that "major testing" in any form should not be the principal factor in evaluation. "I believe in weekly testing rather than major testing," said one teacher.

There is one factor of reporting on which all teachers agree. They are to a man and woman against the practice of publicly comparing the exam results of schools, especially, given the inclusiveness of the public system and the wide disparities, both socio-economic and pedagogical, found within it.

Inservice time for training in evaluation is a widespread request. English language arts teachers consistently requested help in the areas of assessment. Some suggested the need "to devise proper evaluation instruments which reflect the principles of the English Language Arts Program." A certain discomfort was expressed about too much being left up to individual teachers in the evaluation of student achievement in this area.

Two general comments were made which reflect opinions expressed by a significant percentage of their peers: "Evaluation results should be interpreted in terms of learning progress, not just degree of mastery." "Evaluation should be transparent, consistent and fair. What is being

evaluated must be clearly identified and interpreted..."

3.4   Administrators

Highlights of administrators' responses to the questionnaire:

- 91% of administrators indicate the school gives students **clear information** about the way they will be evaluated. (Table 20e - Planning and Frequency)

- 18% of administrators agree that the **content and skills tested** by final examinations are different from the content and skills taught in the classroom. (Table 20e - Planning and Frequency)

- Administrators (24%) agree slightly more than the other educator groups with the statement that evaluation is **unfair**. (Table 21e - Reporting)

- 50% of administrators indicate that **uniform exams** provide an accurate measure of student learning. (Table 22e - Outcomes)

- 93% of administrators recommend more emphasis on student reflection on their own learning. (Table 26 - Educator Recommendations)

3.4.1   School Board Administrators

Of the 654 educator respondents, 23 are school board administrators.

Administrators at the school board level responded to the questionnaire in relatively smaller numbers than did educators in other categories. The individual concerns expressed are interesting in themselves and support work already done on improving evaluation practices or propose curriculum changes to make final evaluation more relevant. One respondent writes, "the MAPCO

document, *A Framework for Improving Student Performance in Mathematics* contains many suggestions that can be applied to all other disciplines".[13]

Another believes that "Boards can produce effective year-end examinations" and that "We need to direct more students to Tech Voc-Job oriented training."

Comments on improving evaluation practices included the following:

"Team marking, [allowing] time to design valid testing instruments..."

"What teachers learned 20 years ago is now out of date. The school board must take the responsibility to train them up to par....it must be done."

"We are surely evaluating individuals. There are many who put in effort and will never pass an arbitrary standard. They have not failed. We need to recognize the need for a much wider form of evaluation for all!"

3.4.2   School Administrators

Of the 654 educator respondents, 98 are school administrators.

In-school administrators are looking for evaluation practices that help evaluate the effectiveness of programs and teaching strategies. They would like performance standards to be set. They tend to feel that more specific strategies for program and evaluation methods are needed. They are concerned that exams originally written in French can penalize English-speaking students because of "translation problems and philosophy of education differences." Frustration was expressed concerning the practice of moderation of school marks.

Several in-school administrators believe that a variety of types of evaluation are useful, even

necessary, to get a true picture of a student's progress and achievement level. "No one instrument can be used to make important decisions about a student". But it was also noted that "we just don't have the skills or the time to do the different types of testing needed. Therefore we tend to use the same tests for different needs."

This group tends to favour "benchmarks" and the rating of students as a way for teachers to establish standards and for parents and students to understand where the student stands in relation to what is expected of him or her. Administrators also say that whatever the evaluation practices, placement of students depends more on other concerns such as the availability of appropriate personnel than on the effectiveness of evaluation decisions.

The implications of some of the uses to which evaluation is put were also mentioned. "As long as Secondary IV and V results are the required entrance to CEGEP, our marking will be oriented that way. This leaves little flexibility for evaluation".

The questionnaire statement about secondary school leaving results that are published in the newspaper received uniformly negative responses (Table 21e, statement 7). One administrator said that "publishing and comparing results leads to very unethical placement decisions." Reasons given for believing that such a practice was either useless, unjust or even unethical were many. Ranking of schools is based on many variables which, although mentioned in articles published with the list of rankings, are seldom given the same emphasis and/or mean little to parents.

The exclusivity of a school, special needs clientele, the fact that exams written in January are not included, and problems encountered by the English sector all greatly affect outcomes.

3.5   Students

Most of the 2800 student questionnaires were sent to a random selection of secondary students. There were 1126 respondents.

Highlights of students' responses to the questionnaire:

- When their academic performance is poor, only 7% of students place most of the blame on the school. 48% of these students **take responsibility** for their poor performance.   (Table 4 - Descriptive Information)

- 63% of students indicate they are **satisfied** they have been given fair marks. (Table 18a - Overall Opinion)

- 56% of students indicate evaluation is a '**high stakes**' experience, putting some students under a great deal of pressure. (Table 20 - Planning and Frequency)

- 47% of students agree the content and skills tested on exams is different from that taught in class. (Table 20 - Planning and Frequency)

- 57% of students believe that marks are based, to some extent, on **behaviour** rather than academic performance. (Table 21 - Reporting)

- 28% agree that when performance is poor but the student is working hard, the **effort** is adequately rewarded at school. (Table 22 - Outcomes)

- 45% of students **feel comfortable discussing** poor marks with teachers. (Table 22 - Outcomes)

- 89% of students indicate the purpose of evaluation is to **improve student learning**. (Table 24 - Purposes of Evaluation)

- 30% of students agree to increase that the number of subjects that are uniformly examined by the ministère de l'Éducation should be increased. (Table 25 - Respondents' Recommendations to Improve Evaluation)

- The Outreach students report greater satisfaction than other students respecting student effort (#6) and communicating with students who need remediation (#2). (Table 22o - Outcomes - Outreach Schools)

- The most important difference in the response of Outreach students in the reporting section is that they (42%) do not agree to the same extent as other students (57%) that **marking is unfair**. (Table 21o - Reporting)

Selected responses to the open-ended question: "Sometimes the important thing is not the subject, but the teacher. Can you think of one particular teacher whose approach to marking is especially good? Describe the teacher's method of marking."

*   He gives worksheets every week, he gives many tests, he gives homework too. He gives you many chances and takes the time to explain.

*   She has multiple tests or quizzes, iuncludes homework marks, a very organised and helpful teacher.

*   20 % work activities, 25 % examination, 10 % participation in the class, 20 % quizzes, 10 % homework, 10 % projects, 5 % attendance.

What students appreciate most about evaluation is lots of it in the sense of many different kinds. Teachers they assess as "good" are those who test often on a wide range of in-school and assignment activities. For them, learning is more easily linked to evaluation when they can see the direct and immediate connection between a specific piece of work and its evaluation. Students' comments on evaluation methods they perceive as both effective and helpful follow a remarkably similar pattern.

Students tend to see "major" exams for 50% of their final mark as a kind of arbitrary, pressure-packed endurance contest. For some of them, MEQ exams are looked upon as coming from outer space, except for those whose teachers have specifically prepared them for questions that can be generally related, rather than specifically related, to what they have been taught in class. As one student put it, "One of my teachers has recently won an award for her teaching ability. She gives us tests with only government-based questions for the final exam. She also gives students a chance to create their own questions and answers to study from, based on the material covered." For most students,

however, exam questions which ask them to apply what they know, to analyse a situation or solve a problem in relation to the program content seem to come as a surprise. Some even surmise that on the final exam, "they try to trick you". From a student's point of view, time spent with teachers discussing strategies for dealing with exams helps them make the most of what they have learned as well as better understand the related reasons for monitoring their learning and its evaluation.

In the eyes of those having to sit them, school board exams fare better, but not much. They too can be viewed as being tinged with the "arbitrary". One comment sums up the "fairness" concern from a student's point of view. "Students should have all the same exams who are taking the same course. This is a fair method of marking students with different teachers and comparing students from different classes."

One student indicates oral exams have their compensations, even though they are "harder." "First of all, you can't cheat on an oral exam. And you work harder to prepare for it because you don't want to blow it in front of everyone. And it helps you remember the topic as you listen to other students answering questions."

Students say they are encouraged by teachers who mark all their work, homework, tests and even "positive" attitudes. They have greater confidence in teachers whom they believe are using evaluations to improve their marks. When a running tab is kept on their progress, it gives them a sense of security and, according to many, lets them know when they should be "paying more attention" in class.

The distinction between program evaluation and evaluation of learning is often blurred, when evaluators strive to do both. The distinct roles of program evaluation and evaluation of learning should be made clearer. The confusion is a consequence of the use of the same assessment results for differing purposes.

Students tend to view evaluation as a means of judging them rather than as a way of assessing a program of study. Those who appear most comfortable with evaluation practices are those who have experienced detailed feedback on learning, remediation, when needed, and opportunities to make up for bad marks.

For some students evaluation is intimately connected to "listening." The evaluations of a teacher "who really listens" are more readily accepted and, students claim, acted upon than are the evaluations of a teacher who is not seen as receptive to the student's particular "take" on learning. In relation to the issue of "being listened to" parent teacher-meetings which also include the student are considered beneficial. "If you are with your parents, they'll have to listen to you", or "Because the student can be there to defend himself. And the teacher can improve his teaching because he'll hear what the student thinks."

4. REVISITING THE GUIDELINES IN LIGHT OF THE SURVEY RESULTS: ADVISORY BOARD RECOMMENDATIONS

4.1 Justice and Intellectual Rigour

Justice calls for transparency and fairness. Intellectual rigour directs attention to questioning and problem solving and the need to know. If these two evaluation "philosophies," justice and intellectual rigour, are to become complementary, the goals of evaluation have to be widely accep-ted and understood.

The respondents to our survey have made some suggestions as to how justice might be enhanced in our assessment and evaluation practices.

- ▸ Students should be included in the planning of evaluation.

- ▸ The planning should include a variety of methods of assessment, used on a timely basis.

- ▸ Above all, students should be kept informed of the criteria to be used in grading.

- ▸ Teachers should strive to align instruction, classroom practice and assessment.

- ▸ Teachers should be encouraged and supported in their collaborative drafting of items and test instructions.

- ▸ Schools should experiment with "ways to escape the prison of time", by varying scheduling and timetabling.

The Advisory Board agrees that these actions could lead to a more transparent and fair evaluation of learning.

A rigorous evaluation process begins with the setting of standards in which students, teachers, parents and the public have confidence. In order to meet the standards at every level of learning, students must benefit from evaluation practices which focus on the accurate measurement of individual learning. This is one of the Advisory Board's most important points: DIRECT ASSESSMENT AND EVALUATION TO INFORM STUDENTS ABOUT WHAT THEY KNOW AND WHAT THEY NEED TO CHANGE TO PROGRESS. Standards may have intrinsic value but their value to a society's education system is only as great as the number of students who attain them. The higher the standards, the more effort must go into the assessment of student learning potential as well as the reporting of what the student has achieved at a given point in time. Evaluation, therefore, must be intimately related to learning. Intellectual rigour requires the alignment of teaching, learning and evaluation to assure student progress towards meeting the standards demanded by a program of study.

Recommendations Regarding Justice and Intellectual Rigour:

1. **Increase communication around assessment results**. Integrate assessment results into school work and feed them back into the teaching and learning process rather than treating the results as an undiscussed message to student and parent.

2. **Place more emphasis on students knowing what they have learned.** Provide as many opportunities as possible to show what students have learned and how to use it. Promote the use of a multiplicity of assessment vehicles with a rear-view mirror dimension, such as journals, student-teacher conferences, self- and peer-evaluation.

3. **Intersperse assessment of what a student can do with more traditional evaluation of what he or she has done**. Teaching a student how to learn and how to use the results of assessments are keys to students eventually acquiring knowledge and strategies for life-long learning.

4. **Schools should experiment with the use of time and scheduling with a view to optimizing student and teacher use of time for aligning teaching, learning and evaluation**. Evaluation is a change driver. Give it the resources and time necessary.

4.2. Teacher Entitlement

The lack of evaluation uniformity across the system, across school boards and within schools themselves weighs heavily on teachers. They are responsible for choosing how, when and with what to assess their students' progress. The inadequacy of the tools they are given to do the job can be a problem but their greatest handicap is their isolation. In many cases, they have to develop methods in a peer and policy vacuum. They do not necessarily have the interview skills needed when meeting with parents; these skills are not part of teacher training.

In elementary school, children are evaluated differently from one level to the next. The challenge is to provide consistency and variety, without confusing the student. In secondary school, teachers have few and limited opportunities for comparing notes or approaches in the evaluation of learning. It is little wonder, even after a cursory examination of evaluation as it is practised in the classroom, that parents and students say they are confronted with such a bewildering assortment of ways and means of assessment.

Teachers need time as well as strategies for consulting with each other. This should become a priority in each school setting. A team approach to definitions of domain, specifying the range of content and skills required of each course of study, is a first step to the integration of assessment into student learning. Discussion among teachers on the uses of assessment and the way each perceives his or her role in the evaluation process might help dissipate some of the discomfort felt by teachers who are torn between their duty to facilitate learning and their role as evaluator. Teachers need the time to work out evaluation procedures based on criteria on which all can agree. Parents and teachers would find their dealings easier and more useful if the rules of assessment and evaluation were well explained and consistent and therefore easier to understand and to act upon in and out of school.

Teacher training and teacher inservice are two ways of strengthening the role of teachers evaluation:

Teacher training should fully address what W. James Popham[14] says is essential to practice

classroom assessment. All teacher training courses should include assessment components on:

* how to construct and evaluate their own classroom test

* how to interpret the results of standardised tests

* and how to prepare students appropriately for classroom and high-stakes tests

Two examples of collaboration in the inservice of teachers in assessment and evaluation are found in the mathematics and English language arts projects described below.

Mathematics Action Plan Committee: MAPCO

The recent publication in the area of evaluation, entitled *A Framework for Improving Student Performance in Mathematics*,[15] includes a lengthy list of issues or topics related to student evaluation that a school team can use as a starting point for self-evaluation. This *Framework*[16] also provides some specific comments on current teacher measurement and evaluation practices. During the course of the 1995-1996 school year, MAPCO surveyed the opinions of 160 math teachers, 58 school administrators and 8 math consultants. A large number of these educators expressed concern about the differences between school-based evaluation and ministry evaluation.

The *Framework* is an example of the collaborative direction that pedagogy must take. This "toolbox" was built by Math teachers and consultants (MAPCO) with the co-operation of the MEQ and many individual teachers and administrators. It directs the schools toward "... a system of improving student performance..." based on an agreed-upon approach to change.

In Our Own Words: teaching, learning, evaluating as an ongoing process of change is a remarkable achievement. Teachers in elementary schools write about their experience aligning teaching, learning and evaluation. This approach

deserves encouragement and analysis:

In every case, the authors of these stories show themselves to be reflective practitioners: ..., to use the information in order to frame their own questions about evaluation, and to develop means to evaluate their students which best respond to these questions.[17]

The Services à la communauté anglophone, Direction des politiques et des projets (SCA-DPP) has encouraged many teachers through *Professional Enhancement Opportunities for Practicing Teachers* (PEOPT), the *Pedagogical and Organizational Innovation Program* (POIP) and Site-based inservice projects to cooperate in building their capacities. This support should continue, and perhaps be focused on assessment and evaluation.

Sessions have been offered by the MEQ on evaluation since the 1981 publication of the *General Policy For Educational Evaluation For Preschool, Elementary and Secondary Schools*. Included in these sessions were some of the topics proposed by Popham and other experts. More recently, mathematics teachers were asked what helped them in their work. These teachers were in schools that had consistently higher student success rates. Some of the factors that helped teachers from exemplary schools[18] maintain their evaluation skills include:

* common examination development

* monitoring impact of varied scales of marking: am I too severe? too generous?

* monitoring impact of moderation and conversion

* review and revision as well as motivation of students

* data collection and data analysis and interpretation

*   reaching out to the students, in class, the resource centre, in exchanges about assignments

Recommendations Regarding Teaching

5.   **Establish uniform criteria for quality assessment and evaluation with a common focus on student needs.**

6.   **Provide elementary school teachers opportunities to work among themselves on a school-wide assessment strategy whose criteria they can all understand and accept.**

7.   **Provide secondary school teachers with a framework beyond the table of specifications and definition of domain for relating their evaluation practices to those practised by their colleagues.** This framework should be built with a view to meeting common pedagogical objectives and providing their common pool of students with a consistent approach to the requirements of school work.

8.   **Ensure education and support for teachers to understand parents as partners.** Rather than reacting to parents as one more hurdle to get over, draw parents into the teaching, learning, evaluation cycle to play a significant role in giving assessment and evaluation a promotional dimension.

9.   **Include the student in parent-teacher interviews**. Students and parents would receive the same information and perhaps the process would be more transparent and more relevant to all three participants.

10.   **Challenge teachers to take a leading role in linking evaluation to learning in the interests of the advancement of learning rather than simply its assessment.** Teachers are the best placed to chart learning paths.

11.   **Introduce more "active learning."** Open the door wider to active learning by student self-assessment and by group self-evaluation.

4.3   Standards

School boards are responsible for establishing standards and procedures for the evaluation of students as well as for monitoring the accreditation of local studies[19]. They also have a role to play in the coordinating of evaluation practices and methods in their jurisdiction. They also collaborate with the MEQ in uniform exams.

There seems to be a lack of trust[20] in the current system of certification and a remarkable lack of transparency in both how it comes about and the specific objectives on which it is based. The standard-setting exercise and the certification profiles drawn up in consequence should be the object of wide and open discussion. School boards must work with the variety of "cultures of evaluation" present in their jurisdiction (cf. Eau Vive School Board).

Certification, in the English sector, is seen as a mode of passage, a way of recognizing a student "has made it." Intimations that the "mode" is in any way arbitrary lessens respect for both the form and substance of the certification. School Boards place different emphasis on certification instruments, which is probably a good thing as it allows different students to pass a range of common final exams. But such differentiation must be and appear to be the rule, not a way of circumventing the common rule.

Assessment in language arts has been characterized by two changes in recent years: First, assessment is being linked more clearly to context for student responses and scoring.[21] Se-

cond, exemplars of student work, group correction and standard-setting sessions have added value to assessment.[22] Our tradition of teacher training may not include enough attention to measurement and evaluation. Too much emphasis has been left to assessment suggestions found in textbooks and guides. In English language arts considerable effort has gone into collaborative work among teachers regarding evaluation. However, assessment requires ownership from students and parents.

Exemplars of student writing have allowed teachers to model and analyse appropriate assessment, together. There have been false starts, particularly regarding portfolios. But still too many high marks are being submitted. This type of work is very time consuming and labour intensive. For such innovative measures to succeed teachers need training and time and budget allocations.

Recommendations Regarding Standards and Monitoring Local Assessment Practices

12. **School boards should encourage the team approach to assessment and evaluation in their schools.**

13. **Provide the time and appropriate budget allocations for inservice training for teachers in a variety of assessment methods, standard-setting, and the use of the results in reporting to students and parents.**

14. **Explore the consortium approach to renewing assessment and evaluation practices, including school boards, universities and teacher associations, with a view to narrowing the gap between theory and practice.** These sessions can pool resources, draw on cross disciplinary skills and explore docimology and applications in different subjects. Some longitudinal information is needed to examine the long term im-

pact of certain assessment practices. The MEQ can cooperate with universi-ties and teachers in such research work.

15. **Simplify report cards so that they are effective communications instruments agreed upon by the local school team.** Report cards suffer from much negative criticism: elementary school reports are considered too complicated for easy communication with parents and secondary school reports provide too little space for saying anything worthwhile.

4.4   Basic School Regulations

There is instability and some mistrust in the assessment and evaluation system according to the respondents to the survey of the Advisory Board. The Advisory Board discussed areas of possible action ranging from adjustments in current practices leading to certification to a revision of the definition of assessment and evaluation. The literature on assessment and evaluation provides, in our view, useful insights:

*   place more emphasis of student reflection on their own learning: from formative evaluation of learning to formative evaluation *as* learning (G. Scallon).[23]

*   encourage the revision of assessment and certification by supporting groups like MAPCO and the teacher groups who wrote *In Our Own Words.*

*   Invest in applied research that will develop two distinct frames for educational assessment: one for the context of the school and one for the context of external norm-referenced testing. The goal is to clearly reaffirm the role of teachers "to promote the student's on-going learning." (Catherine Taylor).[24] See also Chapter 6 of the Task Force

Report on the revision of curriculum, which proposes separating evaluation of learning from sampling for evaluation of the system.[25]

*   convene regional conferences on alignment of program of studies, definition of domain, teaching, assessment and reporting.

Perhaps one of the more creative redefinitions of evaluation has come from Gerard Scallon. In his work with Jean-Jacques Bonniol and Georgette Nunziati, he learned of a structural way of understanding student self-evaluation. Student self-assessment was described in this discussion as an authentic student learning skill. It is a task to be learned, a competency to be acquired or constructed. Scallon called this skill "formative evaluation *as* learning," to distinguish it from the traditional understanding of "formative evaluation."[26] So the definition of evaluation is changing, because the understanding of teaching and learning is changing. Evaluation is about students learning to navigate, and the teacher's role is to guide them; the judgements and decisions taken by the teacher are redirected and reinvested, alongside the students who construct their learning.

Recommendations Regarding Certification and the Legal and Regulatory Context of Evaluation

16. **Clearly state standards of what is to be taught and what kind of performance is to be expected and how the standards are to be evaluated**. This may include exit profiles, profiles of learning by levels along the way and a declaration of the pedagogical or social reasons underlying the make-up of the core curriculum.

17. **Reinforce student progress by a consolidated series of measures**. The Task Force on Curriculum pointed to actions that reinforce student progress:

*   take stock with periodic assessments which are followed by remediation and not by grade repetition;

*   curtail the use of multiple choice testing;

*   build a school-wide dedication to the quality of the language of instruction.

18. **Reform the building of uniform exams and the conditions under which they are interpreted and reported.** Shift the emphasis to active learning; assess multiple sources of evidence; monitor progress to promote growth; evaluate achievement to recognize accomplishment. "Students deserve a curriculum that develops their mathematical power and an assessment system that enables them to show that power".[27]

19. **Program revision should be done with evaluation in mind.** In particular, tables of specifications must be adjusted to take into account a wider range of teaching and learning activities and assessment methods which will allow for a deeper and broader range of performance by students.

20. **The framework proposed by the program of studies should be adapted more realistically to the rhythm of learning, not only in one grade, but from grade to grade and cycle to cycle.**

21. **Build an evaluation culture in schools by aligning program objectives, classroom organization and inter-level, interprogram teaching strategies with exit profiles and certification**.

22. **Re-define assessment and evaluation by taking into account such criteria as:**

*   placing assessment and evaluation in the context of school indicators and school improvement

*   setting standards for assessment and evaluation by more clearly defining the reasons for evaluating student learning. Clarify what use is to be made of the information obtained in the assessment.

*   supporting professional associations in educational measurement and evaluation and program evaluation in order to promote an interdisciplinary vision of evaluation

*   exploring the contribution information technology can make to assessment and evaluation

5. CONCLUSION

The foregoing chapters represent part of what can only be described as a formative report on evaluation. The conclusions we draw from our study and consultations are in no way summative. Evaluation that provides an accurate measurement of standards reached, helps students reach the required standards and helps teachers focus on guiding their students towards ever higher levels of achievement requires a collegial approach.

With the setting of standards must go a teacher's understanding both of what they are and how to reach them. To assessment devices teachers construct themselves must be added the skills to interpret the results of evaluation procedures constructed by others (school boards, ministry). Students' awareness that they will be tested must

be informed by the purpose to which each assessment will be put. Evaluation is not an individual effort. Professional collaboration is the key to its effectiveness.

It appears to us that much of that effectiveness is lost in the isolation in which it is all too often practised. Teachers are expected to provide their own assessment patterns and prepare their students for end-of-year and end-of-cycle tests. Some isolated teachers feel they have little control over the use of the results of the testing for making decisions that will directly affect students. That many of them find their way surely and successfully through the evaluation maze with nothing but their own experience to guide them is certifiably true but not universally so. All teachers would benefit from a climate of shared leadership in the whys and wherefores of evaluation, rather than the hit-or-miss approach that now prevails.

Schools, as institutions of learning, must become more pro-active and responsive to the causes and effects of evaluation as it affects their common mission. We concur with Benjamin Levin when he says in *Reforming Secondary Education*, "I believe that we need to focus on making schools educational places as well as places of education. That is, we need to look at ways of increasing attention schools pay to their environment and activities, generating more analysis and discussion of what the school is doing."[28]

The research shows that at the level of the school management team, their own perspective and that of teachers is often at odds, a difference described by John MacBeath as that between "a worm's eye view and a bird's eye view."[29] The challenge then becomes, how best to secure the whole hearted participation of teachers in a process driven for them by pressures and priorities and whose only rewards come from gains made by their individual students, not from what "the school" is doing.

Andy Hargreaves, a professor at the Ontario Institute for Studies in Education (OISE), who

specializes in teachers' work and culture, attributes a leading contextual role "...to how a school is structured, how it is led, and the kind of culture it has developed... How teachers view their students, their colleagues, their work, and their own efficiency. Work places can make staff feel appreciated or undervalued, supported or ignored."[30]

Hargreaves' wide research on mainstreaming (detracking) shows that "where school structures enabled teachers to work across subject boundaries; where there were strong cultures of collaboration in which teachers worked together for the students they shared in common; where the school had a clear moral purpose in which the needs of at-risk students played a prominent part; where schools gave teachers access to professional development relating to detracked classes and where they enabled teachers to observe colleagues who had direct experience of teaching such classes,"[31] teachers were not only supportive of mainstreaming, they viewed it as a positive learning and teaching experience for their students and themselves.

School structure and culture are beyond the scope of this report. We bring them up, however, to suggest that in the current restructuring of the school system, a school's evaluation culture and practice be given a high priority in the list of new powers and responsibilities it will be henceforth expected to assume.

6.	ENDNOTES

1. Brais, Y. *Premier coup d'oeil sur la situation des 15-19 ans*, Document de travail, ministère de l'Éducation, Direction de la recherche, 20 décembre 1994, Québec.

2. See *Administrative Manual For the Certification of Secondary School Studies, General Education, Youth Sector. 1996 Edition* Chapter 1: References to Legal Texts. MEQ (16-7175A-96).

3. Ministère de l'Éducation, *General Policy for Educational Evaluation for Preschool, Elementary and Secondary Schools*, (Québec, 1981), p. 4.

4. Fagan, Lenora Perry, and Spurrell, Dana, *Evaluating Achievement of Senior High School Students in Canada. A Study of Policies and Practices of Ministries and School Boards in Canada (Toronto: Canadian Education Association, 1995).*

5. The Advisory Board appreciated the thorough presentation by officials of the Eau-Vive School Board concerning their recently adopted *Regulation Regarding the Standards and Procedures for the Evaluation of Student Achievement*, (December 1995).

6. Freeland, Elaine. *Discussion Paper. Study of the Discrepancies Observed in the Performance of students on Ministry Examinations in French and English* (MEQ/SCADPP, November 20, 1995) p. 36.

7. Ministère de l'Éducation, *Basic School Regulation for Secondary School Education*, (Order in Council 74-90, 24 January 1990, Gazette officielle, p. 440), Section 42.

8. See Table 20e, Statement 4.

9. See Tables 20 and 20o, Statement 7.

10. Advisory Board on English Education, *Language Learning in the English Schools of Quebec: A Biliteracy Imperative. Report to the Minister of Education of Quebec, June 1995* (Quebec: ABEE, 1995), p. 11.

11. The format and the wording of the questions were coordinated by Jim Cullen, the Secretary of the ABEE, in collaboration with Gail Cornell, research assistant, as well as Mireille Laroche, secretary to Mr. Cullen.

12. See Table 21, Statement 4.

13. See further references to the *Framework For Improving Student Performance in Mathematics* in section 4.2 of this document.

14. Popham, W. James, *Classroom Assessment, What Teachers Need to Know*, Allyn and Bacon, 1995 (Pp. 13-15).

15.   *A Framework for Improving Student Performance in Mathematics* (MEQ/SCADPP, 1997) Section 6.

16.   Ibid., Section 8.

17.   Ministère de l'Éducation. *In Our Own Words: teaching, learning, evaluating as an ongoing process of change* (Québec: MEQ/DFGJ, 1996), 16-2295A, p. 1.

18.   An indicator of what tools are available to teachers is contained in section 2 of the *Framework*:

        Many teachers (66%) do not support the use of multiple-choice questions. 62% responding to the 1995 survey indicated that in-school evaluation practices are based on a different format than the ministry examinations. When students are unaccustomed to an evaluation format, the exam results may not be an accurate measure of their ability. 60% of respondents indicate that their schools already have an evaluation policy. However, 47% of these teachers think that their current policy is ineffective in accurately measuring student ability and/or preparing students for MEQ examinations. (p. 4 - section 2).

19.   It should be noted that *The Draft Bill Amending the Education Act (April 1997)* proposes to transfer responsibility for evaluation from the school board to the schools in such a way that schools would be responsible for the establishment of standards and procedures for the evaluation of student achievement and for the establishment of rules for the placement of students and their promotion from one grade to a higher one.

20.   See Table 20 and Table 21 of the questionnaire.

21.   See *Information Document. Uniform Exam. English Language Arts Secondary V, 630-516 (June 1997, August 1997, January 1998)*, p. 7 ff. See also *Focus on Form: Exemplars of Student Writing - Cycle II, Secondary* (16-4611A) and *1997 MEQ Grade Six Complimentary Examination. Follow-up Report* (16-4609).

22.   Ibid., p. 12.

23.   See Appendix E of this Advisory Board Report for a translated version of Gérard Scallon, *Self-Evaluation: An Important Trend in Evaluation*.

24.   Taylor, Catherine S. and Nolen, Susan B. *What Does the Psychometricians Classroom Look Like?: Reframing Assessment Concepts in the Context of Learning*. (Education Policy Analysis Archives, Vol. 4, Nº 17, November 11, 1996) p. 33.

        Electronic Journal at URL: http://olam.ed.asu.edu/epaa/v4n17.html

25.   Ministère de l'Éducation, *Reaffirming the Mission of our Schools*, Report of the Task Force on Curriculum Reform, June 16, 1997.

26.   See Scallon, G., under Appendix E of this Advisory Board Report.

27.   The Advisory Board appreciated the presentation of mathematics educators Françoise Boulanger, Carolyn Gould and Denis Savard. Carolyn Gould included this statement in her presentation. Carolyn is a member of the Board of the National Council of Teachers of Mathematics (NCTM).

28.   Levin, Benjamin, "Reforming Secondary Education" in *Canadian Journal of Educational Administration and Policy*, University of Manitoba (1995) p. 5.
       (Electronic Journal: at URL: http://www.umanitoba.ca/publications/cjeap/issue1.htm)

29.   MacBeath, John, *Using Performance Indicators in School Self-Evaluation* (1996). Paper delivered to MEQ/ADIGECS conference on educational indicators in April 1996.

30.   Hargreaves, Andy, Revisiting Voice, *Educational Researcher*: January - February 1996, p. 16.

31.   Ibid.

APPENDIX A.   FULL REPORT

Evaluation of Learning - Student, Parent and Educator Questionnaires

Quantitative Analysis of Results - Final Report

Prepared by Gail Cornell
Research Assistant for the
Advisory Board on English Education
Final version July 3rd, 1997

Evaluation of Learning - Student, Parent and Educator Questionnaires
Quantitative Analysis of Results - Final Report

Table of Contents

1.   Introduction

The Advisory Board on English Education conducted a survey of students, parents and educators on the topic of the Evaluation of Learning. This report contains tables which summarize the responses to the three questionnaires. The methodology is also described. The Advisory Board report entitled *Evaluation of Learning in the English Schools of Québec. Report to the Minister, September 1997* (72-5011A), examines the implications of these results. A copy of this data report and a sample of the *Educator Questionnaire* is included in the *Evaluation of Learning* report.

This report is available on the Advisory Board Internet site (http://www.meq.gouv.qc.ca). Requests for further information may be made to the Advisory Board at this address:

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2.   Methodology

<u>Design</u>

The questionnaires were designed around the themes established by the board in their mandate: guiding values in evaluation (purposes), how we evaluate (methods), when we evaluate (planning and frequency), and why we evaluate (purposes, outcomes of evaluation), and for whom we evaluate (reporting). The draft items for this questionnaire arose out of discussions of the Advisory Board and the categories for framing the items were developed in discussion with various experts, including representatives of the Committee of Anglophone Curriculum Responsables (CACR). Advice was also received from the research department of the MEQ as well as ministry professionals and university experts.

Section A — This section was designed to collect basic descriptive information from the respondents:

Students were asked to identify themselves according to their level in school (approximate age), the location of their secondary school (inside or outside the Montréal region), their gender, their level of academic success, and their attitude about who is responsible for strong or poor student performance.

Parents were asked to identify themselves according to their gender and attitude about who is responsible for evaluation of student success, and their child's age, location of school, and level of academic success.

Educators were asked to identify their profession (teacher, administrator, consultant, student services professional), the school level at which they are working, number of years of experience, their main subject area (teachers), location of their school, gender, and their participation in school associations.

Sections B to E — These sections are almost identical in the three questionnaires. The wording differs somewhat in an attempt to make the questions comprehensible to all respondents. In most of the following sections, participants are asked to respond to statements using a four-point Likert scale. There is space provided in each section for respondents to include personal comments.

Section B	What are your experiences with evaluation policies and practices?	
	I	Methods of Evaluation
	II	Planning and Frequency of Evaluation
	III	Reporting of Marks
	IV	Outcomes of Evaluation
Section C	What is your overall opinion of evaluation of learning in your school?	
Section D	What is the purpose of evaluation?	
Section E	Recommendations for the Advisory Board on English Education.	

Validity and Reliability

A certain level of validity of the items was established within the limited time frame. Some items were borrowed from existing and tested survey tools such as the *Self-Assessment Instrument for Enhancing Educational Success in Secondary/Elementary School* (28-2641A and 82-0011A) and other MEQ survey instruments. Students, teachers and parents were asked to test initial drafts of the questionnaire and their comments resulted in a reduction in the number of items and several changes to the original format. The language of the parent and student questionnaires was adjusted after the initial texts were found to be too academic and not relevant to the experience of the respondents.

There was insufficient time for this questionnaire to be tested for reliability (i.e., if the same respondents were asked to answer the questions on a second occasion, would they answer in a similar fashion?).

Nonetheless, this instrument has produced valuable indicators for the Minister and the English-speaking educational community in Québec. Educational indicators are of different types: some gauge-type indicators point to a problem that requires an immediate response; some accountability measures are based on established criteria and norms; other indicators are what have been called "discussion openers." This report contains many comparable group responses. Comparing students', parents' and teachers' responses is called triangulation. The results of this survey are "discussion starters" and as such are quite dependable indicators. John MacBeath, a specialist in indicator use, says such indicators "allow teachers and partners to move to a more concise, critical, and shared definition of success, achievement and performance" (MacBeath, 1995). This is the goal of the Advisory Board in producing this survey.

Distribution

Students (2800 questionnaires were distributed)

Direct mail-out to individual students, randomly selected from MEQ files:

 900   to students currently registered in Secondary III, IV, or V

 600   to students currently registered in CEGEP (year 1)

 300   to students who no longer attend school and did not graduate from secondary school, but were registered in secondary school within the last two years

 450   to students currently registered in adult education courses who are under 20 years of age

Sent to educators for distribution in the schools:

 200   to educators in Outreach schools: *The Outreach Secondary School Association* distributed 200 questionnaires to seven schools in the PSBGM, Lakeshore, Laurenval, South Shore and MCSC school boards. 154 responses were returned.

 350   to Directors of Instructional Services (in packages of about 20)

Parents (2800 questionnaires were distributed)

Direct mail-out to individual parents:

900   to the parents of the 900 students currently registered in Secondary III, IV, or V who were randomly selected from MEQ files to be sent a questionnaire

Sent to organizations for distribution to parents:

30   to provincial parent associations

1870   to 200 English elementary and secondary schools (randomly selected from a total of 400 schools in the province) with directions to forward the questionnaires to parents via the school committee or orientation committee.

Educators (all 2500 questionnaires were distributed indirectly to schools or professional associations)

270   to provincial associations of educators (primarily teacher associations)

2230   to the 200 randomly selected elementary and secondary schools with directions for most questionnaires to be forwarded to the school council for teachers and some to be directed to principals and vice-principals

All 8100 questionnaires that were distributed included pre-paid return envelopes.

In all, 2535 completed questionnaires were received. The return rates are indicated in the *Descriptive Information* in this *Final Report*. The combination of random distribution and bulk distribution resulted in a robust response by students (40%), parents (27%), and educators (26%).

Data Analysis

The firm Ascii of Montréal was contracted to code the quantitative data. These files were then converted into Excel files and the data were analyzed with the Statistical Package for Social Sciences (SPSS), version 6.1 for Windows. Tests included frequency statistics and Pearson chi-square tests.

Commentary and Interpretation of Results

Data tables in this report are accompanied by brief commentaries. Readers should keep in mind that these results do not provide an objective picture of the state of evaluation practices in Québec schools. The questionnaires were intended to give some idea of the perspective of the people who are the main participants in the evaluation of learning policies and practices — students, parents, and educators. Although the results do not suggest any definite direction for reform of evaluation policies and practices, they clearly identify issues that need to be more closely examined.

The 22 recommendations in the body of this report point in the direction of further discussions. The Advisory Board thanks the 2535 persons who responded to the questionnaires. We call upon the community to listen to the opinions voiced.

3.   Results

Commentary on Tables 1 to 6

Student Questionnaire - Descriptive Information

The 40% rate of return from students was very good.

Table 1

This is a fairly homogeneous group. All students answered questions about evaluation practices that they have encountered during their secondary school experience. All respondents are either in secondary school or have attended secondary school within the last two years.

Table 2

Geographically, the respondents are fairly representative of the English community in Québec.

Table 3

Representation in terms of gender is excellent.

Tables 4 and 5

When their academic performance is poor (i.e., they are disappointed with their marks), only 7% of respondents place most of the blame on the school. Of these students, 48% take full responsibility for their poor performance. 63% of this same group take full responsibility when their academic performance is commendable.

Table 6

These data suggest that the vast majority of respondents are either average or above average in terms of academic performance. However, research indicates that students have a tendency to overestimate their ability when asked to respond to this kind of question.

For the purposes of statistical tests to measure whether or not there are significant differences among sub-groups, these respondents have been reorganized into two groups: above average and slightly above average vs. average, slightly below average and below average.

Student Questionnaire - Descriptive Information

(Rate of return for students = 1126/2800 = 40%)

T.1 - Student Status - Student Q. (N=1126)	
Sec. Cycle I	15%
Sec. Cycle II	61%
Adult studies	5.5%
CEGEP/university	14%
No longer studying	3%
Missing cases	1.5%

T.2 - Location of School - Student Q. (N=1126)	
Montréal region	66%
Outside Montréal region	33%
Missing cases	1%

T.3 - Gender of Respondents - Student Q. (N=1126)	
Female	52%
Male	47%
Missing cases	1%

T.4 - Responsibility for Poor Student Performance - Student Q. (N=1126)	
1. Student is mostly responsible	48%
2. School/teacher is mostly responsible	7%
3. Both student and school/teacher	34%
4. Other reasons	9%
Missing cases	2%

T.5 - Responsibility for Strong Student Performance - Student Q. (N=1126)	
1. Student is mostly responsible	63%
2. Teachers definitely helped out	27%
3. Other reasons	9%
Missing cases	1%

T.6 - Student Ability by Self-evaluation Student Q. (N=1126)	
1. Above average	25%
2. Slightly above average	32%
3. Average	35%
4. Slightly below average	5.5%
5. Below average	1%
Missing cases	1.5%

Commentary on Tables 7 to 12

Parent Questionnaire - Descriptive Information

A 27% rate of return is acceptable for this kind of distribution.

Table 7

This is a less homogeneous population in comparison with the students. Of the parents, 41% are responding to evaluation practices in elementary school and 59% are responding to practices in secondary schools. For the purposes of statistical tests to determine whether or not there are significant differences between sub-groups, this is an important difference (e.g., these two groups are different in the way they report the frequency of various evaluation practices in their children's schools).

Table 8

In terms of geographic distribution, the respondents are representative of the community.

Table 9

The majority of respondents are female.

Tables 10 and 11

The way these parents assign responsibility for poor student performance is very similar to the student respondents. Only 7% of parents blame the school exclusively. In terms of assigning responsibility for student success, parents are significantly more generous in crediting teachers for their contribution.

Table 12

Again, the data suggest that only above average and average students are represented by these respondents. Although the tendency for respondents to overestimate their child's ability needs to be taken into consideration, there is a strong possibility that the parents of students with below average academic ability might be under-represented in this survey. Only 32% of target respondents were identified at random from MEQ student data files. Most parents who responded were contacted because of their involvement in a local school committee or orientation committee. Research suggests that there is a correlation between student achievement and involvement of parents in these kinds of organizations.

For the purposes of statistical tests to measure whether or not there are significant differences among sub-groups, these respondents have been reorganized into two groups: above average and slightly above average vs. average, slightly below average and below average.

Parent Questionnaire - Descriptive Information

(Rate of return for parents = 755/2800 = 27%)

T.7 - Child's Status Parent Q. (N=755)	
Elementary	41%
Sec. Cycle I	25%
Sec. Cycle II	32%
Adult studies	-
CEGEP/university	.7%
No longer a student	.3%
Other	1%

T.8 - Location of School Parent Q. (N=755)	
Montréal region	60%
Outside Montréal region	39%
Missing cases	1%

T.9 - Gender of Respondents Parent Q. (N=755)	
Female	73%
Male	27%

T.10 - Responsibility for Poor Student Performance - Parent Q. (N= 755)	
1. Student is mostly responsible	41%
2. School/teacher is mostly responsible	7%
3. Both student and school/teacher	42%
4. Other reasons	5%
Missing cases	5%

T.11 - Responsibility for Strong Student Performance - Parent Q. (N= 755)	
1. Student is mostly responsible	46%
2. Teachers definitely helped out	42%
3. Other reasons	10%
Missing cases	2%

T.12 - Child's Academic Ability (Parent Evaluation) (N=755)	
1. Above average	35%
2. Slightly above average	30%
3. Average	27%
4. Slightly below average	6%
5. Below average	1%
Missing cases	1%

Commentary on Tables 13 to 17

Educator Questionnaire - Descriptive Information

A 26% rate of return is acceptable.

Table 13

The educator group is the least homogeneous. For the purposes of statistical tests to measure whether or not there are significant differences among sub-groups, these respondents have been reorganized into four groups: elementary school teachers (47%), secondary school teachers (27%), administrators (18.5%) and others (7.5%). On many questions the difference in the way these sub-groups have responded is statistically significant.

Table 14

The geographic distribution is representative of the community.

Table 15

The majority of respondents are female. This is probably due to the large percentage of elementary school teachers.

Table 16

Among these secondary school teachers, there is fair representation from the various disciplines.

Table 17

Of the respondents, 74% have more than 15 years of professional experience. This is representative of the current population of educators.

Educator Questionnaire - Descriptive Information

(Rate of return from educators: 654/2500 = 26%)

T.13 - Educator's Status - (N= 654)	
Elementary school	47%
Secondary school	27%
School administrator	15%
Pedagog. consultant	2%
Board administrator	3.5%
Student services	1.5%
Other	4%

T.14 - Location of School Educator Q. (N=654)	
Montréal region	60%
Outside Montréal region	40%

T.15 - Gender - Educator Q. (N=654)	
Female	68%
Male	32%

T.16 - Teaching Assignment Secondary Teachers Only (N=175)	
Creative arts	3%
English	29%
French	17%
Mathematics	18%
Physical education	4%
Science	15%
Social science	14%

T.17 - Number of Years of Work Experience - Educator Q. (N=654)	
1 to 5 years	11%
6 to 15 years	13%
More than 15 years	74%
Missing cases	2%

Commentary on Tables 18 to 19

Overall Opinion of Evaluation Practices

Initial Hypothesis

Students, parents, and educators are satisfied with the policies and practices of evaluation of learning implemented in Québec schools.

Table 18a - What is your overall opinion of evaluation?

"In general, I have been given fair marks. Information from my report card helps me and my parents understand my learning and helps us make good choices about taking the right courses." (Student)

"In general, I am satisfied with the quality of evaluation practices in my child's school." (Parent)

"In general, I am satisfied with the quality of evaluation practices in my school(s)". (Educator)

In terms of an overall level of satisfaction, 63% of students, 76% of parents and 73% of educators indicate that they are satisfied. Although this represents a clear majority in each group, Paul Favaro, Chief of Research and Program Evaluation, Peel Board of Education, recommends that on a question of overall satisfaction like this one, 70% to 80% of respondents are needed to indicate a normal level of satisfaction with program delivery.

Table 18b - Overall Opinion of Evaluation - Parents

There is a statistically significant difference in the way the parents have answered this question. Parents of above average and slightly above average students are more satisfied than parents of average and slightly below average students. It is not unreasonable to speculate that parents of below average students (who are probably not very well represented in this survey) may be even less satisfied with evaluation practices.

Table 19 - Evaluation Practices in Various Subjects

The majority of respondents in each of the three groups did not indicate dissatisfaction with evaluation practices in any of the specific subject areas.

50

Overall Opinion of Evaluation Practices

Table 18a - Overall Opinion of Evaluation Practices					
	Agree	**Tend to Agree**	**Tend to Disagree**	**Disagree**	**N.O. & Miss.**
Students	20%	43%	17%	8%	12%
	63%		25%		12%
Parents	31%	46%	12%	5%	6%
	77%		17%		6%
Educators	26%	47%	13%	6%	8%
	73%		18%		8%

Table 18b - Overall Opinion of Evaluation Practices - Parents					
	Agree	**Tend to Agree**	**Tend to Disagree**	**Disagree**	**N.O. & Miss.**
Parents	38%	45.4%	10%	5.3%	1.3
(of slightly above & above average students)	83.4%		15.3%		1.3%
Parents	21.7%	53.7%	16.4%	5.7%	2.5%
(of average & below average students)	75.4%		22.1%		2.5%

Table 19 - General Satisfaction with Evaluation in Various Subjects Total % of respondents who answered yes			
Subjects	**Students**	**Parents**	**Educators***
Creative arts	61%	61%	45%
English	73%	78%	67%
French	74%	76%	64%
Mathematics	77%	80%	73%
Physical education	68%	72%	57%
Science	75%	76%	64%
Social science	78%	71%	60%

*   Educators had a "No opinion" option, since they may not be familiar with all subject areas. Their level of dissatisfaction (% of "no" responses) was not any higher than that of students or parents.

Commentary on Table 20 - Planning and Frequency

2.   This indicates that not all students and parents believe they have enough information concerning how evaluation is related to learning. Perhaps educators are incorrectly assuming that the link between evaluation and learning that is obvious to them is also obvious to the learners and their parents.

5. and 7.

In this area there seems to be some disagreement between the students and the educators. About half of the students agree with these criticisms and less than a quarter of educators agree. Parents are positioned somewhere between students and educators.

The difference in the way students have responded to the positive and negative statements in the Planning and Frequency section may indicate a weakness in the reliability of these particular questions in terms of student comprehension. For example, 80% of students agree that teachers properly prepare them for evaluation but 47% of students agree that the content of exams is different from that taught in class; and 77% agree that evaluation takes place on a <u>regular</u> basis but 56% agree that marking is a "high stakes" experience. Perhaps the students are referring to different kinds of evaluation when they answer different questions. During a small group discussion about these results, some students explained the difference in their response to statements # 3 and # 7 as follows: teachers prepare students properly by telling them what chapters or modules the exam will focus on but the questions in final exams approach the content in a different way than it is usually approached during class activities.
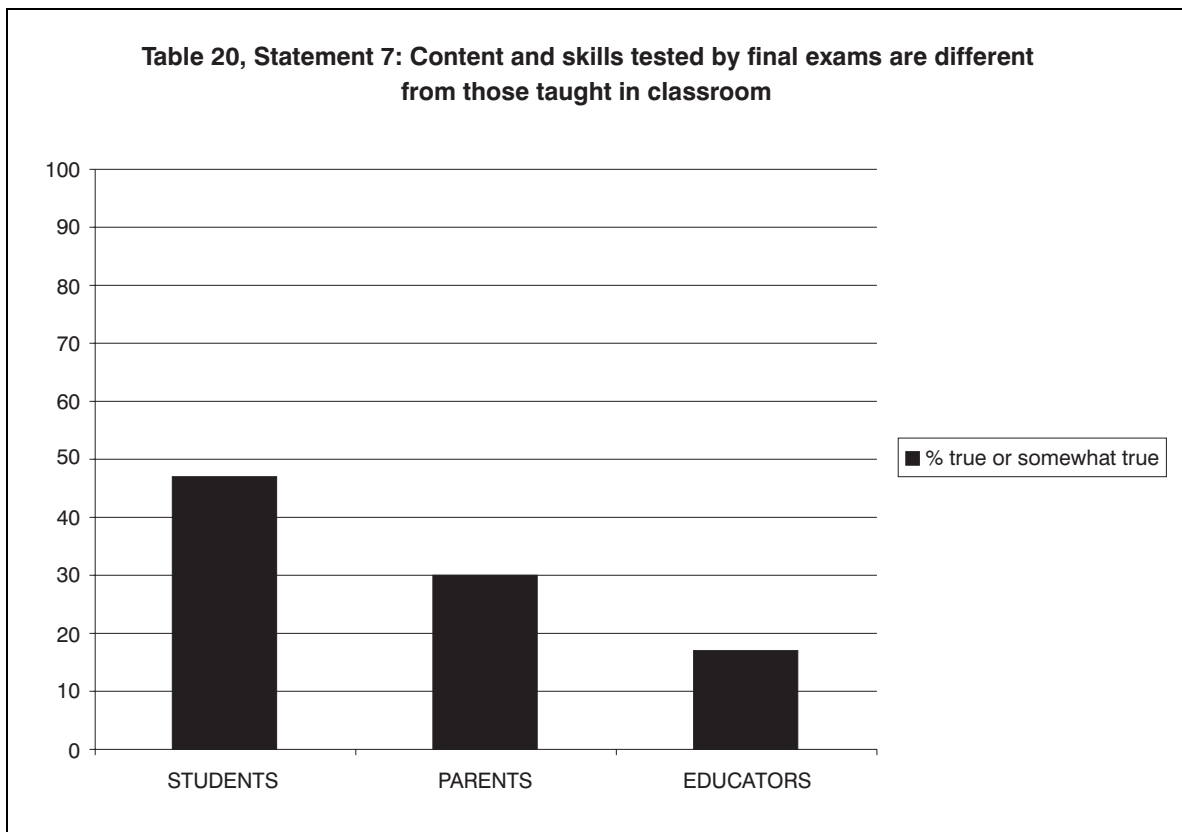

Table 20, Statement 7: Content and skills tested by final exams are different from those taught in classroom

Table 20 - Planning and Frequency Total % of respondents who answered "true" or "somewhat true"	Students	Parents	Educators
So-called Positive Statements:			
1. The school (teacher) gives students clear information about the way they will be evaluated (i.e., the teacher explains exactly how the marks are going to be determined).	83%	77%	92%
2. The school (teacher) gives students information about how the evaluation procedure is related to learning.	58%	52%	78%
3. Teachers prepare students properly for evaluation (e.g., they include sample test questions in their learning activities, they give students adequate warning about upcoming tests).	80%	84%	95%
4. Evaluation of student work or performance takes place on a <u>regular</u> basis (i.e., weekly, bi-weekly, monthly).	77%	82%	96%
So-called Negative Statements:			
5. Evaluation is a "high-stakes" experience. That is to say, students only have two or three major tests during the year to prove themselves in the course. This puts some students under a great deal of pressure.	56%	40%	24%
6. Evaluation takes place at arbitrary points in the schedule, even if the group of students is not ready for evaluation.	56%	37%	22%
7. The content and skills tested by final examinations are different from the content and skills taught in the classroom.	47%	30%	17%

Commentary on Table 21 - Reporting

2.   All three groups have some concern about the amount or type of information contained in the student report card. However, this should not necessarily be interpreted as a call for major changes in the report card (see next comment).

3.   65% of students, 66% of parents and 55% of educators agree that they need to spend more time discussing the contents of the secondary school report card.

7.   All three groups indicate that published reports that rank schools according to their secondary school leaving results do not provide an accurate or useful description of the different schools.

1. and 6.
        The parent and educator groups are both concerned about a lack of information on individual student progress from one term to the next in the report card as well as a lack of information on how the individual student compares with other students.

4.   Most educators do not agree with the 57% of students and 39% of parents who believe that marks are based, to some extent, on behaviour rather than academic performance.
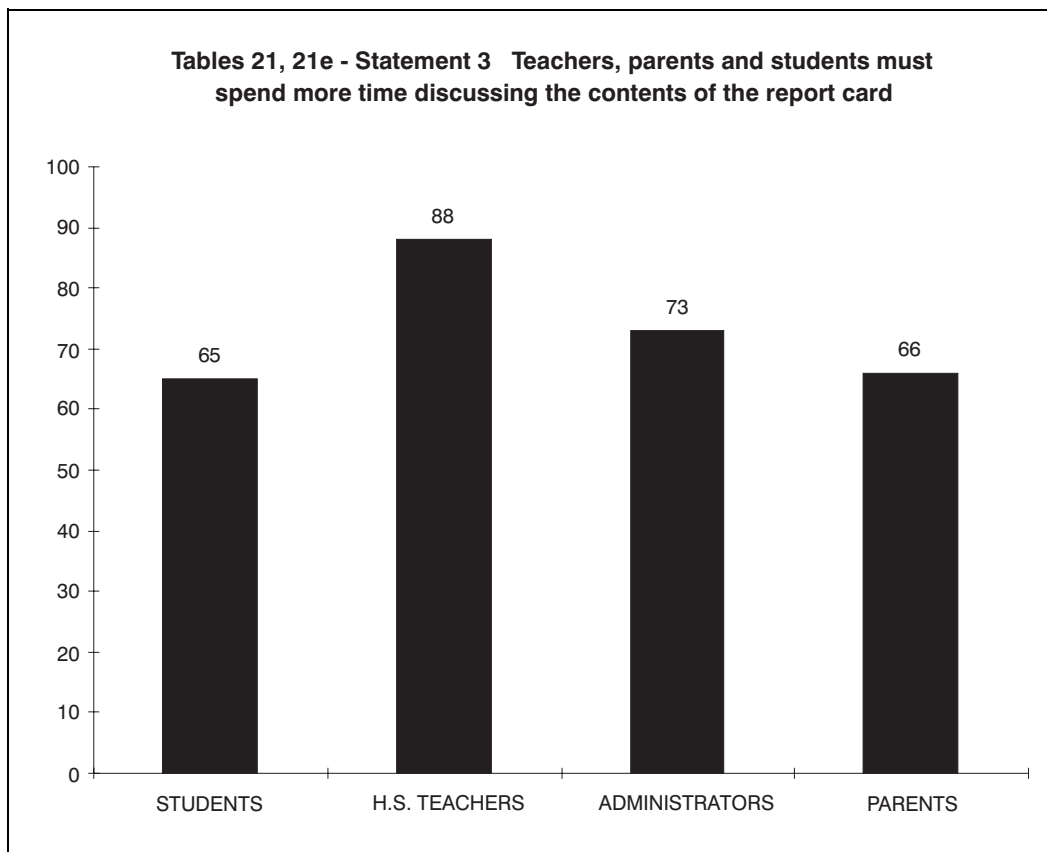

Tables 21, 21e - Statement 3   Teachers, parents and students must spend more time discussing the contents of the report card

	STUDENTS	H.S. TEACHERS	ADMINISTRATORS	PARENTS
	65	88	73	66

	Students	Parents	Educators
Table 21 - Reporting **Total % of respondents who answered "true" or "somewhat true"**			

So-called Positive Statements:

		Students	Parents	Educators
2.	The report card provides students and parents with enough information to help them make the best choices for future courses and/or programs.	49%	48%	52%
5.	The report card gives enough information about how much effort a student is putting into his/her school work.	47%	62%	64%
7.	Secondary school leaving results that are published in the newspapers help students and parents get an accurate picture of all the different secondary schools.	44%	34%	13%

So-called Negative Statements:

		Students	Parents	Educators
1.	The report card does **not** have enough detailed information about a student's learning progress (i.e., how the student's learning has either increased, declined, or stayed the same from one term to the next).	35%	50%	59%
3.	The secondary school report card is only one way of communicating information about evaluation between the school and the home. It should not stand alone. Teachers, parents and students must spend more time discussing the contents of the report card.	65%	66%	55%
4.	Evaluation is unfair because a student who is well behaved and/or well liked by the teacher receives a higher mark than he/she deserves and a student who is poorly behaved and/or not well liked by the teacher receives a lower mark than he/she deserves.	57%	39%	15%
6.	The report card does **not** give enough information about how the individual student's ability compares with that of the other students in the group or class.	43%	59%	58%

Commentary on Table 22 - Outcomes

2.   Students and parents express somewhat less confidence than teachers in the statement that weak students get remedial help from teachers.

6.   Both students and parents are concerned that when performance is poor but the student is working hard, this effort is not adequately rewarded.

7.   Students do not seem to feel comfortable discussing poor marks or learning problems with teachers. It appears that educators might not be aware of the extent of this discomfort.

9.   Students, parents and educators are very close in their responses to: "End-of-year uniform ministry or school board exams provide useful information about student learning." There seems to be a lack of confidence in these evaluation tools.

4.   Of the educators, 42% agree that parents are not willing to spend time with teachers discussing how they should react to poor evaluation results.

8.   Although 41% of students agree that evaluation is disorganized and results are not useful, only a small percentage of parents and educators agree with this statement.

Tables 22 and 22e - Outcomes - Statement 4 Following poor results, parents are <u>not</u> willing to spend time with the teacher to deal with the poor results
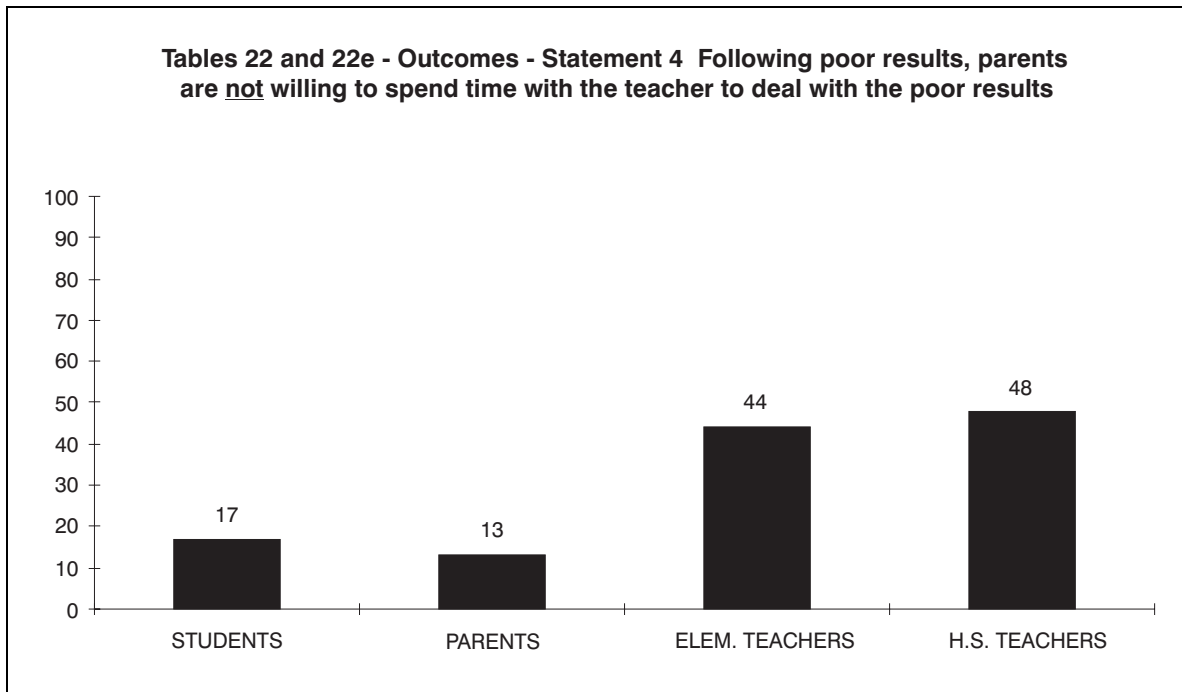
Table 22 - Outcomes Total % of respondents who answered "true" or "somewhat true"			
	Students	**Parents**	**Educators**
So-called Positive Statements:			
2. Following poor evaluation results, the school (teacher) offers appropriate remedial learning activities.	54%	63%	82%
3. Following poor evaluation results, the student is willing to discuss (and participate in) remedial learning activities.	52%	66%	60%
6. When student achievement is low, (i.e., poor marks) but there is an obvious effort on the part of the student to learn, this effort is rewarded at school.	28%	48%	74%
7. Students are able to discuss their learning problems with the teacher when they are having difficulty being successful in tests or other evaluation activities.	45%	61%	83%
9. End-of-year uniform ministry or school board exams provide an accurate measure of student learning.	35%	38%	34%
So-called Negative Statements:			
1. The school (teacher) is **not** willing to spend time with students and parents discussing how to deal with poor evaluation results (i.e., low marks).	23%	21%	8%
4. Following poor evaluation results, the parents are **not** willing to spend time with the teacher discussing how to deal with the poor results.	17%	13%	42%
5. Student academic achievement, as reported in report cards, is **not** adequately rewarded at school.	33%	36%	36%
8. Evaluation is disorganized and the results are not useful indicators of student learning.	41%	25%	18%

Commentary on Table 23 - Methods of Evaluation

It is difficult to draw conclusions from these data on the basis of a comparison between the responses of the three groups. Student respondents are commenting exclusively on their experiences in secondary school. Only 60% of parents are commenting on secondary school practices and all parents must base their answers on second-hand information (i.e., what their children have told them). Educators are split between elementary and secondary schools as well as on the basis of their professional designation.

The responses of elementary school teachers and secondary school teachers have been added to this table to help the reader make more sense of the data. However, it should be noted that secondary school teachers were asked to answer all questions with their own particular subject in mind. This explains why 69% of students say that lab work is used for evaluation but only 25% of secondary teachers indicate that they use lab work for the purpose of evaluation.

However, some useful information may be drawn from this table:

Evaluation practices to help students reflect on their learning:

> A majority of students, parents and educators agree that schools should use more evaluation practices that help students reflect on their own learning (see Appendix E, Recommendations for the Advisory Board, Table 25). According to both students and teachers, these are currently the practices that are used the least in secondary schools (marked with an asterisk in Table 23).

> According to the responses of teachers, these methods are practiced more frequently in elementary schools.

Practices that are may be unfamiliar to parents:

> Many of the evaluation practices that are designed to help students reflect on their own learning may be unfamiliar to parents: portfolios, peer evaluation, self-evaluation, and teacher-student conferences.

Table 23 - Methods of Evaluation Total % of respondents who answered "frequently" or "occasionally"					
Methods	**Students**	**Parents**	**Educators (all)**	**Elementary School Teachers**	**Secondary School Teachers**
Teacher-made tests	90%	81%	93%	94%	93%
Journals *	42%	52%	62%	73%	37%
Oral exams	64%	62%	60%	61%	42%
Attendance	53%	40%	24%	20%	23%
Portfolios *	24%	23%	52%	56%	35%
Peer evaluation *	30%	24%	35%	32%	27%
Self-evaluation *	18%	19%	37%	42%	25%
Oral participation	79%	79%	81%	93%	59%
Daily written work	74%	77%	84%	91%	71%
Lab work	69%	45%	27%	11%	25%
Teacher-student conferences *	20%	13%	40%	48%	25%
Oral presentations	79%	73%	75%	77%	62%
Homework assignments	88%	82%	78%	73%	83%
School board exams	76%	54%	54%	41%	61%
Projects	75%	77%	81%	81%	75%
Work experience (special programs)	8%	3%	10%	4%	6%

Note: The methods marked with an asterisk (*) are designed to be useful in terms of helping students to reflect on their own learning.

Commentary on Table 24 - Purposes of Evaluation

On the whole, there is very little difference of opinion among the three groups when they are asked to rate the various purposes of evaluation. Parents and educators are particularly close in their ratings. Although formative evaluation objectives (feedback to learners, feedback to educators) receive overwhelming support from parents and educators, there is also a great deal of support for summative evaluation objectives (measuring and reporting student performance for the purposes of student placement, promotion and diploma-granting).

There were some differences within the sub-groups of educators that should be noted:

3.   To improve student placement in programs, measure ability:

        87% of secondary school teachers agreed with this, compared to 79% of educators in general.

5.   To improve promotion and diploma-granting:

        90% of secondary school teachers and 88% of administrators agreed with this, compared to 81% of elementary school teachers and 79% of others.

Table 24 - Purposes of Evaluation Total % of respondents who answered "extremely important" and "important" reason			
Purposes	**Students**	**Parents**	**Educators**
1. Improve student learning by giving the individual student feedback about his/her performance. The feedback points out the student's strengths and weaknesses and helps the student and the teacher more effectively direct ongoing learning activities. (**Improve learning**)	89%	98%	99%
2. Improve student learning by giving educators feedback about the performance of specific programs, teaching strategies, educational materials, etc. This feedback helps to identify the most effective strategies (or materials or methods), which will help educators choose the most appropriate ways of facilitating student learning. (**Improve teaching**)	83%	96%	94%
3. Measure student ability for the purpose of placing students in the most appropriate course or program of study. (**Improve student placement**)	81%	86%	79%
4. Measure student ability for the purpose of accurately reporting information about student ability to students, parents, post-secondary schools, and employers. (**Improve reporting**)	69%	84%	82%
5. Measure student ability for the purpose of promoting students from one grade to the next and, eventually, awarding secondary school leaving diplomas to the right students. (**Improve promotion and diploma-granting**)	79%	84%	82%

Commentary on Tables 25 and 26 - Recommendations to Improve Evaluation

It should be pointed out that the respondents were only given a limited list of recommendations to consider. Also, they were not asked to state their priorities in terms of this list or to explain why they favoured particular recommendations. When drawing conclusions, the reader should be aware of the fact that the inferences drawn may not be accurate. Given these cautions, the following comments can be considered.

Table 25 - An Overview

Areas of Close Agreement

1.   More emphasis on student reflection on own learning (e.g., journals, conferencing, self and peer evaluation).

5.   Increase the variety of methods of evaluation.

8.   DO NOT increase the number of subjects that are uniformly evaluated by the ministère de l'Éducation.

Areas of Some Disagreement

2.   More emphasis on uniform evaluation for easier comparison of students from different schools.

4.   More practices to make student assessment easier for post-secondary institutions.

Note: Here is an example of the weakness in the reliability of some statements in terms of student and parent comprehension. Educators realize that increasing the uniformity of evaluation practices among schools necessitates a decrease in responsibility of individual teachers for evaluation. Also, practices to make the assessment of students easier for post-secondary institutions would also suggest more uniform evaluation. The way that most parents and students have responded to these statements indicates that they do not see the relationship between these different options.

6.   Decrease the amount of pressure on students during evaluation.

7.   Set higher minimum standards for passing courses.

Table 26 - Differences among educators concerning recommendations

Secondary school teachers are <u>less eager</u> than other educators are:

-   to increase the emphasis on evaluation practices that encourage students to reflect on their learning
-   to increase the variety of evaluation methods
-   to decrease the amount of pressure on students during evaluation

Secondary school teachers are <u>more eager</u> than other educators:

-   to make student assessment easier for post-secondary institutions.
-   to set higher minimum standards for passing courses

Table 25 - Recommendations to Improve Evaluation, a Summary Total % of respondents who answered "agree" and "tend to agree"			
Recommendations	St.	Par.	Educ.
1. Schools should make more use of evaluation practices that help students reflect on their own learning (e.g., peer evaluation, self-evaluation, journals, portfolios, teacher-student conferences).	70%	78%	80%
2. Schools should make more use of evaluation practices that make it easier to compare students from one class to another or from one school to another (throughout a school, a school board, a region, the province).	66%	71%	38%
3. Schools should give more responsibility for evaluation to teachers. With this increased responsibility, teachers can decide on evaluation (marking) practices that suit the particular group of students they are working with.	65%	68%	76%
4. Schools should design their evaluation (marking) practices so that post-secondary organizations (CEGEPs, universities, employers) can assess secondary school graduates more easily.	73%	69%	58%
5. Schools should increase the variety of evaluation methods on which marks are based.	75%	77%	81%
6. Schools should design their evaluation (marking) practices to reduce the amount of pressure on students during the evaluation process.	85%	79%	69%
7. Schools should set higher minimum standards in evaluation (i.e., they should require a higher level of achievement for a student to receive a passing grade). This would mean that students would have to put more effort into their school work if they want to pass school courses.	40%	57%	64%
8. Currently, some subjects are evaluated by the ministère de l'Éducation and others are evaluated by the school board or the school. It would be better if more subjects were uniformly evaluated by the ministère de l'Éducation.	30%	32%	28%

Table 26 - Recommendations by Educators (Statements on which sub-groups differed)				
Recommendations	Elem. Teachers	Sec. Teachers	Admin.	Others
1. More emphasis on student reflection on own learning.	83%	66%	93%	90%
4. More practices to make student assessment easier for post-secondary institutions.	53%	75%	55%	67%
5. Increase the variety of methods of evaluation.	83%	70%	93%	86%
6. Decrease the amount of pressure on students during evaluation.	79%	56%	73%	68%
7. Set higher minimum standards for passing courses.	64%	74%	61%	62%
8. Increase the number of subjects that are uniformly evaluated by the ministère de l'Éducation.	25%	38%	30%	23%

Commentary on Tables 18o and 20o - Outreach Schools

Table 18o - Overall Opinion of Evaluation Practices

> "In general, I have been given fair marks. Information from my report card helps me and my parents understand my learning and helps us make good choices about taking the right courses."

In response to this statement of overall satisfaction, Outreach students seem to be less satisfied than other students. However, Outreach students indicate a higher level of satisfaction with a number of specific practices in the areas of planning and frequency, reporting and outcomes of evaluation (see Tables 20o, 21o, and 22o below).

Table 20o - Planning and Frequency

On the whole, Outreach students report greater satisfaction with the way they are prepared for evaluation. In their opinion:

1. they receive clear information about the way they are going to be evaluated

3. they are properly prepared

4. they are evaluated on a regular basis

2. (most significantly different from other students) the teachers inform them about how evaluation is related to learning

Differences within Groups - Outreach Schools

Table 18o (Outreach) - Overall Opinion of Evaluation Practices					
	Agree	**Tend to Agree**	**Tend to Disagree**	**Disagree**	**N.O. and Miss.**
Students	20%	43%	17%	8%	12%
(non-Outreach)	63%		25%		12%
Students	20%	32%	21%	10%	17%
(Outreach)	52%		31%		17%

Table 20o - Planning and Frequency - Outreach Total % of respondents who answered "true" or "somewhat true"		
	Students (non-Out.)	**Students (Outreach)**
So-called Positive Statements:		
1. The school (teacher) gives students clear information about the way they will be marked (that is, the teacher explains exactly how the marks are going to be determined).	83%	87%*
2. The school (teacher) gives students information about how the marked activities (tests, labs, assignments, etc.) will help improve their learning.	58%	76%*
3. Teachers prepare students properly for marked activities (tests, projects, labs, etc.). For example, they give them sample test questions and they give them enough warning about upcoming tests.	80%	86%*
4. Teachers plan marked activities (tests, labs, assignments, etc.) on a <u>regular</u> basis (e.g., every week, every two weeks or once a month).	77%	82%*
So-called Negative Statements:		
5. Marking is a "high-stakes" experience. That is to say, students only have two or three major tests during the year to prove themselves in the course. This puts some students under a great deal of pressure.	56%	50%*
6. Teachers have a rigid schedule for when they do marked activities (tests, labs, assignments, etc.), even if their students are not ready for the activity.	56%	56%
7. The content and skills tested by final exams are different from the content and skills taught in the classroom.	47%	51%

* If the difference between the way non-Outreach and Outreach students responded is significant according to chi-square tests of significance, the results are highlighted with an asterisk. Sometimes this difference is not obvious. The difference may be in emphasis (i.e., one group gives a greater percentage to "true" rather than "somewhat true") or in the use of "no opinion/I do not know".

		Students (non-Out.)	Students (Outreach)
Table 21o - Reporting - Outreach **Total % of respondents who answered "true" or "somewhat true"**			
So-called Positive Statements:			
2.	The secondary school report card provides students and parents with enough information to help them make the best choices for future courses and/or programs.	49%	50%
5.	The report card gives enough information about how much effort a student is putting into his/her school work.	47%	48%*
7.	Secondary school leaving results that are published in the newspapers help students and parents get a useful picture of all the different secondary schools.	44%	48%*
So-called Negative Statements:			
1.	The secondary school report card does **not** have enough detailed information about a student's learning progress (i.e., the report card does not compare marks to indicate whether the student's learning has either increased, declined, or stayed the same from one term to the next).	35%	39%*
3.	The secondary school report card is only one way of communicating information about evaluation between the school and the home. It should not stand alone. Teachers, parents and students must spend more time discussing the contents of the report card.	65%	61%*
4.	Marking is unfair because, if a student is well behaved and/or well liked by the teacher the mark is higher than the student deserves and if a student in badly behaved and disliked by the teacher, the mark is lower than the student deserves.	57%	42%*
6.	The report card does **not** give enough information about how the individual student compares with other students in the group or class.	43%	44%*

Commentary

The most important difference in the response of Outreach students in the Reporting section is on # 4. They definitely do not agree to the same extent as other students that marking is unfair.

Table 22o - Outcomes - Outreach Total % of respondents who answered "true" or "somewhat true"		Students (non-Out.)	Students (Outreach)
So-called Positive Statements:			
2.	When a student has a report card with low marks, the teacher tries to get the student to do learning activities that will help improve his/her learning.	54%	69%*
3.	Following poor evaluation results, the student is willing to discuss (and participate in) remedial learning activities.	52%	53%
6.	When a student's marks are low, but the student is obviously putting a lot of effort into his/her school work, this effort is rewarded at school.	28%	46%*
7.	Students feel comfortable enough to discuss their poor marks and their learning problems with the teacher.	45%	62%*
9.	End-of-year uniform ministry or school board exams provide useful information about student learning.	35%	27%*
So-called Negative Statements:			
1.	The teacher is **not** willing to spend time with students and parents discussing how to improve poor marks.	23%	20%*
4.	Following poor evaluation results, the parents are **not** willing to spend time with the teacher discussing how to react to the poor results.	17%	18%*
5.	Students who get high marks on their report cards are **not** properly rewarded at school.	33%	35%
8.	The way students are marked in secondary school is disorganized and the results in the report cards do not give useful information about student learning.	41%	45%

Commentary

In the area of Outcomes, the Outreach system seems to be very successful, respecting student effort (#6) and communicating effectively with students who need remediation (#2) — which may explain why Outreach students feel more comfortable discussing learning problems with teachers (#7).

Differences within Groups — Differences among Educators

		Element.	Sec.	Admin.	Others
Table 20e (educator) — Planning and Frequency — Educators **Total % of respondents who answered "true" or "somewhat true"**					
So-called Positive Statements:					
1.	The school (teacher) gives students clear information about the way they will be evaluated (i.e., the teacher explains exactly how the marks are going to be determined).	80%	98%	91%	84%
2.	The school (teacher) gives students information about how the evaluation procedure is related to learning.	77%	86%	79%	61%
3.	Teachers prepare students properly for evaluation (e.g., they include sample test questions in their learning activities, they give students adequate warning about upcoming tests).	95%	99%	94%	92%
4.	Evaluation of student work or performance takes place on a <u>regular</u> basis (i.e., weekly, bi-weekly, monthly)	98%	98%	97%	84%
So-called Negative Statements:					
5.	Evaluation is a "high-stakes" experience. That is to say, students only have two or three major tests during the year to prove themselves in the course. This puts some students under a great deal of pressure.	21%	23%	27%	36%
6.	Evaluation takes place at arbitrary points in the schedule, even if the group of students is not ready for evaluation.	21%	21%	27%	18%
7.	The content and skills tested by final examinations are different from the content and skills taught in the classroom.	17%	19%	18%	16%

Commentary

The response of educators to all of these statements is significantly different according to chi-square tests of significance. However, the difference is not always obvious and might not be tremendously important for our purposes. Sometimes there is a difference in emphasis or a difference in the number of respondents who chose "no opinion/I do not know". For example, in #3 the difference is in emphasis, with a greater percentage of secondary school teachers responding with "true" rather than "somewhat true" in comparison with other educators; in #7 the difference is also in emphasis, with a greater percentage of teachers choosing "false" rather than "somewhat false."

Big Differences among Educators:

1. and 2. —   Almost all secondary school teachers believe they give clear information about how students will be marked and 86% believe they give information about how evaluation is linked to learning.

5. and 6. —   Administrators indicate somewhat more agreement than teachers with both of these criticisms.

Table 21e — Reporting — Educators Total % of respondents who answered "true" or "somewhat true"		Element.	Sec.	Admin.	Others
So-called Positive Statements:					
2.	The report card provides students and parents with enough information to help them make the best choices of future courses and/or programs.	52%	56%	56%	40%
5.	The report card gives enough information about how much effort a student is putting into his/her school work.	70%	60%	68%	34%
7.	Secondary school leaving results that are published in the newspapers help students and parents get an accurate picture of all the different secondary schools.	10%	20%	11%	12%
So-called Negative Statements:					
1.	The report card does **not** have enough detailed information about a student's learning progress (i.e., how the student's learning has either increased, declined, or stayed the same from one term to the next).	57%	56%	66%	65%
3.	The secondary school report card is only one way of communicating information about evaluation between the school and the home. It should not stand alone. Teachers, parents and students must spend more time discussing the contents of the report card.	30%/N.O.	88%	73%	75%
4.	Evaluation is unfair because a student who is well behaved and/or well liked by the teacher receives a higher mark than he/she deserves and the student who is poorly behaved and/or not well liked by the teacher receives a lower mark than he/she deserves.	14%	12%	24%	12%
6.	The report card does **not** give enough information about how the individual student's ability compares with that of the other students in the group or class.	70%	46%	58%	41%

Commentary

2.   The difference between elementary and secondary school teachers here is probably due to the fact that more elementary reporting practices include either marks or remarks about student effort.

3.   When the questionnaires were altered to make them useful for soliciting the opinions of parents and educators at the elementary level, this statement was overlooked. Many elementary school teachers took the "no opinion/I do not know" option. Secondary school teachers seem to be particularly in favour of greater communication among parents, teachers and students about the contents of the report card.

4.   Administrators agree slightly more than other educators with this criticism.

6.   The difference between elementary and secondary school teachers here is understandable. Many secondary school report cards include the class or group average beside the individual student's mark.

Table 22e — Outcomes — Educators Total % of respondents who answered "true" or "somewhat true"	Element.	Sec.	Admin.	Others
So-called Positive Statements:				
2. Following poor evaluation results, the school (teacher) offers appropriate remedial learning activities.	87%	82%	86%	67%
3. Following poor evaluation results, the student is willing to discuss (and participate in) remedial learning activities.	69%	47%	66%	53%
6. When student achievement is low, (i.e., poor marks) but there is an obvious effort on the part of the student to learn, this effort is rewarded at school.	83%	69%	80%	51%
7. Students are able to discuss their learning problems with the teacher when they are having difficulty being successful in tests or other evaluation activities.	83%	89%	86%	82%
9. End-of-year uniform ministry or school board exams provide an accurate measure of student learning.	23%	47%	50%	35%
So-called Negative Statements:				
1. The school (teacher) is **not** willing to spend time with students and parents discussing how to deal with poor evaluation results (i.e., low marks).	4%	7%	18%	12%
4. Following poor evaluation results, the parents are **not** willing to spend time with the teacher discussing how to deal with the poor results.	44%	48%	35%	31%
5. Student academic achievement, as reported in report cards, is **not** adequately rewarded at school.	35%	45%	34%	29%
8. Evaluation is disorganized and the results are not useful indicators of student learning.	21%	13%	18%	29%

Commentary

3. Only 47% of secondary school teachers agree that students are willing to participate in remedial learning activities. This is fairly close to the secondary school student response to this statement: 52%.

6. Secondary school teachers (and "Others") do not agree to the same extent as elementary school teachers and administrators that student effort, despite poor student performance, is rewarded.

9. Secondary school teachers and administrators see more value in these uniform exams than elementary school teachers and "Others."

|3| (1)

Instructions |_|_|_|_| (2-5)

The purpose of this questionnaire is to identify educators' views on evaluation policies and practices in Québec schools. Everyone who responds to this Educator Questionnaire should be describing the experience they have had as a teacher, an administrator or a consultant in QUÉBEC SCHOOLS.

It is perfectly acceptable for you to discuss these questions with other people (e.g., in the staff room, during a School Committee meeting, a School Council meeting) before responding.

A few questions or statements in this questionnaire refer specifically to secondary school evaluation policies and practices. Use the "no opinion" option if a question does not apply to your specific professional experience.

Several questions are directed to teachers about their own practices. If you are an administrator, a consultant or a student services professional, please answer with reference to the practices of teachers in your school or your school board.

This questionnaire should take about 20 minutes to complete.

Please do not write your name on this questionnaire so that your answers can be kept confidential.

Check the box beside the appropriate response   √

Section A - Tell us about yourself.

1.   **Indicate your current status.**   (6)

     I teach in elementary school   1 ☐
     I teach in secondary school   2 ☐
     I am an in-school administrator   3 ☐
     I am a pedagogical consultant   4 ☐
     I am an administrator at the board level   5 ☐
     I work in student services   6 ☐
     Other (Specify):_____   7 ☐

2.   **Location** of school (or board) in which you work   (7)

     On or near the Island of Montréal (within 20 km)   1 ☐
     Outside Montréal region   2 ☐

3.   Did you complete this questionnaire after discussion with
     other people?   (8)

                   Yes   1 ☐
                   No   2 ☐

4.   **Gender**   (9)

                   Female   1 ☐
                   Male   2 ☐

5.   Are you a member of the **Teachers' Staff Council** or the **Orientation Committee** in your school?   (10)

Yes   1 ☐
No   2 ☐

6.   **Teaching Assignment** (Secondary Teachers only)   (11)

Many secondary school teachers are expected to teach a variety of subjects. For the purpose of this questionnaire, please chose **one** of the following subject areas. Keep this subject in mind when you are answering the rest of the questions (i.e., If you choose Creative Arts, it will be assumed that you are reflecting on evaluation practices among teachers in Creative Arts classes).

1 ☐ Creative Arts   2 ☐ English   3 ☐ French   4 ☐ Mathematics

5 ☐ Physical Education   6 ☐ Science   7 ☐ Social Science

Other (Please specify):_____

7.   **Teaching (or professional) Experience** (number of years)   (12)

1 ☐   1 to 5 years   2 ☐   6 to 15 years   3 ☐   more than 15 years

Section B - As an educator, what are your experiences with evaluation policies and practices?

I   Methods of Evaluation

Several different methods of evaluation are listed below in the **first column**.

Teachers: In the **second column** please indicate whether or not you have used this method for determining student marks. If you answer YES, check off an answer in the **third column**. Try to give us an estimate of how often you use this method, using the scale above Column 3.

Non-teachers: In the **second column** please indicate whether or not the teachers that you work with have used this method for determining student marks. If you answer YES, check off an answer in the **third column**. Try to give us an estimate of how often this method seems to be used, using the scale above Column 3.

Scale (column 3)

1 ☐	2 ☐	3 ☐
Frequently	Occasionally	Rarely
	(from time to time)	(hardly ever)

Column 1	**Column 2**				**Column 3**			
Method	**Have any of the teachers ever used this method?**				**If YES, how often is it used?**			
Teacher-made tests	1☐ Yes	2☐ No	3☐ Do not know	(13)	1☐	2 ☐	3☐	(29)
Journals	1☐ Yes	2☐ No	3☐ Do not know	(14)	1☐	2 ☐	3☐	(30)
Oral exams	1☐ Yes	2☐ No	3☐ Do not know	(15)	1☐	2 ☐	3☐	(31)
Attendance	1☐ Yes	2☐ No	3☐ Do not know	(16)	1☐	2 ☐	3☐	(32)
Portfolios	1☐ Yes	2☐ No	3☐ Do not know	(17)	1☐	2 ☐	3☐	(33)
Peer-evaluation (students evaluate other students)	1☐ Yes	2☐ No	3☐ Do not know	(18)	1☐	2 ☐	3☐	(34)
Self-evaluation (student evaluates himself or herself)	1☐ Yes	2☐ No	3☐ Do not know	(19)	1☐	2 ☐	3☐	(35)
Oral participation in class	1☐ Yes	2☐ No	3☐ Do not know	(20)	1☐	2 ☐	3☐	(36)
Daily written work in class	1☐ Yes	2☐ No	3☐ Do not know	(21)	1☐	2 ☐	3☐	(37)
Laboratory work (labs)	1☐ Yes	2☐ No	3☐ Do not know	(22)	1☐	2 ☐	3☐	(38)
Teacher-student conferences	1☐ Yes	2☐ No	3☐ Do not know	(23)	1☐	2 ☐	3☐	(39)
Oral presentations	1☐ Yes	2☐ No	3☐ Do not know	(24)	1☐	2 ☐	3☐	(40)
Homework assignments	1☐ Yes	2☐ No	3☐ Do not know	(25)	1☐	2 ☐	3☐	(41)
School board exams	1☐ Yes	2☐ No	3☐ Do not know	(26)	1☐	2 ☐	3☐	(42)
Projects	1☐ Yes	2☐ No	3☐ Do not know	(27)	1☐	2 ☐	3☐	(43)
Work experience and employer evaluations (adult/vocational/co-op)	1☐ Yes	2☐ No	3☐ Do not know	(28)	1☐	2 ☐	3☐	(44)

Other (Specify) _____

II Planning and Frequency of Evaluation

Please use the scale below to indicate what you think about each of the following statements.

1	**True**	- This is true most of the time.
2	**Somewhat true**	- This is true more often than it is false.
3	**Somewhat false**	- This is false more often than it is true.
4	**False**	- This is false most of the time.
9	**No opinion/I do not know**	

1. The school (teacher) gives students clear information about the way they will be evaluated (i.e., the teacher explains exactly how the marks are going to be determined).   (45)
    1☐   2☐   3☐   4☐   9☐
    True   Somewhat true   Somewhat false   False   No opinion

2. The school (teacher) gives students information about how the evaluation procedure is related to learning.   (46)
    1☐   2☐   3☐   4☐   9☐
    True   Somewhat true   Somewhat false   False   No opinion

3. Teachers prepare students properly for evaluation (e.g., they include sample test questions in their learning activities, they give students adequate warning about upcoming tests).   (47)
    1☐   2☐   3☐   4☐   9☐
    True   Somewhat true   Somewhat false   False   No opinion

4. Evaluation of student work or performance takes place on a <u>regular</u> basis (i.e., weekly, bi-weekly, monthly).   (48)
    1☐   2☐   3☐   4☐   9☐
    True   Somewhat true   Somewhat false   False   No opinion

5. Evaluation is a "high-stakes" experience. That is to say, students only have two or three major tests during the year to prove themselves in the course. This puts some students under a great deal of pressure.   (49)
    1☐   2☐   3☐   4☐   9☐
    True   Somewhat true   Somewhat false   False   No opinion

6. Evaluation takes place at arbitrary points in the schedule, even if the group of students is not ready for evaluation.
                                                                                      (50)
    1☐   2☐   3☐   4☐   9☐
    True   Somewhat true   Somewhat false   False   No opinion

7. The content and skills tested by final examinations are different from the content and skills taught in the classroom.
                                                                                      (51)
    1☐   2☐   3☐   4☐   9☐
    True   Somewhat true   Somewhat false   False   No opinion

Additional Comments:

_____

_____

_____

III   Reporting marks

1. The report card does **not** have enough detailed information about a student's learning progress (i.e., how the student's learning has either increased, declined, or stayed the same from one term to the next).   (52)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

2. The report card provides students and parents with enough information to help them make the best choices for future courses and/or programs.   (53)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

3. The secondary school report card is only one way of communicating information about evaluation between the school and the home. It should not stand alone. Teachers, parents and students must spend more time discussing the contents of the report card.   (54)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

4. Evaluation is unfair because a student who is well behaved and/or well liked by the teacher receives a higher mark than he/she deserves and the student who is poorly behaved and/or not well liked by the teacher receives a lower mark than he/she deserves.   (55)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

5. The report card gives enough information about how much effort a student is putting into his/her school work.   (56)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

6. The report card does **not** give enough information about how the individual student's ability compares with that of the other students in the group or class.   (57)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

7. Secondary school leaving results that are published in the newspapers help students and parents get an accurate picture of all the different secondary schools.   (58)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

Do you have additional comments concerning evaluation reporting policies and practices?

_____

_____

_____

IV   Outcomes of Evaluation

1. The school (teacher) is **not** willing to spend time with students and parents discussing how to deal with poor evaluation results (i.e., low marks). (59)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

2. Following poor evaluation results, the school (teacher) offers appropriate remedial learning activities. (60)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

3. Following poor evaluation results, the student is willing to discuss (and participate in) remedial learning activities. (61)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

4. Following poor evaluation results, the parents are **not** willing to spend time with the teacher discussing how to deal with the poor results. (62)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

5. Student academic achievement, as reported in report cards, is **not** adequately rewarded at school. (63)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

6. When student achievement is low, (i.e., poor marks) but there is an obvious effort on the part of the student to learn, this effort is rewarded at school. (64)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

7. Students are able to discuss their learning problems with the teacher when they are having difficulty being successful in tests or other evaluation activities. (65)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

8. Evaluation is disorganized and the results are not useful indicators of student learning. (66)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

9. End-of-year uniform ministry or school board exams provide an accurate measure of student learning. (67)

1☐	2☐	3☐	4☐	9☐
True	Somewhat true	Somewhat false	False	No opinion

Do have any other comments concerning the effect of evaluation policies and practices on learning?

_____

_____

_____

Section C - What is your overall opinion of evaluation of learning in your school(s)?

"In general, I am satisfied with the quality of the evaluation practices in my school(s)."

Check the box on this scale that best reflects what you think of the statement above: (68)

1☐	2☐	3☐	4☐	9☐
Agree	Tend to agree	Tend to disagree	Disagree	No opinion

Evaluation practices differ somewhat from one subject to another. Based on your experience as an educator, please answer the questions below.

In the **first column** we have listed several subjects. In the **second column** please answer the question "Are you generally satisfied with the way teachers in your school evaluate students in this subject?" If you answer NO, use the **third column** to tell us what your concern is.

Column 1	Column 2	Column 3
Subject	**Are you satisfied?**	**If not, what is the problem with evaluation in this subject?**
Creative Arts (Dance, Music, Drama, Art)	1☐ Yes 2☐ No 3☐ No opinion (69)	
English	1☐ Yes 2☐ No 3☐ No opinion (70)	
French	1☐ Yes 2☐ No 3☐ No opinion (71)	
Mathematics	1☐ Yes 2☐ No 3☐ No opinion (72)	
Physical Education	1☐ Yes 2☐ No 3☐ No opinion (73)	
Science	1☐ Yes 2☐ No 3☐ No opinion (74)	
Social Science (History, Economics, Geography)	1☐ Yes 2☐ No 3☐ No opinion (75)	
Other (Specify)		

Additional comments:

Section D - What is the purpose of evaluation?

Evaluation is used for many different purposes. Please use the following scale to indicate what you think about each of the purposes listed below.

Scale

1   This is an **extremely important** reason.
2   This is an **important** reason.
3   This reason is of **minor importance**.
4   This is **not important**.
9   I have no opinion

Evaluation of learning in school should:

1. Improve student learning by giving the individual student feedback about his/her performance. The feedback points out the student's strengths and weaknesses and helps the student and the teacher more effectively direct ongoing learning activities. (**Improve learning**)   (76)

1☐	2☐	3☐	4☐	9☐
Extremely important	Important	Minor importance	Not important	No opinion

2. Improve student learning by giving educators feedback about the performance of specific programs, teaching strategies, educational materials, etc. This feedback helps to identify the most effective strategies (or materials or methods) which will help educators choose the most appropriate ways of facilitating student learning. (**Improve teaching**)   (77)

1☐	2☐	3☐	4☐	9☐
Extremely important	Important	Minor importance	Not important	No opinion

3. Measure student ability for the purpose of placing students in the most appropriate course or program of study. (**Improve student placement**)   (78)

1☐	2☐	3☐	4☐	9☐
Extremely important	Important	Minor importance	Not important	No opinion

4. Measure student ability for the purpose of accurately reporting information about student ability to students, parents, post-secondary schools, and employers.   (**Improve reporting**)   (79)

1☐	2☐	3☐	4☐	9☐
Extremely important	Important	Minor importance	Not important	No opinion

5. Measure student ability for the purpose of promoting students from one grade to the next and, eventually, awarding secondary school leaving diplomas to the right students. (**Improve promotion and diploma-granting**)   (80)

1☐	2☐	3☐	4☐	9☐
Extremely important	Important	Minor importance	Not important	No opinion

6. Other purposes of evaluation which are not already mentioned above:

_____

_____

Section E - Recommendations for the Advisory Board on English Education

Please use the scale to indicate what you think about each of the following statements.

1. Schools should make more use of evaluation practices that help students reflect on their own learning (e.g., peer evaluation, self evaluation, journals, portfolios, teacher-student conferences). (81)

1☐	2☐	3☐	4☐	9☐
Agree	Tend to agree	Tend to disagree	Disagree	No opinion

2. Schools should make more use of evaluation practices that will make it easier to compare students from one class to another or from one school to another (throughout a school, a school board, a region, the province). (82)

1☐	2☐	3☐	4☐	9☐
Agree	Tend to agree	Tend to disagree	Disagree	No opinion

3. Schools should give more responsibility for evaluation to teachers. With this increased responsibility, teachers can decide on evaluation (marking) practices that suit the particular group of students they are working with. (83)

1☐	2☐	3☐	4☐	9☐
Agree	Tend to agree	Tend to disagree	Disagree	No opinion

4. Schools should design their evaluation (marking) practices so that post-secondary organizations (CEGEPs, universities, employers) can assess secondary school graduates more easily. (84)

1☐	2☐	3☐	4☐	9☐
Agree	Tend to agree	Tend to disagree	Disagree	No opinion

5. Schools should increase the variety of evaluation methods on which marks are based. (85)

1☐	2☐	3☐	4☐	9☐
Agree	Tend to agree	Tend to disagree	Disagree	No opinion

6. Schools should design their evaluation (marking) practices to reduce the amount of pressure on students during the evaluation process. (86)

1☐	2☐	3☐	4☐	9☐
Agree	Tend to agree	Tend to disagree	Disagree	No opinion

7. Schools should set higher minimum standards in evaluation (i.e., they should require a higher level of achievement for a student to receive a passing grade). This would mean that students would have to put more effort into their school work if they want to pass school courses. (87)

1☐	2☐	3☐	4☐	9☐
Agree	Tend to agree	Tend to disagree	Disagree	No opinion

8. Currently, some subjects are evaluated by the ministère de l'Éducation and others are evaluated by the school board or the school. It would be better if more subjects were uniformly evaluated by the ministère de l'Éducation. (88)

1☐	2☐	3☐	4☐	9☐
Agree	Tend to agree	Tend to disagree	Disagree	No opinion

Do you have other suggestions to give to schools about how they can improve their evaluation practices?

_____

_____

Recommendations Regarding Justice and Intellectual Rigour:

1.　**Increase communication around assessment results**. Integrate assessment results into school work and feed them back into the teaching and learning process rather than treating the results as an undiscussed message to student and parent.

2.　**Place more emphasis on students knowing what they have learned.** Provide as many opportunities as possible to show what students have learned and how to use it. Promote the use of a multiplicity of assessment vehicles with a rear-view mirror dimension, such as journals, student-teacher conferences, self- and peer-evaluation.

3.　**Intersperse assessment of what a student can do with more traditional evaluation of what he or she has done**. Teaching a student how to learn and how to use the results of assessments are keys to students eventually acquiring knowledge and strategies for life-long learning.

4.　**Schools should experiment with the use of time and scheduling with a view to optimizing student and teacher use of time for aligning teaching, learning and evaluation.** Evaluation is a change driver. Give it the resources and time necessary.

Recommendations Regarding Teaching:

5.　**Establish uniform criteria for quality assessment and evaluation with a common focus on student needs.**

6.　**Provide elementary school teachers opportunities to work among themselves on a school-wide assessment strategy whose criteria they can all understand and accept.**

7.　**Provide secondary school teachers with a framework beyond the table of specifications and definition of domain for relating their evaluation practices to those practised by their colleagues.** This framework should be built with a view to meeting common pedagogical objectives and providing their common pool of students with a consistent approach to the requirements of school work.

8.　**Ensure education and support for teachers to understand parents as partners.** Rather than reacting to parents as one more hurdle to get over, draw parents into the teaching, learning, evaluation cycle to play a significant role in giving assessment and evaluation a promotional dimension.

9.　**Include the student in parent-teacher interviews**. Students and parents would receive the same information and perhaps the process would be more transparent and more relevant to all three participants.

10.　**Challenge teachers to take a leading role in linking evaluation to learning in the interests of the advancement of learning rather than simply its assessment.** Teachers are the best placed to chart learning paths.

11.　**Introduce more "active learning."** Open the door wider to active learning by student self-assessment and by group self-evaluation.

Recommendations Regarding Standards and Monitoring Local Assessment Practices:

12.   **School boards should encourage the team approach to assessment and evaluation in their schools.**

13.   **Provide the time and appropriate budget allocations for inservice training for teachers in a variety of assessment methods, standard-setting, and the use of the results in reporting to students and parents.**

14.   **Explore the consortium approach to renewing assessment and evaluation practices, including school boards, universities and teacher associations, with a view to narrowing the gap between theory and practice.** These sessions can pool resources, draw on cross disciplinary skills and explore docimology and applications in different subjects. Some longitudinal information is needed to examine the long term impact of certain assessment practices. The MEQ can cooperate with universities and teachers in such research work.

15.   **Simplify report cards so that they are effective communications instruments agreed upon by the local school team.** Report cards suffer from much criticism: elementary school reports are considered too complicated for easy communication with parents and secondary school reports provide too little space for saying anything worthwhile.

Recommendations Regarding Certification and the Legal and Regulatory Context of Evaluation:

16.   **Clearly state standards of what is to be taught and what kind of performance is to be expected and how the standards are to be evaluated**. This may include exit profiles, profiles of learning by levels along the way and a declaration of the pedagogical or social reasons underlying the make-up of the core curriculum.

17.   **Reinforce student progress by a consolidated series of measures**. The Task Force on Curriculum pointed to actions that reinforce student progress:

*   take stock with periodic assessments which are followed by remediation and not by grade repetition;

*   curtail the use of multiple-choice testing;

*   build a school-wide dedication to the quality of the language of instruction.

18.   **Reform the building of uniform exams and the conditions under which they are interpreted and reported.** Shift the emphasis to active learning; assess multiple sources of evidence; monitor progress to promote growth; evaluate achievement to recognize accomplishment. "Students deserve a curriculum that develops their mathematical power and an assessment system that enables them to show that power." (See Endnote N° 27).

19.   **Program revision should be done with evaluation in mind.** In particular, tables of specifications must be adjusted to take into account a wider range of teaching and learning activities and assessment methods which will allow for a deeper and broader range of performance by students.

20.   **The framework proposed by the program of studies should be adapted more realistically to the rhythm of learning, not only in one grade, but from grade to grade and cycle to cycle.**

21.   **Build an evaluation culture in schools by aligning program objectives, classroom organization and inter-level, interprogram teaching strategies with exit profiles and certification**.

22.   Re-define assessment and evaluation by taking into account such criteria as:

*   placing assessment and evaluation in the context of school indicators and school improvement

*   setting standards for assessment and evaluation by more clearly defining the reasons for evaluating student learning. Clarify what use is to be made of the information obtained in the assessment

*   supporting professional associations in educational measurement and evaluation and program evaluation in order to promote an interdisciplinary vision of evaluation

*   exploring the contribution information technology can make to assessment and evaluation

DISCUSSION PAPER

Study of the Discrepancies Observed

in the Performance of Students

On Ministry Examinations,

in French and in English

Ministère de l'Éducation
Services à la communauté anglophone
Direction des politiques et des projets
November 20, 1995

TABLE 1 : **Failure rates in private sector (Pr), public sector (Pu) and provincially, according to language of examination, based on final marks 1990 to 1994.**

	1990			1991			1992			1993			1994		
	Pr.	Pu.	TOTAL	Pr.	Pu.	TOTAL	Pr.	Pu.	TOTAL	Pr.	Pu.	TOTAL	Pr.	Pu.	TOTAL
Histoire 414	*	*	20	*	*	18	5	19	17	7	21	19	9	27	24
History 414	*	*	32	*	*	27	9	30	27	11	34	30	13	38	34
Géographie 314	*	*	26	*	*	23	10	30	26	4	17	15	○		
Geography 314	*	*	37	*	*	35	13	42	38	10	34	30	○		
Éducation Économique	*	*	19	*	*	16	3	13	11	6	17	15	7	19	17
Economics	*	*	23	*	*	24	8	19	17	6	18	16	9	30	26
Mathématique 416	○			○			○						17	24	23
Mathematics 416	○			○			○						19	37	35
Sc. Physiques 416	○			○			○						19	24	24
Physical Sc. 416	○			○			○						17	41	39

*   **Data unavailable**

○   **No Ministry examination**

Source: **Document d'information. Rapport statistique des résultats aux épreuves du secondaire, juin 1992 (17-7152), juin 1993 (16-1752-93), juin 1994 (16-7152-94)**

GENERAL DISCUSSION
(Pages 35-38)

So having explored these seven popular hypotheses, what have we found ?

We find that teachers and experts respectively believe that the lack of textbooks and the difficulty of language used on examinations create an uneven playing field for students in the English sector.

We find some hints that English sector students may be getting less cumulative instructional time, at least in some subjects, and we find insufficient evidence to conclude that the intended curriculum is not being delivered.

It is clear that, at least in June 1994, the placement of students in regular and enriched classes contributed little to the discrepancies in pass rates, however, the size of English schools may be creating situations which channel students into inappropriate academic courses.

The immersion groups are certainly performing better than non-immersion groups in English schools and it remains to be seen how English students in French-language institutions are performing. The inclusion of immersion results on English pass rates in History, however, could only drive the rates up by 2% in 1994.

And whereas English graduation results are 6 percentage points ahead of the French sector, this may be only a temporary situation.

This exploratory study can really do no more than indicate areas which need further research. The danger, of course, is that where the evidence is qualitative it may be dismissed as mere anecdote and where it is quantitative it is open to much interpretation. In fact, available sources of quantitative data are inadequate, do not always produce the same data, and must be constantly cross-referenced. Unless, however, we believe that anglophone students in Québec are somehow intellectually challenged, some credence must be given to several of the hypotheses in this report.

It would seem that the system-generated hypotheses - the adequacy and availability of curriculum - tailored teaching materials, and the language of translated MEQ examinations -are believed to have a major impact on students' pass rates. This is no surprise, since the English community has constantly complained about these issues. It has been suggested recently that some accommodation of the text book question might be made by designating some categories of programs for which it would be deemed essential that teaching materials be available at the time of implementation. As for the translation of examinations, changes have already been made and the Direction de la production en langue anglaise, a specialized translation unit of the MEQ, will be assuming this role in the future.

The hypotheses related to organizational features cover a wide range of choices and in most cases further work is required to understand their impact on students' results. In some cases, such as the hypotheses relating to student placement, to the impact of immersion students' results and to the retention rate, the findings may be sufficient to dismiss these as contributing factors.

The present study has not focussed on evaluation practices in the English sector and, in retrospect, one wonders why this dimension of the problem did not form the basis of a hypothesis. Now, at the end of this first phase of enquiry, it seems obvious that a finer analysis of the relationship between evaluation practices in the English sector and those favoured by the Ministry is required.

The concepts and processes which guide the MEQ evaluation practices are, in fact, rooted in American research, but seem to have permeated thinking in the French sector in Québec somewhat more than in the English sector.

Throughout the '80's, the French sectors of many school boards put great emphasis on developing and refining evaluation practices and on integrating these practices into classroom activities. Evaluation policies were developed which set out promotion norms and reporting procedures, but which also addressed curriculum delivery, formative and summative evaluation processes and models for the development of examinations.

Most school boards in the French sectors also employ consultants in measurement and evaluation who implement evaluation policies, design testing instruments and work with teachers on building skills in the evaluation of learning. For some reason, this job description does not seem to exist in the English sector, and in fact, specialized training in measurement and evaluation is quite rare in English faculties of education in Québec.

Many areas then remain to be clarified. At the level of "intended curriculum":

- Can or should MEQ evaluation practices be less closely tied to terminal objectives?

- Would less obligatory courses, by allowing students to have more time on task, contribute to higher pass rates?

- How can the "grille-matière" be modified to accommodate differences in second language training?

- How can adequate teaching/learning materials be made available?

At the level of "implemented curriculum":

- How can program delivery be improved?

- Does teacher in-service need to be improved?

- Do in-school evaluation practices need to be more closely aligned with MEQ practices?

- Is the English sector channelling too many students into narrow paths through secondary school?

- How can instructional time be maximized?

And at the level of "attained curriculum":

-        Why is there such a major difference between private and public schools?

-        How can schools make better use of statistical information to target areas of weakness in student performance?

The issues are obviously complex and do not indicate any simple solutions. There are areas of MEQ responsibility which need to be addressed and equally there are aspects which can only be addressed by schools and by school boards. There are principles of equity and justice, which underlie all forms of evaluation, to be considered. One could contemplate change at the macro level or one can attempt to deal with the individual variables which contribute to the phenomenon.

We can only recommend that these questions be pursued by and with the major players in the educational community.

by Gérard Scallon
translated by Phyllis Aronoff

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Introduction

There's an old saying that knowing oneself is one of the hardest things to do. As schoolchildren, we did so as best we could, through recitations, examinations, exercises, and tests supplied by our dedicated teachers. As best we could, it must be said, because generally it was a matter of mood that allowed each of us to build a self-image or to situate ourself somewhere between the good students and the poor students. We had to rely on the judgment of others, creating a sort of dependency that has been part of our everyday actions, even our deepest habits, for decades now. There is no lack of examples of this. To judge the state of our health or diagnose our weaknesses, we see a doctor. To decide about the purchase of a house or car, we seek advice from an expert. How could we evaluate our life insurance coverage without an adviser? And what about the risks related to the purchase of shares on the stock exchange, which we could not evaluate alone? The judgment of experts is required in all these situations, especially in fields where experience and specialized knowledge are necessary. It is very likely because of its parallel with these situations—and without any ill intentions—that the evaluation of learning began to be treated as a matter for experts, requiring input from various persons in the education system in addition, of course, to the important contribution of teachers.

Where learning and the evaluation of students' abilities, competencies, and performance are concerned, the situation is different. It cannot simply be said that learners are in the position of novices in relation to experts. Nor can it be claimed that in the education context the students being evaluated are completely unaware of their academic performance. Their performance can be interpreted in various ways. Some students can anticipate their results in exams. The outcome of a competition is relatively easy to deal with for students in general in terms of satisfaction or dissatisfaction concerning an academic task. Therefore the student, the main agent in any teaching/learning situation, cannot be put on the same footing as lay persons who need expert opinions on some area of activity that is beyond the scope of their knowledge. Students take part in their own evaluation, even if this has not always been explicit or received sufficient emphasis.

Does this participation correspond to the advice to "know thyself" that is so often invoked? Is it useful for the students capable of it or those asked to take part in it? Is it accessible to all? Should it be considered a natural gift or a teachable skill? All these questions should be raised concerning evaluation, which has become an enduring theme in the world of education. The purpose of this article is to provide food for thought on the idea of having students take part

in the evaluation of their learning, starting with their participation to a lesser degree and leading gradually to total involvement.

What Do We Mean by Self-Evaluation?

The prefix *self* is used in areas other than evaluation and is often found in writing on education, in terms such as *sefl-concept, self-education, self-esteem, self-teaching, self-criticism, self-regulation*. The meaning of the word *evaluation* may be obvious without our having to look it up in the dictionary. However, it would be unwise to rely on our intuition. The definition by Legendre provides further details:

The process by which a subject is led to make a judgment on his or her progress, work, or achievement with respect to previously defined objectives and on the basis of specific evaluation criteria; the result of that process. (P. 118; translator's note: my translation.)

This definition contains several elements, two of which are deserving of our attention. In the first place, it seems clear that self-evaluation may be understood not only as a process but also as the result obtained through that process. A distinction is made between the act of evaluating and the judgment made (explicitly or not) as a result of that act. In the second place, the procedure used by students in carrying out a task or their progress in a sequence of learning activities can be the focus of self-evaluation as can the finished product that exists at the end of the procedure.

The definition of self-evaluation brings up the concept of autonomy. All evaluation is done according to more or less explicit criteria. Legendre's definition does not specify the source of these criteria. Do they come from outside or are they chosen or determined by the student? This difference is important, but according to the literature on self-evaluation, students are usually asked to use existing criteria. However, if too many things are imposed, the nature of

self-evaluation may be altered. Leselbaum (1982) has already provided some important elements of the definition by distinguishing self-evaluation from self-correction. The latter refers to exercises accompanied by corrections that the students use to code their answers. Leselbaum places self-evaluation in a context of partial autonomy, that is, in the context of an education system with "its structures, programs, and standards" (1982, p. 11; translator's note: my translation). Finally, Legendre associates self-evaluation with two fundamental concepts: formative evaluation and metacognition. We will return to these concepts.

Self-Evaluation and the Role of Evaluation

For many years, the literature on measurement and evaluation refused to deal with self-evaluation. It must be understood that the certification (or summative) role of evaluation, which has implicitly or explicitly been dominant, imposed a need for credibility, which excluded any participation by students, who would have been in conflict of interest. But that's not all! The evaluation of learning was for a long time limited to the use of paper-and-pencil measuring instruments that presented series of tasks that lent themselves to "objective" correction. Given such a limited perspective, and even in a context other than that of certification, it was difficult to take self-evaluation beyond an exercise of anticipation of exam results or some form of self-marking.

Emphasis on the formative function of evaluation of learning led to the restoration of activities involving students in the evaluation of their learning or at least to endowing these activities with meaning that evaluation for purposes of certification could not provide. Self-evaluation, moreover, is perfectly compatible with the concept of regulation that is indispensable to the definition of formative evaluation.

Nevertheless, to speak of self-evaluation only in the context of evaluation would be to restrict its

true nature. There would be a danger of relegating it to the status of a mere procedure or a methodological variation among many. This would impose on it essentially the same requirements as those of evaluation for certification, such as the validity of the criteria used and the accuracy or precision of the judgments made. This is a trap I have tried as much as possible to avoid in my theoretical book on student participation as a means of appropriation of formative evaluation (Scallon, 1988).

From Formative Evaluation of Learning to Formative Evaluation *as* Learning

The practice of self-evaluation stems from requirements of an entirely different order than those involved in meeting the needs of a specific technology. It should not be difficult to demonstrate that this practice is first and foremost linked to a certain concept of education, and it is from this perspective that it can best be described in detail.

From its origins, self-evaluation, or self-assessment, as it is also called, has been closely associated with pedagogical approaches that have defined their mission as to develop autonomy. Leselbaum's book, one of the first in French to deal specifically with this aspect, is eloquent testimony to that fact. In the 1980s, the student-managed learning system (known in Québec as SAGE, or système d'apprentissage géré par l'élève) used a pedagogy of autonomy that drew on the students' active participation in the evaluation of their learning. It is not possible to give an account here of all the pedagogical experiments involving self-evaluation with their varying degrees of student participation. In this context, self-evaluation appears as an indispensable complement to learning activities.

I learned about an original conception of self-evaluation when I took part in a summer course with Jean-Jacques Bonniol and Georgette Nunziati in 1982. Much more than just student participation in evaluation, self-evaluation was described as a genuine skill to be developed, that

is, an ability to be considered on the same basis as a learning objective or a competency to be acquired or developed. It seemed clear to me then that the term *formative* in *formative evaluation*, with its well-established series of practices that teachers had to apply, was not adequate to describe this activity. I suggested that we call the concept of evaluation advanced by my Provence colleagues "formative evaluation *as* learning" rather than "formative evaluation of learning" to make the distinction clear (Nunziati, 1990). In this view, self-evaluation is much more than a supplement to teaching and learning activities. It becomes a learning objective; it is important to emphasize this.

This view corresponds to a trend that can easily be observed over the past few years, a trend related to a certain conception of learning that involves an increased use of the practice of placing students in complicated problem situations. This is how Nunziati (1990) explained the theoretical models underlying the concept of formative evaluation as learning. Many writers have tried to draw a parallel between the concept of learning and evaluation but theoretical writers are increasingly bringing in the concept of meta-cognition to describe the process of self-evaluation (e.g., Allal, 1993). The teaching of reading and writing has proven a fruitful terrain for the study of the evaluation behaviour of students.

Implementation of Self-Evaluation

What opportunities for self-evaluation may be offered to students within programs? What does asking students to evaluate themselves mean? I will not here discuss the question of what age self-evaluation should start at.

Evaluation by students can take place in various contexts, depending on the perspective chosen. One of the contexts most often used is complex tasks. The execution of a routine in phys ed, a written report on a chemistry experiment, an oral presentation on a subject of discussion, and the written account of an adventure are some

examples. Vocational education, in hairdressing, cookery, business, or health services, to name but a few areas, presents equally complex tasks that provide opportunities for students to evaluate themselves. In all these situations, the performances observed do not lend themselves to a simple coding in terms of good/poor or pass/fail. The process or product being observed must be examined from various perspectives, in various aspects, on the basis of various criteria.

Summative evaluation has given rise to a long tradition of basing evaluation on a finished product. Self-evaluation may lend itself to this, but it may also open the door to a new and important dimension: evaluation or self-evaluation of the process itself or of the procedure applied by students in carrying out a task. In the literature on student participation in evaluation, the distinction is not always very clear, and the observation instruments provided often have to be examined closely to distinguish those involving the process from those involving the product. In written communication, for example, statements such as "I signed my letter" or "I raised questions to gain my readers' interest," primarily concern the finished product. Similarly, statements such as "I used the dictionary" or "I asked for explanations" concern the process carried out by the student, that is, the steps followed or the strategies applied to perform the task. It is important to note that complex problem-solving approaches already exist that may serve as the basis for observation and self-evaluation of the process rather than the product. The five phases of a complex action described by Nunziati (1990) and the process of metacognitive regulation described by Allal (1993) are examples that apply to writing tasks but that can also be seen in a much broader perspective than the evaluation of a specific task.

Indeed, evaluation must not be limited to occasional complex tasks. To do so would be to confine it to a specific field that is especially dominated by knowledge and technique, whereas it can become an ongoing practice that has an impact on the students' way of being. I cannot in

this article do justice to everyone who has worked toward this goal; I can only report on some accounts that are particularly striking.

Doyon and Juneau (1991 and 1992) have proposed a four-step approach to encourage evaluation and place self-evaluation in a context in which many people are involved: teachers and parents, and also students. Their approach has been described with respect to learning in written communication. Other writers cited above share the concern for making self-evaluation a way of learning and for constantly improving learning (Nunziati, 1990; Allal, 1993). In addition, Tremblay and Demers (1990) and many of the pieces in the collection edited by Allal, Bain, and Perrenoud (1993) deal with formative eva-luation and the teaching of French. Self-evalua-tion is also practised in the teaching of other subjects. For example, Bruneau and Turcotte (1995) have conceived an approach to evaluation in dance that demands a good deal of autonomy on the students' part. It was not my purpose here to provide an exhaustive list of all self-evaluation programs, and this picture is probably quite incomplete.

The work on self-evaluation reaches its greatest heights with the concept of the student's portfolio. There is some confusion about the precise meaning of this concept. In many institutions, a portfolio is interpreted as a kind of report card and even if it is made up by the students themselves it becomes something of a "showcase." This is a dominant characteristic found by Gauvreau (1996) in a review of the literature on the subject.

To approach the portfolio from the perspective of self-evaluation we need to look at the work of Simon and Giroux (1994). The name these authors use for the portfolio, the record of learning [*dossier d'apprentissage*], is a good one, because it dispels the confusion. The record of learning is defined as "a cumulative and continuous collection of indicators of the student's progress in his or her learning, selected and commented on by the student and the

teacher, or the teacher, for purposes of evaluation." (1994, p. 29).

Leaving aside the subtleties involved in an evaluation instrument that is so complex to use, the record of learning, according to Simon and Giroux, provides an excellent opportunity for students to become aware of the stages of their learning process, their difficulties, and the improvements they have made, and thus their progress. It is definitely not a report card. I like to see it as a "metacognitive" tool, because it forces students to become aware of their learning and the regulatory strategies they have used. The process proposed is applicable to all subjects and it reflects an original concept of self-evaluation.

There have been many experiments in self-evaluation, but most of them deal with sequences of complex tasks or problem solving. The methodology of self-evaluation has not yet become part of other spheres of academic such as intellectual work or study methods. There are a great many situations that have nothing to do with complex tasks, in which self-evaluation could be put to good use. This is the case with strategies for preparing for so-called objective exams. These strategies could be used by students studying subjects that require answers to questions involving knowledge or understanding. There are many studies of self-questioning, but they are not well enough known. Self-questioning should be understood here as a study strategy in which students think of questions to be answered and then recite the answers. As a strategy, this approach presupposes that the learner possesses certain skills in the realm of metacognition in order to identify and prevent problems that could arise during the exam (the real one). The process also requires a certain ability to foresee the questions that could be asked. Finally, the students must recognize passages that they need to study or review (self-regulation). Defined in this way, self-questioning constitutes an authentic form of self-evaluation, with all the cognitive and emotional content found in the evaluation of complex tasks. Unfortunately, the study of the

strategies for preparing for examinations is not advanced enough for students to benefit fully from it (Dolbec, 1996).

Enhancing Self-Evaluation: Some Examples to Follow

From a purely theoretical, even philosophical, point of view, the importance of self-evaluation has been amply demonstrated. However, preaching alone will not be enough to spread the word and have it put into practice. Teachers must not feel alone in teaching their students to be autonomous. While there are various obstacles to the implementation of self-evaluation, which must be avoided at all costs, there are also important support measures that may be taken. This was shown in the ministère de l'Éducation du Québec policy on the evaluation of learning, which has had the effect of making formative evaluation very visible. There may still be hazards in the system, and evaluation should be rethought at regular intervals, as a report by the Conseil supérieur de l'éducation du Québec has suggested (1992) with respect to the evaluation of learning in elementary school.

A recent example of such a review is provided in a text from the Institut romand de recherches pédagogiques (IRDP) in Neufchâtel that describes the report of a commission charged with defining "a consistent concept of evaluation of compulsory education in French-speaking Switzerland and Tessin" (Weiss, 1996). This report puts a high value on the practice of formative evaluation and recommends reducing the use of evaluation for purposes of certification, eliminating decisions involving selection, and favouring evaluation focused on regulation of the school system. It is no coincidence that the very first proposal in the report deals with formative evaluation and self-evaluation. The following is a summary of the report.

While we continue to improve and orient the learning process, the formative function of evaluation should be taken on by students in interaction among themselves and with the

teacher. This is guided self-evaluation and its aim is not limited to a succession of isolated academic activities but encompasses the students' progress in the development of their abilities. Self-evaluation does not mean the absence of any limits, because the report states clearly that the students' assessment of their achievements should be compared with that of the teacher in view of the objectives of the program. To help the students structure such a self-evaluation process, the authors of the report speak of the learning portfolio. Finally, to make these changes to the practice of evaluation, particu-larly to formative evaluation, they recommend that teachers be trained in it as part of their initial training.

There is another experiment, one involving the actual organization of an educational institution, that places autonomous learning and self-evalua-tion in the first rank of the educational project. This is Alverno College in Milwaukee, which offers a four-year training program in various disciplines:
(Internet site: http://www.alverno.edu/). This institution has often been used as an example, most recently for its commitment to developing basic competencies in its students, among which the ability to evaluate themselves is highly valued (Lavoie and Painchaud, 1993).

These few examples certainly do not exhaust the subject, but they show how evaluation can be made a concern that is shared by various part-ners in the school.

In Conclusion

Developing autonomy, learning to learn, and acquiring a critical sense are among the major goals of students in our education system. We all agree with these fundamental principles and have no difficulty committing ourselves to them. It is in their implementation that problems arise. A shared conception of education is certainly a key factor in dealing with this situation. This is a subject I would like to leave to others more

competent than myself.

While self-evaluation as a form of evaluation has already raised questions, the same cannot be said about formative evaluation, with which it is almost naturally associated and with which it should be associated. However, self-evaluation is much more than a mere form of evaluation, because it is part of a conception of learning that grants a central role to the student. Moreover, the most recent contributions from the field of the cognitive sciences, primarily metacognition, have recognized the value of formative self-evaluation. It is not just formative evaluation *of* learning, it is formative evaluation **as** learning. Indeed, it is easy to see that students involved in the continuous practice of evaluation are in pos-session of the most powerful means there is to see to their own education, to easily navigate complex learning, or to find their way through a labyrinth of ill-structured learning contexts. This does not do away with the teacher's role. Far from it! The enterprise of self-evaluation, if we may call it that, demands a lot of guidance by teachers, because students cannot be left to their own devices to carry it out.

We could easily spend hours talking about what I have just said. Is it necessary to convince teachers who have doubts, who are hesitant, who do not believe that self-evaluation is feasible? Given the abundant literature in this area, it should be easy to inspire anyone responsible for rallying the troops and getting them to take the plunge. Self-evaluation has an impressive record and its prospects are very good. At least in theory.

I thought about what might be included in a trai-ning or professional development session on self-evaluation for teachers. The teachers would have to be chosen from the elementary, secon-dary, or post-secondary level, but let's leave this distinction aside for the moment. There would be no lack of arguments to convince them of the importance of the subject. Nor of definitions or accounts by the many educators who have gone from theory to practice. Everything needed to

convince, and probably much to imitate. And then?

The question that now arises is what is the status of the body of knowledge on the practice of self-evaluation. What does it consist of? How is it distributed for the benefit of educators?

I believe a body of knowledge should cover a number of subjects, which I will try to suggest by means of questions. How do we proceed in order to encourage students who have no experience of self-evaluation—not just young people but also adult learners—to evaluate themselves? We teach a great many strategies for writing or correcting texts, strategies for understanding, and problem-solving strategies. Are there also strategies for self-evaluation that may be acquired and mastered, that are successful? Successful for whom? Can we establish limits or imagine markers of progress that could guide students and teachers in developing skill in self-evaluation? And in places where self-evaluation is well established, have measures been taken to ensure that it is done correctly? Going back to the problem of the dissemination of knowledge, let's take as an example the work of De Bal, De Landsheere, and Paquay-Beckers (1976) on the construction of descriptive scales; with the exception of some studies by the ministère de l'Éducation du Québec, it is seldom quoted in the literature on evaluation or put into practice to replace the traditional uniform scales (e.g., *excellent, very good*) that are still widely used to calibrate our vague judgments on various criteria or qualities. In this case, as in many others—and this is only a timid example—the "technology" is definitely not equal to our noble mission of teaching students to evaluate themselves!

We should also be concerned about how accurately students are able to evaluate themselves, how precise a judgment they are able to make of their academic performance or progress. We know, for example, that it is difficult for some students to determine with certainty whether they have correctly answered a so-called objective question, yet it is easy to classify the answer as right or wrong. It is simply a matter of knowing that they know! As for complex tasks, there are some criteria that are beyond the ability of students who are evaluating themselves. It is often said that if students could evaluate their spelling, there would be fewer spelling mistakes in their written work. The gap between students' and teachers' evaluations has often been cited (e.g., Leselbaum, 1982; Falchikov and Boud, 1989). It is not my intention to put self-evaluation on trial, but rather to make it clear that each student's ability to evaluate him or herself must be monitored, and that self-evaluation, as an evaluation practice to be valued, must be subjected to quality control. We want to aim for accuracy not for its own sake, but rather in order to ensure, or at least to be able to verify, that students are doing the right thing when they evaluate themselves. It doesn't really matter if patients make a different diagnosis from that of the doctor. But what would happen if patients were to choose their own treatment without checking whether their diagnosis was correct? The uses people make of their self-evaluations, in learning as in many other areas, should be a major concern in research.

Unless we are able to build up the body of our knowledge of ways to ensure a valid practice of self-evaluation, there is a danger of involving people in a risky venture. But perhaps we have everything we need to make self-evaluation a way of being for both teachers in their everyday pedagogical practice and students in their tasks as students. The many accounts by people who have put it into practice are sufficiently reassuring on this point, and often provide valuable indications of skills to be developed. Now all of us must take part in building and communicating knowledge and skills that are appropriate for this important trend in the evaluation of learning. There are many aspects of self-evaluation that must be mastered.

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Student Discussion Group (Cont'd)

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Ms. Diane Fyfe		Western Quebec School Board
Mr. Leo Marleau	St-Mark's School	Aylmer School Board
Mr. Ralph Mason		Western Quebec School Board
Mr. Ellard Perry		Western Quebec School Board
Mr. Ainsley Rose		Western Quebec School Board
Ms. Anne Valcov	Eardley, South Hull Schools	Western Quebec School Board

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Committee of Anglophone Curriculum Responsables

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APPENDIX G.   BIBLIOGRAPHY

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Canadian Education on the Web	http://www.oise.utoronto.ca/~mpress/eduweb.html
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