Framework for the Evaluation of Learning

History and Citizenship Education

Secondary School
Cycles One and Two

April 21, 2011
Framework for the Evaluation of Learning

Introduction

Following the announcement of new orientations regarding the evaluation of student learning by the Minister of Education, Recreation and Sports, the Basic school regulation for preschool, elementary and secondary education has been amended to require that, as of July 1, 2011, evaluation be based on the Framework for the Evaluation of Learning produced for each program. These frameworks provide guidelines for the evaluation of learning specific to each subject in the Québec Education Program in order to determine students' results, which will be communicated in the provincial report card.

The role of knowledge in evaluation

Knowledge is at the heart of student learning, since it provides the foundation for all school subjects. Knowledge gives students the means to reflect and to understand the world around them, and its acquisition is the first step in any learning process. Through the knowledge they acquire and through the connections they are able to make among different items of knowledge, students can develop an understanding of simple and complex concepts. Knowledge must therefore be acquired, understood, applied and used thoroughly. Evaluation must thus take place throughout the learning process to ensure proficient knowledge.

Organization of the evaluation frameworks

For each subject, the framework defines the criteria on which the student's results must be based. These evaluation criteria are based on the ones in the Québec Education Program.

The framework stipulates the weighting of the competencies that makes it possible to determine the subject marks to be recorded in the report card. Where applicable, it provides direct links to the Progression of Learning documents that give additional information on the learning specific to each subject in the Québec Education Program.

The teacher's role in evaluation

Section 19 of the Education Act stipulates that teachers are entitled "to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to [their] care." It is therefore up to teachers to choose the means of evaluating student learning.
**This arrow** indicates that the evaluation of learning involves a process of going back and forth between the acquisition of subject-specific knowledge and the understanding, application and use of this knowledge. Evaluation must thus take place throughout the learning process to ensure proficient knowledge.

Knowledge will be evaluated at specific times chosen by the teacher, who will determine the importance of the various dimensions to be evaluated in calculating the student’s mark.

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Examines social phenomena from a historical perspective

Interprets social phenomena using the historical method

Constructs his/her consciousness of citizenship through the study of history

**Evaluation of Learning**

**Evaluation criteria**

- Proficiency of subject-specific knowledge targeted in the **Progression of Learning**:
  - Sedentarization
  - The emergence of a civilization
  - First experience of democracy
  - Romanization
  - The Christianization of the West
  - Growth of cities and trade
  - A new vision of humanity
  - European expansion in the world
  - The American or French revolution
  - Industrialization: an economic and social revolution
  - Imperialism and colonization
  - Winning of civil rights and freedoms

- Appropriate use of knowledge
- Rigour of his/her historical reasoning

* The student must be provided with feedback on this element, but the element must not be considered when determining the student’s mark in the report card.
Examine social phenomena from a historical perspective

Interpret social phenomena using the historical method

Strengthens his/her exercise of citizenship through the study of history

**Evaluation of Learning**

**Evaluation criteria**

- Proficiency of subject-specific knowledge targeted in the Progression of Learning
- Appropriate use of knowledge
  - Rigour of his/her historical reasoning
  - Expression of a well-founded opinion

**Secondary III**
- The first occupants
- The emergence of a society in New France
- The change of empire
- Demands and struggles in the British colony
- The formation of the Canadian federation
- The modernization of Québec society
- Issues in Québec society since 1980

**Secondary IV**
- Population and settlement
- Economy and development
- Culture and currents of thought
- Official power and countervailing powers
- An issue in society today
### Information Clarifying the Criteria

<table>
<thead>
<tr>
<th>Appropriate use of knowledge</th>
<th>Execution of the following intellectual operations:</th>
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<tbody>
<tr>
<td></td>
<td>- Examine social phenomena of the present and the past</td>
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<td>- Situate in time and space</td>
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<td>- Establish facts</td>
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<td>- Characterize a historical phenomenon</td>
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<td>- Make comparisons</td>
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<td>- Determine explanatory factors and consequences</td>
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<td>- Determine elements of continuity and changes</td>
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<td>- Establish connections between facts</td>
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<td>- Establish causal connections</td>
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<td>- Characterize the evolution of a society (Sec. IV)</td>
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<tr>
<th>Rigour of his/her historical reasoning</th>
<th>Explanation highlighting social, political, economic, cultural and territorial changes that took place in the past</th>
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| Expression of a well-founded opinion (Cycle Two) | Argument defending a position on a social issue |

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1. The elements under the criterion related to the proficiency of subject-specific knowledge can be found in the *Progression of Learning*. Information clarifying the other criteria is presented in the appendix of this document.

2. The elements under the criterion related to the proficiency of subject-specific knowledge can be found in the *Progression of Learning*. Information clarifying the other criteria is presented in the appendix of this document.