

**INSTRUCTIONAL PACKAGES  
AND  
EVALUATION CRITERIA**

**Elementary and Secondary Education**

**Reach** for  
your **Dreams**

Québec 



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Direction des ressources didactiques  
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This document outlines the criteria used to evaluate instructional packages designed on the basis of the Quebec Education Program for elementary and secondary education.

## **1 INSTRUCTIONAL PACKAGES**

An instructional package consists of a number of tools, including a printed textbook for students and a printed or electronic teacher's guide. It may also include other electronic elements.

The instructional package is designed specifically for teaching and learning, and is considered a support, mediation and reference tool. It should also aim to expand students' cultural horizons and promote social values.

It should form a coherent package based on the broad areas of learning and present suggestions for developing cross-curricular competencies. The textbook and the teacher's guide should cover the entire program for a subject, or several subjects in the case of cross-curricular learning.

## **2 EVALUATION CRITERIA**

### **2.1 Pedagogical aspects**

The instructional materials should be consistent with the requirements of the Québec Education Program. Six criteria are used to evaluate instructional materials from a pedagogical standpoint:



## **CRITERION 1**

*Consistency of the conception of learning and the proposed pedagogical approaches with the requirements of the competency-based approach, as presented in the Québec Education Program*

This criterion is met when the materials satisfy the requirements of a competency-based approach. The conception of learning and the proposed pedagogical approaches should be defined in simple, accessible language.

## **CRITERION 2**

*Consistency of the treatment of the content with the orientations and prescribed elements of the Québec Education Program*

This criterion is met when the treatment of the content is consistent with the orientations and prescribed elements of the Québec Education Program.

## **CRITERION 3**

*Consistency of the evaluation of learning with the competency-based approach*

This criterion is met when the activities involved in the evaluation of learning contribute to competency development.

## **CRITERION 4**

*Contribution to expanding cultural horizons and improving the quality of language*

This criterion is met when the materials include cultural references of high quality and ways to help students use proper language.



## **CRITERION 5**

### *Accuracy of the content of the instructional materials*

This criterion is met when the content is accurate, objective and current. Objectivity involves providing documented explanations or interpretations of any given phenomenon, fact or observation, or indicating reservations where appropriate.

## **CRITERION 6**

### *Quality of pedagogical methods*

This criterion is met when the materials include elements that foster and facilitate teaching and learning.

## **2.2 Sociocultural Aspects**

The materials should adequately represent the diversity of Québec society and be free of any form of discrimination.

### **Criterion**

#### *Democratic and pluralistic representation of society*

This criterion is met when:

- minority groups are fairly represented (25 per cent)
- relations between males and females are egalitarian



- individual and social traits are represented in a varied, nonstereotypical manner
- people belonging to minority groups are shown in interaction with others in everyday situations
- the text is written in an inclusive, nonsexist way

### **2.3 Material Aspects**

In terms of their material quality, the instructional materials should meet a number of requirements established from the user's standpoint. These requirements are grouped under the following criterion:

#### **Criterion**

##### *Quality of the materials*

This criterion is met when:

- the cover and binding of the students' textbook are durable
- the complementary materials are durable
- the presentation of the materials is suitable
- information can be found easily
- the text is legible and the illustrations are clear



## **2.4 Advertising Aspects**

The instructional materials should be free from any form of advertising.

### **Criterion**

*Total absence of product placement*

This criterion is met when:

- the materials are free of any form of promotion encouraging the purchase of certain products
- the materials are free of any form of promotion by the publisher

## **2.5 Confessional Aspects**

The instructional materials should respect moral and religious values.

## **2.6 Conventional Aspects**

The instructional materials should be consistent with:

- standard language usage
- the rules and conventions related to place names
- health and safety rules
- the rules and conventions related to the International System of Units and other such standards



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