



Framework for the Evaluation of Learning

History and Citizenship Education

Secondary School Education, Cycle One
Secondary I and II

Introduction

The Framework for the Evaluation of Learning provides guidelines for the evaluation of learning specific to each subject in the Québec Education Program.

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 elements of knowledge, students 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 knowledge proficiency.

Organization of the evaluation framework

The evaluation framework presents the program criteria on which the student's results must be based. This framework is designed to provide direct links with the knowledge presented in the Progression of Learning document of the History and Citizenship 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.

Examines social phenomena from a historical perspective

Interprets social phenomena using the historical method

100%

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

Evaluation of Learning

Evaluation criteria ¹		
<ul style="list-style-type: none">Proficiency in subject-specific knowledge targeted in the <i>Progression of Learning</i>		<ul style="list-style-type: none">Appropriate use of knowledgeRigour of his/her historical reasoning

Note: The student may be provided with feedback on his or her use of techniques employed in History and Citizenship Education, but this element must not be considered when determining a student's mark in the report card.

	<p>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 knowledge proficiency.</p>
<p>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.</p>	

¹ Information clarifying the criteria is presented in the appendix of this document.

Appendix

Information Clarifying the Criteria

Proficiency in subject-specific knowledge	Acquisition of the knowledge targeted in the Progression of Learning
Appropriate use of knowledge	Execution of the following intellectual operations: <ul style="list-style-type: none">• Examine social phenomena of the present and the past• Situate in time and space• Establish facts• Characterize a historical phenomenon• Make comparisons• Determine explanatory factors and consequences• Determine elements of continuity and changes• Establish connections between facts• Establish causal connections
Rigour of his/her historical reasoning	Explanation highlighting social, political, economic, cultural and territorial changes that took place in the past

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