

Framework for the Evaluation of Learning

Work-Oriented Training Path

Pework Training

Autonomy and Social Participation

Secondary School Cycle Two

August 2011

Reproduction rights

Educational institutions are authorized to reproduce this document in whole or in part. If copies are sold, the price must not exceed the cost of reproduction. This document is available at:
[www7.mels.gouv.qc.ca/dc/evaluation/index_en.php]

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. The annual Directives specify that the evaluation of learning acquired within the context of Prework Training must also be based on the framework 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. In Prework Training, each program sets out the knowledge that teachers must choose from with a view to helping students develop from a personal, social and career development perspective. 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 also specifies the relative weighting assigned to each competency, which makes it possible to determine the subject marks to be recorded in the report card.

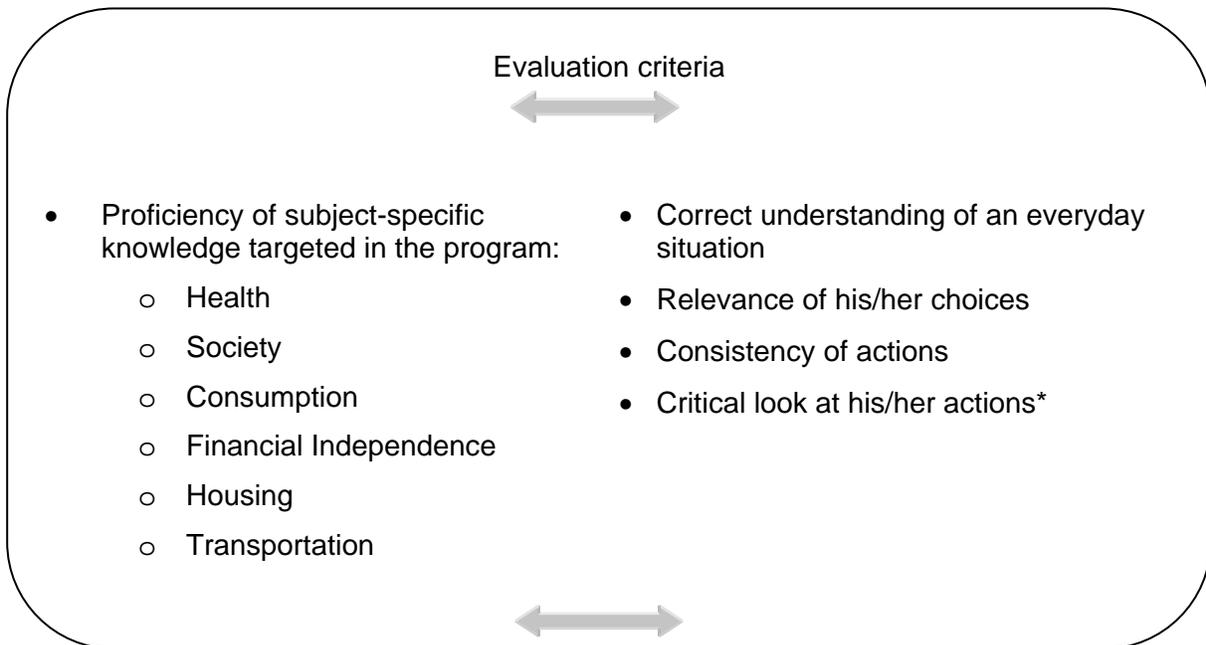
The teacher's role in evaluation

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.

Demonstrates autonomy in everyday situations
Takes an informed position on everyday issues
Participates in community life

} Overall
assessment for
the subject

Evaluation of Learning



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.

* 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.

↔ **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.

Appendix

Information Clarifying the Criteria

Correct understanding of an everyday situation

- Explanation of key elements of a situation (needs, values, roles)
- Recognition of his/her needs or those at issue in a situation
- Expression of a goal to be achieved, his/her position regarding the situation or the approach envisaged

Relevance of his/her choices

- Explanation of choices reflecting his/her goal, position or involvement in a situation
- Use of personal resources or of those available in his/her environment to support his/her choices, take action or plan his/her approach

Consistency of actions

- Use of strategies appropriate for maintaining motivation and following through with the approach*
- Comparison of viewpoints and adjustment of his/her initial position

Critical look at his/her actions*

- Analysis of his/her choices and approach
- Assessment of the strategies and resources used
- Anticipation of the consequences of his/her choices, position or actions

* 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.