

# Framework for the Evaluation of Learning

## Work-Oriented Training Path

### Pework Training

#### Secondary English Language Arts

#### Secondary School Cycle Two

August 2011

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## 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.

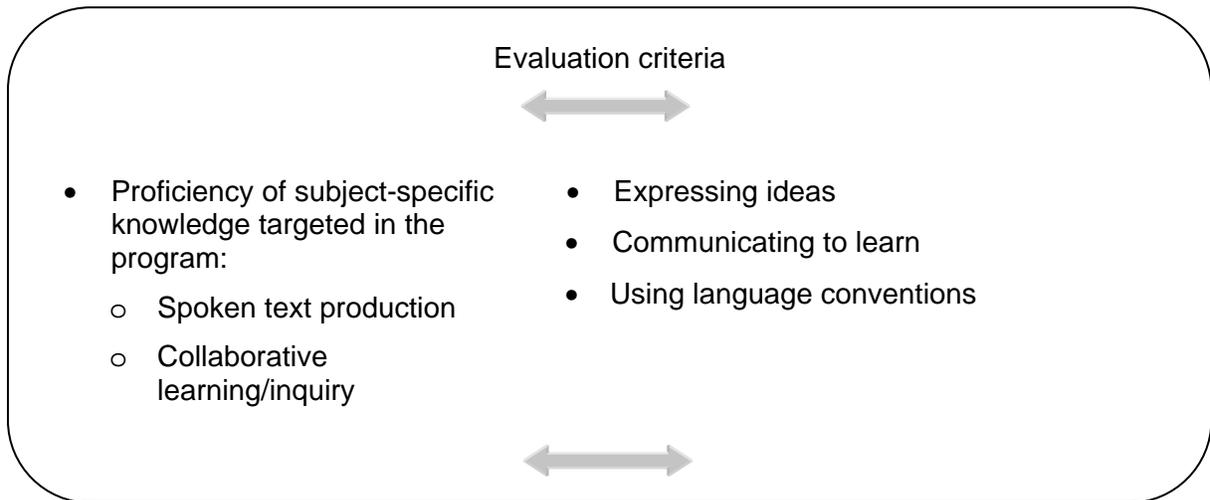
The framework also specifies the relative weighting assigned to each competency, which makes it possible to determine the subject marks to be recorded in the report card.

## **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.

Uses language/talk to communicate and to learn } Predominant weighting in the subject mark

### Evaluation of Learning

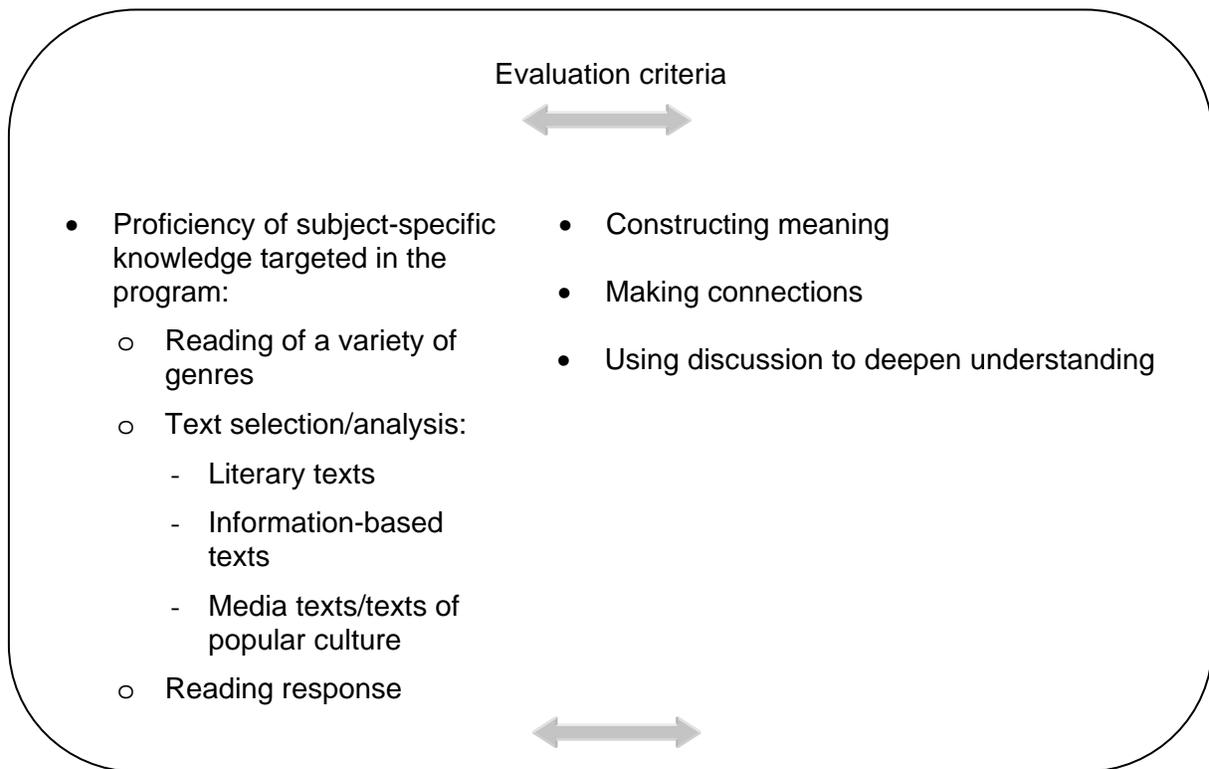


Knowledge will be evaluated at specific times chosen by the teacher, who will determine the importance of the various dimensions to be evaluated in calculating the student's mark.

↔ **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.

Reads and listens to written, spoken and media texts

### Evaluation of Learning

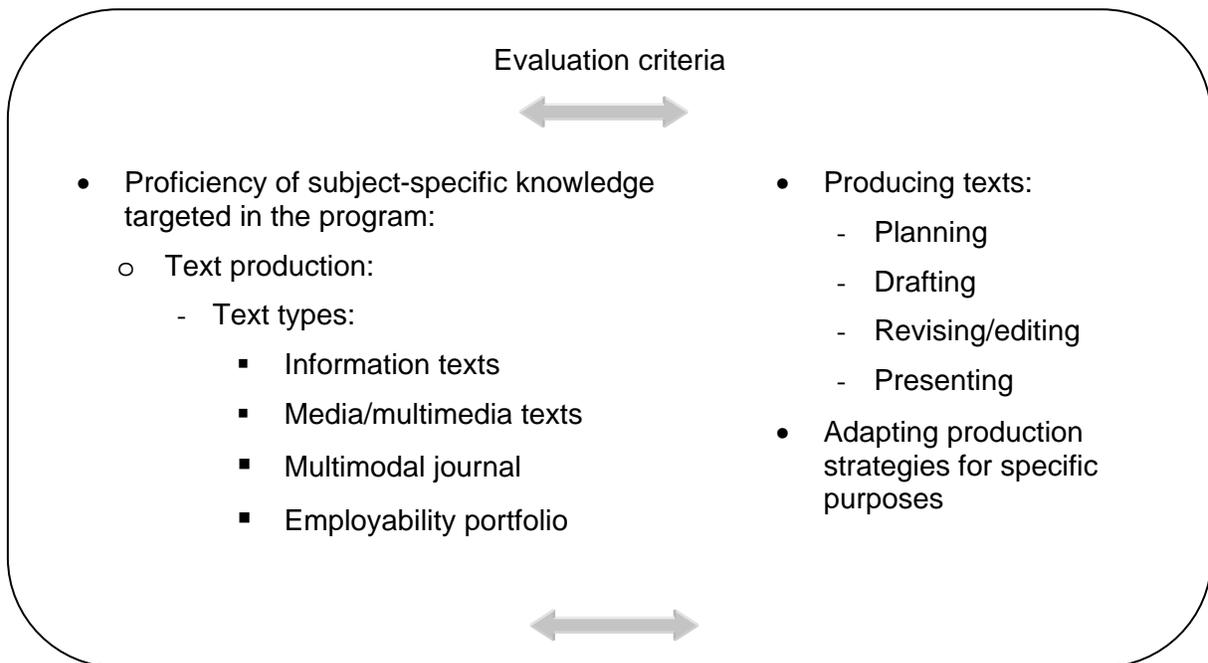


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Produces written, spoken and media texts

### Evaluation of Learning



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## Appendix 1

### Information Clarifying the Criteria

#### Expressing ideas

- Engagement in meaningful dialogue with peers and teachers for different purposes
- Communication of information/experiences/opinions/points of view
- Adjustment of language registers: formal and informal talk
- Acquisition and use of oral presentation strategies

#### Communicating to learn

- Contribution of information/ideas in a variety of contexts (inquiry learning groups, literature circles, etc.):
  - Asking questions
  - Clarifying/extending ideas
  - Expressing/supporting own points of view
  - Considering others' viewpoints

#### Using language conventions

- Demonstration of control of essential language structures
- Use of precise language to communicate ideas and information specific to an area of work or study
- Adjustment of language depending on purpose and audience

## Appendix 2

### Information Clarifying the Criteria

#### Constructing meaning

- Development of reading fluency, i.e. adjustment of reading strategies according to purpose and text type
- Use of structures and features of texts to gain meaning
- Explanation/interpretation when responding to texts read, read aloud, viewed and listened to
- Summarization/synthesis of text information
- Recognition of information in texts, with guidance

#### Making connections

- Establishment of text-to-text, text-to-self and text-to-world connections
- Recognition of similarities among different texts and text types (content, events, characters, issues/themes, etc.)

#### Using discussion to deepen understanding

- Engagement in meaningful dialogue about text:
  - Asking and responding to questions
  - Clarifying/extending ideas
  - Expressing own points of view
  - Considering others' viewpoints

## Appendix 3

### Information Clarifying the Criteria

#### Producing texts:

- Planning
- Drafting
- Revising/editing
- Presenting

- Brainstorming of topics/themes
- Selection of a topic and theme/guiding question
- Selection of information from a variety of spoken, written and media text resources
- Organization of selected information
- Use of essential revision/editing strategies

#### Adapting production strategies for specific purposes

- Consideration of purpose and audience when producing texts
- Effective presentation (adaptation of presentation strategies to suit purpose and engage audience)