Framework for the Evaluation of Learning

Dance

**Secondary School
Cycles One and Two**

April 21, 2011

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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.

Creates dances

Performs dances   **70%**

Evaluation of Learning

Evaluation criteria[1]
⟷

■ Proficiency of subject-specific knowledge targeted in the *Progression of Learning*:
  ■ Dance movement technique
  ■ Language of dance
  ■ Choreographic principles
  ■ Conventions of dance
 	
■ Effective use of knowledge related to dance language
■ Effective use of knowledge related to movement technique
■ Coherent organization of elements
■ Authenticity of the production
■ Respect for the characteristics of the dance
■ Accurate reflection*

⟷
* 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.

Appreciates dances   **30%**

Evaluation of Learning

Evaluation criteria[2]
⟷

■ Proficiency of subject-specific knowledge targeted in the *Progression of Learning*:
  ■ Dance movement technique
  ■ Language of dance
  ■ Choreographic principles
  ■ Conventions of dance
  ■ Cultural references and choreographic repertoire
 	
■ Relevant appreciation

⟷

Appendix 1

Information Clarifying the Criteria

Effective use of knowledge related to dance language	▪ Relevance of elements of dance language ▪ Methods for using elements of dance language
Effective use of knowledge related to movement technique	▪ Application of principles related to movement technique ▪ Integration of the movement technique into the production
Coherent organization of elements	▪ Shaping of elements of dance language and ideas ▪ Use of a composition procedure in accordance with the creative intention ▪ Relationship between the production and the stimulus for creation
Authenticity of the production	▪ Absence of clichés ▪ Presence of original elements
Respect for the characteristics of the dance	▪ Application of conventions of group unity ▪ Presence of elements related to the expressive nature of the dance
Accurate reflection*	▪ Description of learning acquired ▪ Description of important steps in the process
* 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.	

Appendix 2

Information Clarifying the Criterion

Relevant appreciation	▪ Appreciation based on relevant elements:
	  ▪ connections between aspects of the work and the effects felt
	  ▪ connections between aspects of the work and sociocultural and historical aspects
	▪ Appropriate use of subject-specific vocabulary

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 Appendix 1 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 criterion pertaining to relevant appreciation is presented in Appendix 2 of this document.