

Framework for the Evaluation of Learning

Physical Education and Health

Elementary School
Cycles One, Two and Three

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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.

To perform movement skills in different physical activity settings

To interact with others in different physical activity settings

100%

To adopt a healthy, active lifestyle

Evaluation of Learning

Evaluation criteria¹



- Proficiency of subject-specific knowledge targeted in the *Progression of Learning*:
 - Program content related to performing movement skills in different physical activity settings
 - Program content related to interacting with others in different physical activity settings
 - Program content related to adopting a healthy, active lifestyle
- Coherent planning
- Effective implementation
- Relevant reflection



Appendix

Information Clarifying the Criteria

Coherent planning	<ul style="list-style-type: none"> ■ Selection of: <ul style="list-style-type: none"> ■ movement skills and sequences in accordance with personal abilities and the constraints of the activity ■ cooperation strategies (Cycle One) ■ cooperation, cooperation-opposition and opposition strategies (Cycles Two and Three) ■ Development of: <ul style="list-style-type: none"> ■ plans of action in accordance with peer abilities and the constraints of the activity (Cycles Two and Three) ■ plans for the regular and safe practice of physical activities (Cycles Two and Three) ■ plans for improving or maintaining a lifestyle habit (Cycles Two and Three)
Effective implementation	<ul style="list-style-type: none"> ■ Performance and adjustment of: <ul style="list-style-type: none"> ■ movement skills and sequences ■ Application and adjustment of: <ul style="list-style-type: none"> ■ cooperation strategies (Cycle One) ■ cooperation, cooperation-opposition and opposition strategies (Cycles Two and Three) ■ principles of action and synchronization (Cycles Two and Three) ■ principles of communication ■ plans of action (Cycles Two and Three) ■ Application of safety rules ■ Demonstration of ethical behaviour ■ Practice in a school context of activities requiring physical fitness ■ Implementation of personal plans regarding healthy and active lifestyle habits*
Relevant reflection	<ul style="list-style-type: none"> ■ Evaluation of the process, plan of action and results ■ Identification of possible solutions in order to make adjustments (Cycles Two and Three)* ■ Reinvestment of learning in future activities (Cycles Two and Three)*
<p>* 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.</p>	

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 the appendix of this document.