Éducation,
Loisir et Sport
Québec

Framework for the Evaluation of Learning

Ethics and Religious Culture

**Elementary School
Cycles One, Two and Three**

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.	

Reflects on ethical questions

50%

Engages in dialogue

Evaluation of Learning

Evaluation criteria[1]

- Proficiency of subject-specific knowledge targeted in the *Progression of Learning*:
  - Themes and program content related to reflecting on ethical questions
  - Themes and program content related to engaging in dialogue

- Ethical treatment of a situation
- Relevant evaluation of options
- Appropriate practice of dialogue

Demonstrates an understanding of the phenomenon of religion

50%

Engages in dialogue

Evaluation of Learning

Evaluation criteria[2]

- Proficiency of subject-specific knowledge targeted in the *Progression of Learning*:
  - Themes and program content related to demonstrating an understanding of the phenomenon of religion
  - Themes and program content related to engaging in dialogue

- Appropriate treatment of forms of religious expression
- Appropriate consideration of diversity
- Appropriate practice of dialogue

Information Clarifying the Criteria

Ethical treatment of a situation	■ Description of the situation ■ Comparison of points of view ■ Formulation of an ethical question (Cycles Two and Three) ■ Consideration of references (Cycles Two and Three)
Relevant evaluation of options	■ Proposal of options related to the situation ■ Description of the effects of the options proposed ■ Selection of options that foster community life
Appropriate practice of dialogue	■ Establishment of connections between what is known and the subject of the dialogue (Cycle One) ■ Application of procedures that foster dialogue ■ Questioning of points of view (Cycles Two and Three)

Appendix 2

Information Clarifying the Criteria

Appropriate treatment of forms of religious expression	■ Description of forms of religious expression ■ Association of forms of religious expression with their respective traditions ■ Association of forms of religious expression with aspects of the social and cultural environment ■ Accurate explanation of the meaning of forms of religious expression (Cycles Two and Three)
Appropriate consideration of diversity	■ Presentation of different ways of thinking and acting in one or more religious traditions ■ Presentation of different ways of thinking and acting in society
Appropriate practice of dialogue	■ Establishment of connections between what is known and the subject of the dialogue (Cycle One) ■ Application of procedures that foster dialogue ■ Questioning of points of view (Cycles Two and Three)

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 other criteria is presented in Appendix 2 of this document.