

Framework for the Evaluation of Learning

History of Québec and Canada

Secondary School Education, Cycle Two
Secondary III and IV

Introduction

The Framework for the Evaluation of Learning provides guidelines for the evaluation of learning specific to each subject in the Québec Education Program.

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 framework

The evaluation framework presents the program criteria on which the student's results must be based. This framework is designed to provide direct links with the knowledge presented in the Program Content section of the History of Québec and Canada program.

The teacher's role in evaluation

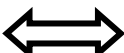
Section 19 of the Education Act stipulates that teachers are entitled “to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to [their] care.” It is therefore up to teachers to choose the means of evaluating student learning.

Characterizes a period in the history of Québec and Canada


100%

Interprets a social phenomenon

Evaluation of Learning

Evaluation criteria ¹	
<ul style="list-style-type: none">Proficiency in subject-specific knowledge presented in the Program Content section	 <ul style="list-style-type: none">Appropriate use of knowledgeCoherent representation of a period in the history of Québec and CanadaRigour of the interpretation

Note: The student may be provided with feedback on his or her use and creation of technical tools (timelines, historical maps, etc.), but this element must not be considered when determining the student's mark in the report card.

	<p><i>This arrow</i> 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.</p>
<p>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.</p>	

¹. Information clarifying the criteria is presented in the appendix of this document.

Appendix

Information Clarifying the Criteria

Proficiency in subject-specific knowledge	Acquisition of the knowledge presented in the Program Content section
Appropriate use of knowledge	Execution of the following intellectual operations: <ul style="list-style-type: none">• Situate in time and space• Establish facts• Identify differences and similarities• Determine causes and consequences• Determine changes and continuities• Establish connections between facts• Establish causal connections
Coherent representation of a period in the history of Québec and Canada	Description highlighting cultural, economic, political, social and territorial elements of part or all of a period in the history of Québec and Canada
Rigour of the interpretation	Explanation highlighting major cultural, economic, political, social and territorial changes relating to a social phenomenon

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