

Framework for the Evaluation of Learning

Geography, History and Citizenship Education

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.

To understand the organization of a society in its territory

To interpret change in a society and its territory

100% (Cycle Two)

To be open to the diversity of societies and their territories

Evaluation of Learning

Evaluation criteria¹



- Proficiency of subject-specific knowledge targeted in the
- Appropriate use of knowledge

Progression of Learning:

- Iroquoian society around 1500
- French society in New France around 1645
- Canadian society in New France around 1745
- Iroquoian society between 1500 and 1745
- French and Canadian society in New France between 1645 and 1745
- Iroquoian society and Algonquian society around 1500
- Iroquoian society and Inca society around 1500
- Canadian society in New France and societies in the Thirteen Colonies around 1745
- Researching and working with information in geography and history*
- Techniques specific to geography and history*



* 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.

To understand the organization of a society in its territory

To interpret change in a society and its territory

100% (Cycle Three)

To be open to the diversity of societies and their territories

Evaluation of Learning

Evaluation criteria²



- Proficiency of subject-specific knowledge targeted in the *Progression of Learning*:
- Appropriate use of knowledge

Progression of Learning:

- Canadian society around 1820
- Québec society around 1905
- Québec society around 1980
- Canadian society between 1745 and 1820
- Canadian society and Québec society between 1820 and 1905
- Québec society between 1905 and 1980
- Québec society and Canadian society in the Prairies around 1905
- Canadian society in the Prairies and on the West Coast around 1905
- Québec society and an undemocratic society around 1980
- Micmac society and Inuit society around 1980
- Researching and working with information in geography and history*
- Techniques specific to geography and history*



* 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

Information Clarifying the Criterion

Appropriate use of knowledge

- Execution of the following intellectual operations:
 - Situate in time and space
 - Establish facts
 - Characterize a territory
 - Make comparisons
 - Determine changes
 - Establish connections between the facts
 - Establish causal connections

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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 criterion pertaining to the appropriate use of knowledge is presented in the appendix 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 the appropriate use of knowledge is presented in the appendix of this document.