

Framework for the Evaluation of Learning

Work-Oriented Training Path

Pework Training

English as a Second Language

Secondary School Cycle Two

August 2011

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Framework for the Evaluation of Learning

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. The annual Directives specify that the evaluation of learning acquired within the context of Prework Training must also be based on the framework 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. In Prework Training, each program sets out the knowledge that teachers must choose from with a view to helping students develop from a personal, social and career development perspective. 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

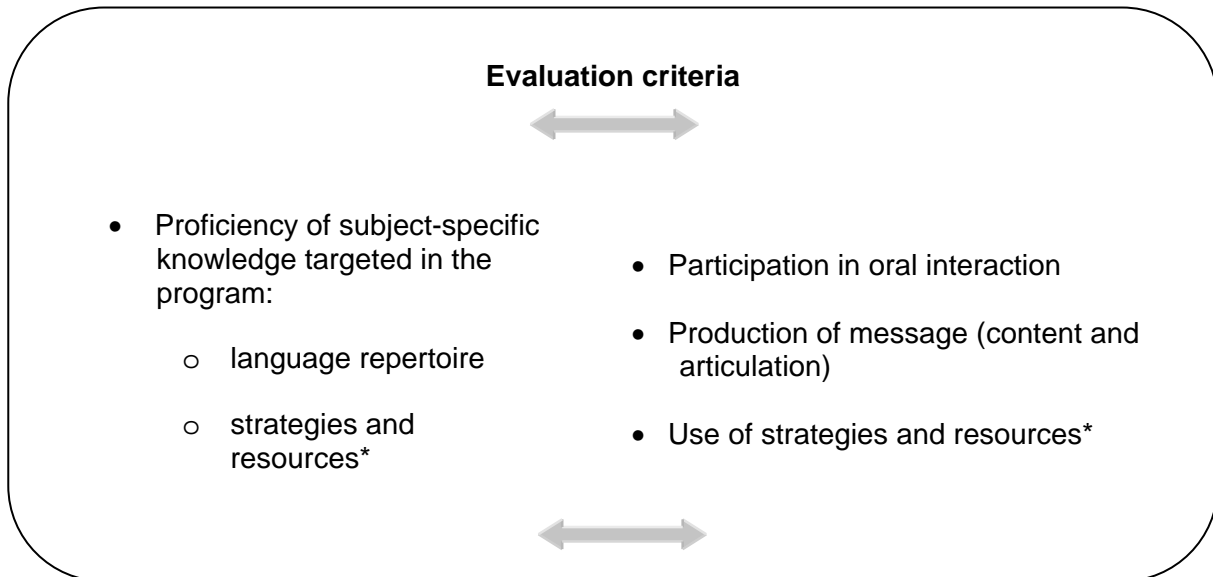
For each subject, the framework defines the criteria on which the student's results must be based. These evaluation criteria are based on the ones in the Québec Education Program.

The framework also specifies the relative weighting assigned to each competency, which makes it possible to determine the subject marks to be recorded in the report card.

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.

Evaluation of Learning



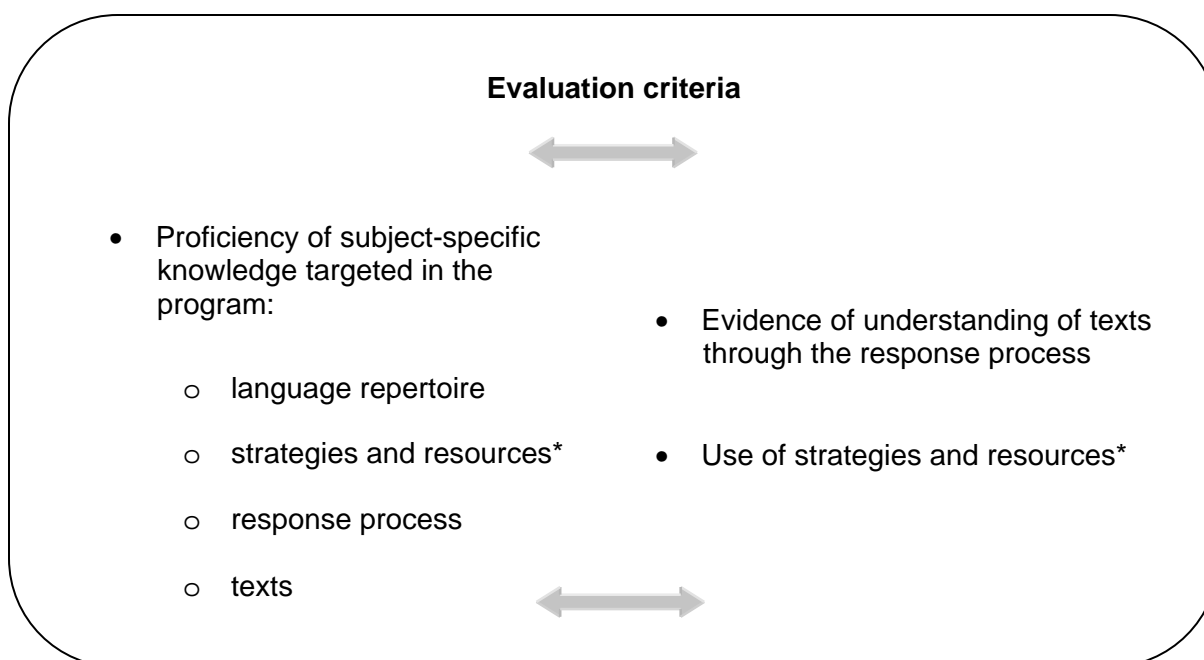
Knowledge will be evaluated at specific times chosen by the teacher, who will determine the importance of the various dimensions to be evaluated in calculating the student's mark.

* 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.

↔ **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.


Listens to, reads and views texts

Evaluation of Learning



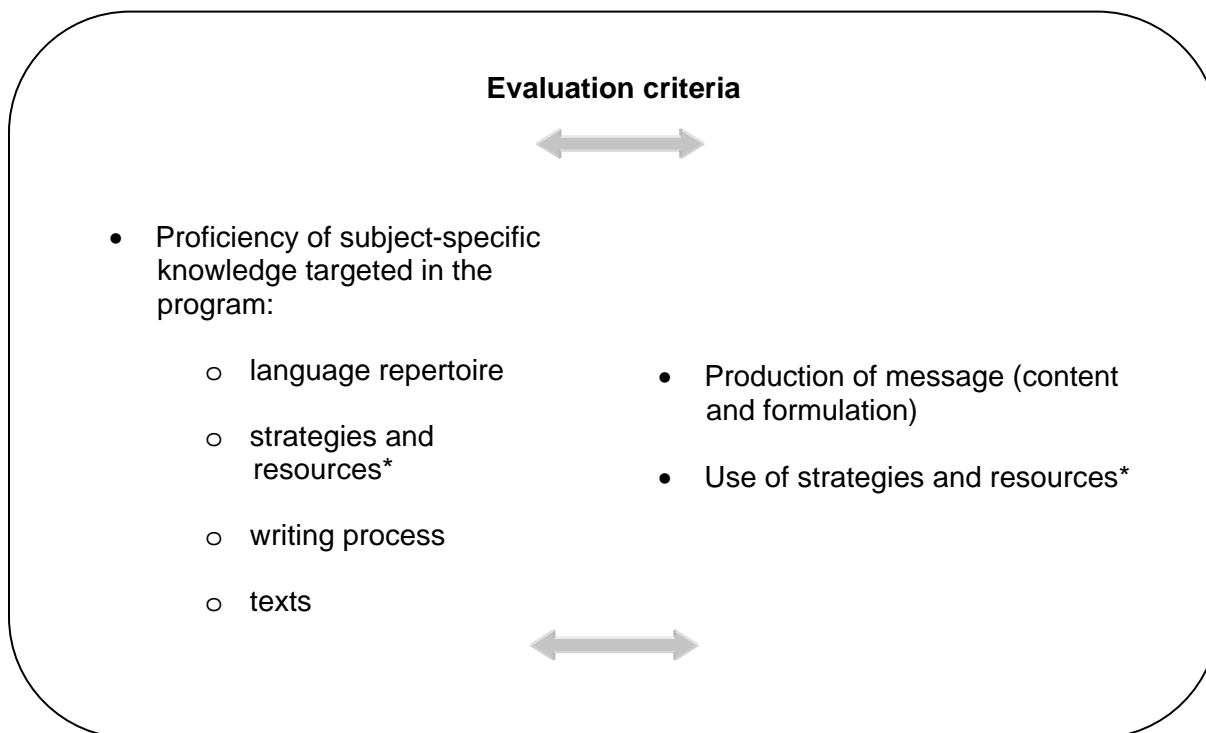
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Writes texts

Evaluation of Learning



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Appendix 1

Information Clarifying the Criteria

Participation in oral interaction

- Contribution throughout interaction
- Use of functional language to initiate maintain and end interactions
- Reaction to what others say

Production of message (content and formulation)

- Coherence and pertinence of message (content)
- Fluency and accuracy of message (articulation)

Use of strategies and resources*

- Use of communication, social/affective, cognitive and metacognitive strategies
- Use of material and human resources

* 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 Criteria

Evidence of understanding of texts through the response process

- Preparation for listening to, reading or viewing texts
- Individual construction of meaning
- Negotiation of meaning with others
- Adjustment of understanding
- Demonstration of understanding of texts

Use of strategies and resources*

- Use of communication, social/affective, cognitive and metacognitive strategies
- Use of material and human resources

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Appendix 3

Information Clarifying the Criteria

Production of message
(content and formulation)

- Use of the different phases of the writing process appropriate to the task
- Coherence and pertinence of message in light of the task and audience (content)
- Accuracy of message (formulation)

Use of strategies and
resources*

- Use of communication, social/affective, cognitive and metacognitive strategies
- Use of material and human resources

* 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.