

Framework for the Evaluation of Learning

Work-Oriented Training Path

Pework Training

Technological and Scientific Experimentation

Secondary School Cycle Two

August 2011

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[www7.mels.gouv.qc.ca/dc/evaluation/index_en.php]

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. 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.

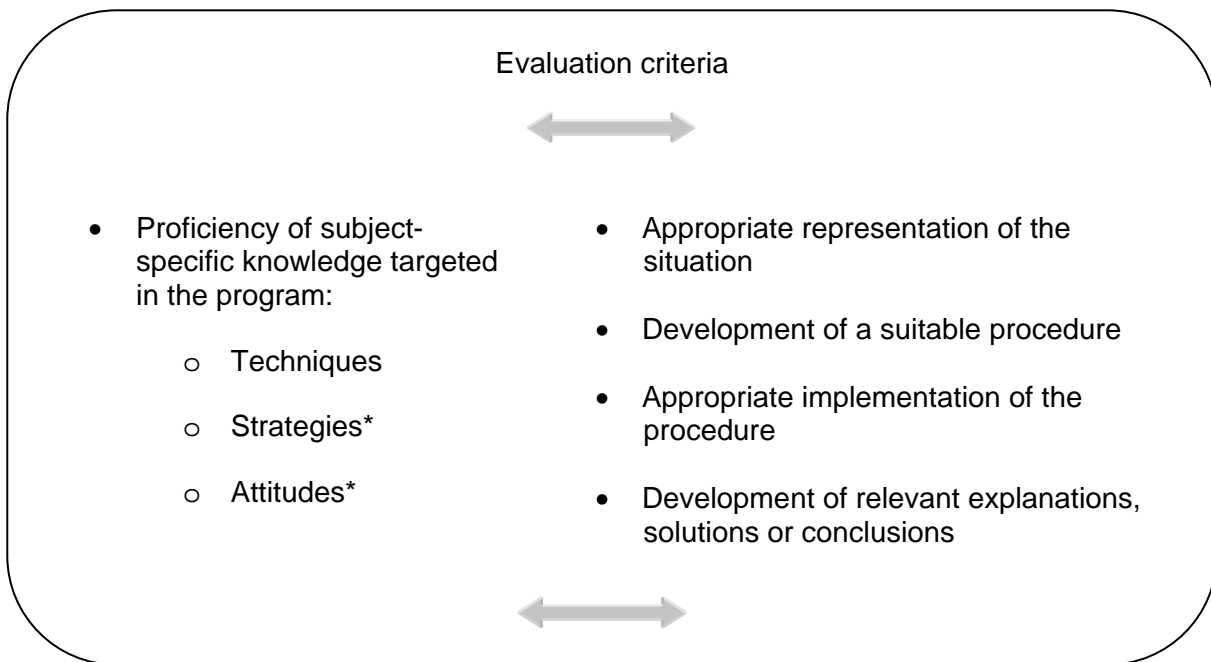
The framework also specifies the relative weighting assigned to each competency, which makes it possible to determine the subject marks to be recorded in the report card.

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.


Seeks answers or solutions to scientific or technological problems
Communicates in the languages used in science and technology

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.

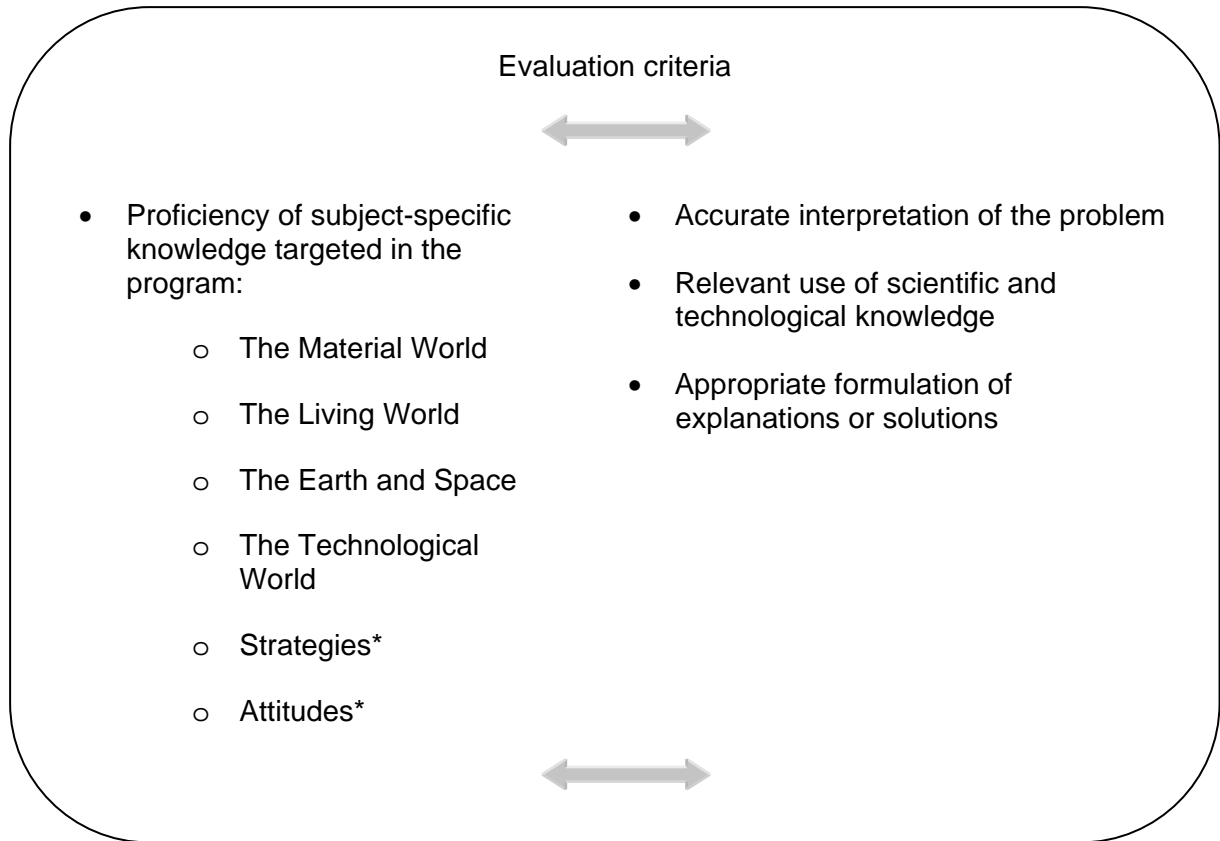
* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.

 **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.

Makes the most of his/her knowledge of science and technology
Communicates in the languages used in science and technology

} Predominant weighting in
the subject mark

Evaluation of Learning



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* 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.

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Appendix 1

Information Clarifying the Criteria

Appropriate representation of the situation

- Reformulation of the problem
- Formulation of hypotheses or possible solutions

Development of a suitable procedure

- Planning of steps in the procedure
- Selection of resources (materials, equipment, tools, etc.)

Appropriate implementation of the procedure

- Use of materials selected
- Observance of safety rules
- Recording of data
- Use of appropriate strategies and techniques
- Adjustments during the implementation of the procedure
- Use of appropriate types of representation (tables, graphs, diagrams)

Development of relevant explanations, solutions or conclusions

- Formulation of explanations or conclusions in accordance with the data collected, knowledge acquired and personal experience
- Verification of consistency of the hypothesis with the analysis of the results
- Production of a prototype in compliance with the specifications
- Proposal of improvements or new solutions
- Use of appropriate terminology, rules and conventions

Appendix 2

Information Clarifying the Criteria

Accurate interpretation of the problem

- Identification of elements relevant to the problem
- Proposal of a tentative explanation or solution
- Identification of operating principles

Relevant use of scientific and technological knowledge

- Selection and application of:
 - concepts
 - notions
 - models (e.g. fire triangle, water cycle)

Appropriate formulation of explanations or solutions

- Formulation of explanations related to the problem
- Formulation of solutions related to the technical object or system
- Use of appropriate terminology, rules and conventions