

Framework for the Evaluation of Learning

English as a Second Language

Elementary School
Cycles One, Two and Three

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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 act on understanding of texts

60% (Cycle One)

Evaluation of Learning

Evaluation criteria¹



- | | |
|--|---|
| <ul style="list-style-type: none"> ■ Awareness of subject-specific knowledge targeted in the <i>Progression of Learning</i>: <ul style="list-style-type: none"> ■ Contextual Language* ■ Strategies* ■ Cultural Elements* | <ul style="list-style-type: none"> ■ Evidence of understanding of texts ■ Use of learning strategies* |
|--|---|



* 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 communicate orally in English

40% (Cycle One)

Evaluation of Learning

Evaluation criteria²



- | | |
|--|--|
| <ul style="list-style-type: none"> ■ Awareness of subject-specific knowledge targeted in the <i>Progression of Learning</i>: <ul style="list-style-type: none"> ■ Contextual Language* ■ Strategies* ■ Cultural Elements* | <ul style="list-style-type: none"> ■ Evidence of understanding of oral messages ■ Use of words and expressions to transmit oral messages ■ Use of strategies* |
|--|--|



* 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 interact orally in English

50% (Cycle Two)
45% (Cycle Three)

Evaluation of Learning

Evaluation criteria³



- Proficiency of subject-specific knowledge targeted in the *Progression of Learning*:
 - Functional Language
 - Strategies*
 - Language Conventions
 - Cultural Products*
- Use of functional language
- Participation in exchanges
- Use of strategies*



* 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 reinvest understanding of oral and written texts

35% (Cycles Two and Three)

Evaluation of Learning

Evaluation criteria⁴





- Proficiency of subject-specific knowledge targeted in the *Progression of Learning*:
 - Functional Language
 - Strategies*
 - Text Components
 - Cultural Products*
- Evidence of understanding of texts
- Use of knowledge from texts in a reinvestment task
- Use of strategies*



* 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.

Evaluation of Learning

Evaluation criteria ⁵	
	
<ul style="list-style-type: none"> ■ Proficiency of subject-specific knowledge targeted in the <i>Progression of Learning</i>: <ul style="list-style-type: none"> ■ Functional Language ■ Strategies* ■ Language Conventions ■ Text Components ■ Cultural Products* 	<ul style="list-style-type: none"> ■ Application of targeted language conventions ■ Characteristics of the written text ■ Use of strategies*
	
<p>* 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.</p>	

Appendix 1

Information Clarifying the Criteria

Evidence of understanding of texts	<ul style="list-style-type: none"> ■ Use of words and expressions from texts along with appropriate actions to perform songs and rhymes ■ Use of words and expressions from recurrent passages in order to join in during storytelling and retelling ■ Use of words and expressions from texts and provided resources to create a personalized version of texts (Elementary 2 only)
Use of learning strategies*	<ul style="list-style-type: none"> ■ Imitation of actions specific to the strategies modelled by the teacher while engaging in activities and tasks
<p>* 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.</p>	

Appendix 2

Information Clarifying the Criteria

Evidence of understanding of oral messages	<ul style="list-style-type: none"> ■ Reaction to messages using verbal or nonverbal responses
Use of words and expressions to transmit oral messages	<ul style="list-style-type: none"> ■ Initiation of exchanges as well as response to others using or combining single words, strings of words and short expressions
Use of strategies*	<ul style="list-style-type: none"> ■ Imitation of actions specific to the strategies modelled by the teacher while engaging in activities and tasks
<p>* 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.</p>	

Appendix 3

Information Clarifying the Criteria

<p>Use of functional language</p>	<ul style="list-style-type: none"> ■ Use of targeted useful expressions and vocabulary ■ Combination of useful expressions and vocabulary to express personal messages ■ Pronunciation of frequently used expressions and targeted vocabulary
<p>Participation in exchanges</p>	<ul style="list-style-type: none"> ■ Participation in classroom routines ■ Perseverance in using English at all times ■ Initiation and maintenance of oral exchanges ■ Reaction to oral messages ■ Support of peers during interaction ■ Expression of personalized messages
<p>Use of strategies*</p>	<ul style="list-style-type: none"> ■ Use of compensatory (communication) strategies to keep interaction going ■ Use of learning strategies to communicate in English
<p>* 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.</p>	

Appendix 4

Information Clarifying the Criteria

<p>Evidence of understanding of texts</p>	<ul style="list-style-type: none"> ■ Demonstration of understanding of overall meaning of texts ■ Identification and/or description of key elements in texts ■ Establishment of connections between text and own experience ■ Expression of appreciation of texts ■ Sharing of understanding of texts with others
<p>Use of knowledge from texts in a reinvestment task</p>	<ul style="list-style-type: none"> ■ Selection of information/ideas from texts, relevant to task ■ Coherence of organization of selected information/ideas ■ Use of words and expressions from texts ■ Delivery of a personalized product by: <ul style="list-style-type: none"> ■ summarizing information/ideas drawn from texts ■ combining information/ideas from texts with own ideas and language
<p>Use of strategies*</p>	<ul style="list-style-type: none"> ■ Use of strategies to: <ul style="list-style-type: none"> ■ construct meaning of texts ■ plan and carry out reinvestment tasks
<p>* 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.</p>	

Appendix 5

Information Clarifying the Criteria

Application of targeted language conventions	<ul style="list-style-type: none">■ Use of grammar targeted for tasks■ Use of punctuation targeted for tasks■ Spelling of words from provided models and available resources
Characteristics of the written text	<ul style="list-style-type: none">■ Writing of a text that:<ul style="list-style-type: none">■ is on topic■ respects the required text form and requirements■ is well structured■ takes the intended purpose and audience into account■ is creative
Use of strategies*	<ul style="list-style-type: none">■ Use of strategies to:<ul style="list-style-type: none">■ prepare to write a text■ compose and revise a text
<p>* 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.</p>	

1. The elements targeted by 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 targeted by 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.
3. The elements targeted by 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 3 of this document.
4. The elements targeted by 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 4 of this document.
5. The elements targeted by 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 5 of this document.