Framework for the Evaluation of Learning

English as a Second Language
Core Programs and Enriched Programs

**Secondary School
Cycles One and Two**

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.

Interacts orally in English

40% (Secondary I to V, core programs and Secondary I to III, enriched programs)
34% (Secondary IV and V, enriched program)

Evaluation of Learning

Evaluation criteria[1]

⟺

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

  Core programs
  - Culture*
  - Language Repertoire
  - Strategies*

  Enriched programs
  - Culture*
  - Language Repertoire
  - Strategies*

- Participation in oral interaction
- Content of the message
- Articulation of the message
- Use of strategies and resources* (Cycle One)
- Management of strategies and resources* (Cycle Two)

⟺

* 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.

Reinvests understanding of texts

30% (Secondary I to V, core programs and Secondary I to III, enriched programs)
33% (Secondary IV and V, enriched program)

Evaluation of Learning

Evaluation criteria[2]

⟺

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

  Core programs
  - Culture*
  - Language Repertoire
  - Strategies*
  - Response Process
  - Texts

  Enriched programs
  - Culture*
  - Language Repertoire
  - Strategies*
  - Response Process
  - Texts

- Evidence of understanding of texts through the response process
- Use of knowledge from texts in a reinvestment task
- Use of strategies and resources* (Cycle One)
- Management of strategies and resources* (Cycle Two)

⟺

* 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.

Writes and produces texts

30% (Secondary I to V, core programs and Secondary I to III, enriched programs)
33% (Secondary IV and V, enriched program)

Evaluation of Learning

Evaluation criteria[3]

$\Longleftrightarrow$

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

Core programs
- Culture*
- Language Repertoire
- Strategies*
- Writing and Production Processes
- Texts

Enriched programs
- Culture*
- Language Repertoire
- Strategies*
- Writing and Production Processes
- Texts

- Participation in the writing and production processes*
- Content of the message
- Formulation of the message
- Use of strategies and resources* (Cycle One)
- Management of strategies and resources* (Cycle Two)

$\Longleftrightarrow$

* 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 1

Information Clarifying the Criteria

Participation in oral interaction	■ Use of English at all times ■ Contribution throughout interaction ■ Reaction to what others say

Content of the message	■ Pertinence of the message in light of:
	   ■ topic
	   ■ purpose
	   ■ audience
	■ Coherence of message
	■ Development of ideas and viewpoints
	■ Building on what others say

Articulation of the message	■ Language fluency ■ Accuracy of language ■ Intelligibility of message ■ Use of idiomatic language (enriched programs and Cycle Two core program)
Use of strategies and resources* **(Cycle One)**	■ Use of communication, social/affective, cognitive and metacognitive strategies ■ Use of material and human resources
Management of strategies and resources* **(Cycle Two)**	■ Management of an inventory of communication, social/affective, cognitive and metacognitive strategies ■ Management 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.	

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 knowledge from texts in a reinvestment task	▪ Selection of information/ideas and language from the texts, relevant to task ▪ Coherence of organization of selected information/ideas ▪ Combination of information/ideas and language selected in texts with own ideas and personal language repertoire ▪ Use of text components/text features ▪ Accurate use of information drawn from texts

Use of strategies and resources* **(Cycle One)**	▪ Use of strategies and resources to:
	   ▪ construct meaning of texts
	   ▪ plan and carry out a reinvestment task

Management of strategies and resources* **(Cycle Two)**	▪ Management of strategies and resources to:
	   ▪ construct meaning of texts
	   ▪ plan and carry out a reinvestment task

* 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 3

Information Clarifying the Criteria

Participation in the writing and production processes*	- Use of the different phases of the writing and production processes appropriate to the task - Cooperation with others - Giving and receiving of feedback
Content of the message	- Pertinence of message/text in light of: - topic - purpose - audience - Coherence of message/text - Organization of ideas - Development of ideas and viewpoints
Formulation of the message	- Accuracy of targeted or familiar language repertoire (core programs) - Accuracy of language repertoire (enriched programs) - Clarity of message - Use of text components/text features appropriate to text form - Use of elements of style, e.g. voice, varied language structures and vocabulary (enriched programs only)
Use of strategies and resources* (Cycle One)	- Use of strategies and resources to: - prepare to write a text - write the draft, revise and edit the text
Management of strategies and resources* (Cycle Two)	- Management of strategies and resources to: - prepare to write a text - write the draft, revise and edit the text
* 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.	

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 other criteria is presented in Appendix 1 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 other criteria is presented in Appendix 2 of this document.

3. The elements under 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.