

# Framework for the Evaluation of Learning

**English as a  
Second Language**

Core Programs  
Enriched Programs

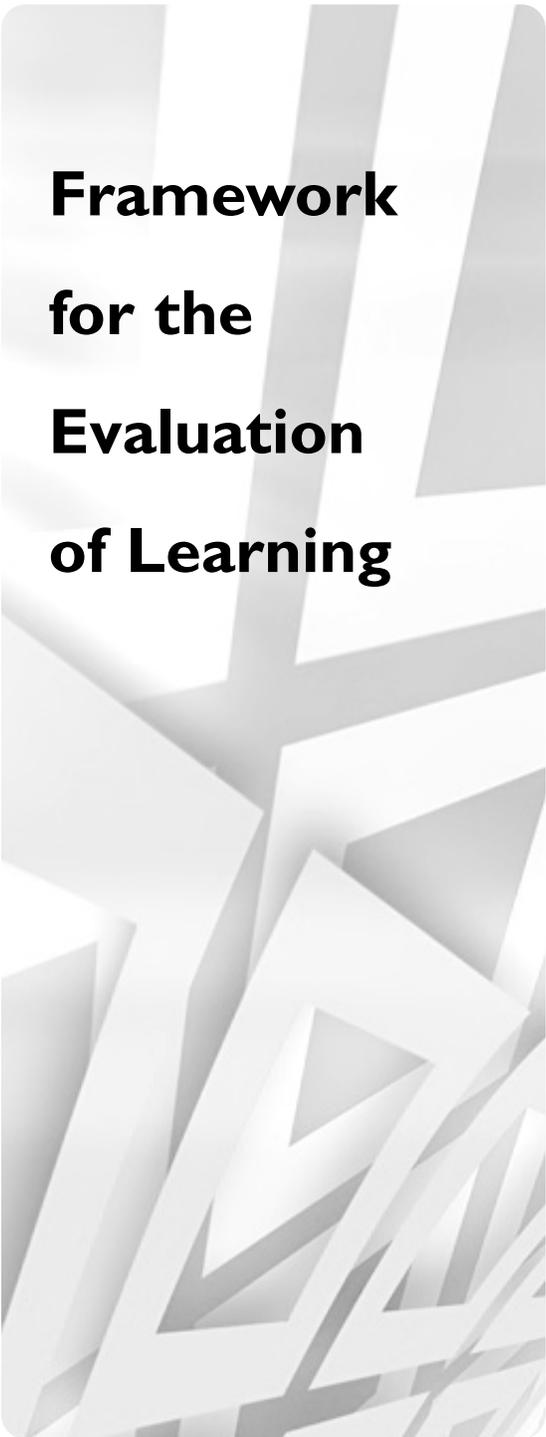
**Secondary  
School**

Cycles One and Two

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# Framework for the Evaluation of Learning

## INTRODUCTION

Following the announcement of new orientations regarding the evaluation of student learning in the action strategy *I care about school!* and the publication of the *Progression of Learning* documents, the *Basic school regulation for preschool, elementary and secondary education* has been amended to require that the evaluation of learning be based on the *Framework for the Evaluation of Learning* produced for each program. This framework provides guidelines for the evaluation of learning as set out in the Québec Education Program (QEP) and helps to ensure the validity of the evaluation of student learning.

### **Determination of the subject mark**

For each subject, the framework stipulates the weighting of the competencies in order to determine the subject mark that appears in the report cards. It should be noted that a summary table of weightings of the competencies for all elementary and secondary school programs is published separately.

### **Evaluation criteria**

The evaluation criteria presented in the framework are based on those in the QEP. They take into account the information provided in the *Progression of Learning* documents with respect to the knowledge that students must acquire and apply. The criteria are presented in such a way as to simplify the evaluation process by reducing the number of results teachers must record as well as the number of results communicated in the report cards.

### **Evaluation of knowledge**

The framework provides guidelines on how knowledge must be taken into account in the evaluation. As stated in the introduction to the *Progression of Learning* documents, evaluation must “focus on the acquisition of knowledge and the students’ ability to use this knowledge effectively in contexts that draw upon their competencies.”

# English as a Second Language

## Core and Enriched Programs Secondary School, Cycles One and Two

### Determination of results

As set out in the *Basic school regulation*, the subject mark for English as a Second Language (Core and Enriched Programs) as well as its breakdown for each competency are indicated in the report card. This subject mark is based on the evaluation of competencies in accordance with the weighting presented below.

Secondary I to V, Core Programs and Secondary I to III, Enriched Programs		
Weighting		Wording in report card
<i>Interacts orally in English</i>	40%	Communiquer oralement en anglais
<i>Reinvests understanding of texts</i>	30%	Comprendre des textes lus et entendus
<i>Writes and produces texts</i>	30%	Écrire des textes

Secondary IV and V, Enriched Program		
Weighting		Wording in report card
<i>Interacts orally in English</i>	34%	Communiquer oralement en anglais
<i>Reinvests understanding of texts</i>	33%	Comprendre des textes lus et entendus
<i>Writes and produces texts</i>	33%	Écrire des textes

### Evaluation criteria and explanations

The evaluation criteria are presented below, accompanied by explanations that will help teachers select or develop appropriate evaluation tools. An asterisk (\*) indicates that the student must be provided with feedback on that specific criterion or explanation but that this criterion or explanation must not be considered when determining the student's mark.

### Evaluation of learning

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." Teachers should therefore use a variety of means to evaluate student learning; for example, they may use a test to verify the knowledge students have acquired or a rubric to evaluate the students' ability to apply that knowledge when carrying out a task.

TABLE I

<i>Interacts orally in English</i>	40% <sup>1</sup> 34% <sup>2</sup>
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**Evaluation of learning**

(See QEP and *Progression of Learning*)

- Verify the knowledge acquired by the student
- Evaluate the student’s ability to apply the knowledge acquired

**Evaluation criteria and explanations**

<b>Participation in oral interaction</b>	<ul style="list-style-type: none"> <li>• Use of English at all times</li> <li>• Contribution throughout interaction</li> <li>• Reaction to what others say</li> </ul>
<b>Content of the message</b>	<ul style="list-style-type: none"> <li>• Pertinence of the message in light of:                             <ul style="list-style-type: none"> <li>– topic</li> <li>– purpose</li> <li>– audience</li> </ul> </li> <li>• Coherence of message</li> <li>• Elaboration of ideas and viewpoints</li> <li>• Building on what others say</li> </ul>
<b>Articulation of the message</b>	<ul style="list-style-type: none"> <li>• Language fluency</li> <li>• Accuracy of language</li> <li>• Intelligibility of message</li> <li>• Use of idiomatic language (Enriched Programs and Cycle Two Core Program)</li> </ul>
<b>Use of strategies and resources* (Cycle One)</b>	<ul style="list-style-type: none"> <li>• Use of communication, social/affective, cognitive and metacognitive strategies</li> <li>• Use of material and human resources</li> </ul>
<b>Management of strategies and resources* (Cycle Two)</b>	<ul style="list-style-type: none"> <li>• Management of an inventory of communication, social/affective, cognitive and metacognitive strategies</li> <li>• Management of material and human resources</li> </ul>

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

<sup>1</sup> Secondary I to V, Core Programs and Secondary I to III, Enriched Programs.

<sup>2</sup> Secondary IV and V, Enriched Program.

TABLE 2

*Reinvests understanding of texts*

30%<sup>1</sup>  
33%<sup>2</sup>

**Evaluation of learning**

(See QEP and *Progression of Learning*)

- Verify the knowledge acquired by the student
- Evaluate the student’s ability to apply the knowledge acquired

**Evaluation criteria and explanations**

<p><b>Evidence of understanding of texts through the response process</b></p>	<ul style="list-style-type: none"> <li>• Preparation for listening to, reading or viewing texts*</li> <li>• Individual construction of meaning*</li> <li>• Negotiation of meaning with others*</li> <li>• Adjustment of understanding*</li> <li>• Demonstration of understanding of texts</li> </ul>
<p><b>Use of knowledge from texts in a reinvestment task</b></p>	<ul style="list-style-type: none"> <li>• Selection of information/ideas and language from the texts, relevant to task</li> <li>• Coherence of organization of selected information/ideas</li> <li>• Combination of information/ideas and language selected in texts with own ideas and personal language repertoire</li> <li>• Use of text components/text features</li> <li>• Accurate use of information drawn from texts</li> </ul>
<p><b>Use of strategies and resources*</b> (Cycle One)</p>	<ul style="list-style-type: none"> <li>• Use of strategies and resources to:             <ul style="list-style-type: none"> <li>– construct meaning of texts</li> <li>– plan and carry out a reinvestment task</li> </ul> </li> </ul>
<p><b>Management of strategies and resources*</b> (Cycle Two)</p>	<ul style="list-style-type: none"> <li>• Management of strategies and resources to:             <ul style="list-style-type: none"> <li>– construct meaning of texts</li> <li>– plan and carry out a reinvestment task</li> </ul> </li> </ul>

\* The student must be provided with feedback on this criterion or explanation, but the criterion or explanation must not be considered when determining the student’s mark in the report card.

<sup>1</sup> Secondary I to V, Core Programs and Secondary I to III, Enriched Programs.

<sup>2</sup> Secondary IV and V, Enriched Program.

TABLE 3

*Writes and produces texts*

30%<sup>1</sup>  
33%<sup>2</sup>

**Evaluation of learning**

(See QEP and *Progression of Learning*)

- Verify the knowledge acquired by the student
- Evaluate the student’s ability to apply the knowledge acquired

**Evaluation criteria and explanations**

<b>Participation in the writing and production processes*</b>	<ul style="list-style-type: none"> <li>• Use of the different phases of the writing and production processes appropriate to the task</li> <li>• Cooperation with others</li> <li>• Giving and receiving of feedback</li> </ul>
<b>Content of the message</b>	<ul style="list-style-type: none"> <li>• Pertinence of message/text in light of:                             <ul style="list-style-type: none"> <li>– topic</li> <li>– purpose</li> <li>– audience</li> </ul> </li> <li>• Coherence of message/text</li> <li>• Organization of ideas</li> <li>• Development of ideas and viewpoints</li> </ul>
<b>Formulation of the message</b>	<ul style="list-style-type: none"> <li>• Accuracy of targeted or familiar language repertoire (Core Programs)</li> <li>• Accuracy of language repertoire (Enriched Programs)</li> <li>• Clarity of message</li> <li>• Use of text components/text features appropriate to text form</li> <li>• Use of elements of style, e.g. voice, varied language structures and vocabulary (Enriched Programs only)</li> </ul>
<b>Use of strategies and resources* (Cycle One)</b>	<ul style="list-style-type: none"> <li>• Use of strategies and resources to:                             <ul style="list-style-type: none"> <li>– prepare to write a text</li> <li>– write the draft, revise and edit the text</li> </ul> </li> </ul>
<b>Management of strategies and resources* (Cycle Two)</b>	<ul style="list-style-type: none"> <li>• Management of strategies and resources to:                             <ul style="list-style-type: none"> <li>– prepare to write a text</li> <li>– write the draft, revise and edit the text</li> </ul> </li> </ul>

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

<sup>1</sup> Secondary I to V, Core Programs and Secondary I to III, Enriched Programs.

<sup>2</sup> Secondary IV and V, Enriched Program.

