Framework for the Evaluation of Learning

History and Citizenship Education

Secondary School
Cycles One and Two

Québec
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.”
Determination of subject mark

As set out in the Basic school regulation, only the subject mark is indicated for History and Citizenship Education in the report card. The competencies are not assigned any specific weighting for this mark in Secondary Cycles One and Two.

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Wording in report card</th>
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<tbody>
<tr>
<td>Examines social phenomena from a historical perspective</td>
<td></td>
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<tr>
<td>Interprets social phenomena using the historical method</td>
<td>100%</td>
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<tr>
<td>Constructs his/her consciousness of citizenship through the study of history (Cycle One)</td>
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<tr>
<td>Strengthens his/her exercise of citizenship through the study of history (Cycle Two)</td>
<td></td>
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<tr>
<td>History and Citizenship Education</td>
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Evaluation criteria and explanations

The evaluation criteria are presented below, accompanied by explanations that will help teachers select or develop appropriate evaluation tools.

The criterion Appropriate use of knowledge applies to the three program competencies of Cycles One and Two. The criterion Rigour of his/her historical reasoning applies to the competency Interprets social phenomena using the historical method. The criterion Expression of a well-founded opinion applies to the competency Strengthens his/her exercise of citizenship through the study of history (Cycle Two).

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

Examines social phenomena from a historical perspective  
Interprets social phenomena using the historical method  
Constructs his/her consciousness of citizenship through the study of history (Cycle One)  
Strengthens his/her exercise of citizenship through the study of history (Cycle Two)  

### 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

| Appropriate use of knowledge | Execution of the following intellectual operations:  
Examine social phenomena of the present and the past  
Situate in time and space  
Establish facts  
Characterize a historical phenomenon  
Make comparisons  
Determine explanatory factors and consequences  
Determine elements of continuity and changes  
Establish connections between facts  
Establish causal connections  
Characterize the evolution of a society (Sec. IV) |
| Rigour of his/her historical reasoning | Explanation highlighting social, political, economic, cultural and territorial changes that took place in the past |
| Expression of a well-founded opinion (Cycle Two) | Argument defending a position on a social issue |