

Framework for the Evaluation of Learning

**Ethics and
Religious Culture**



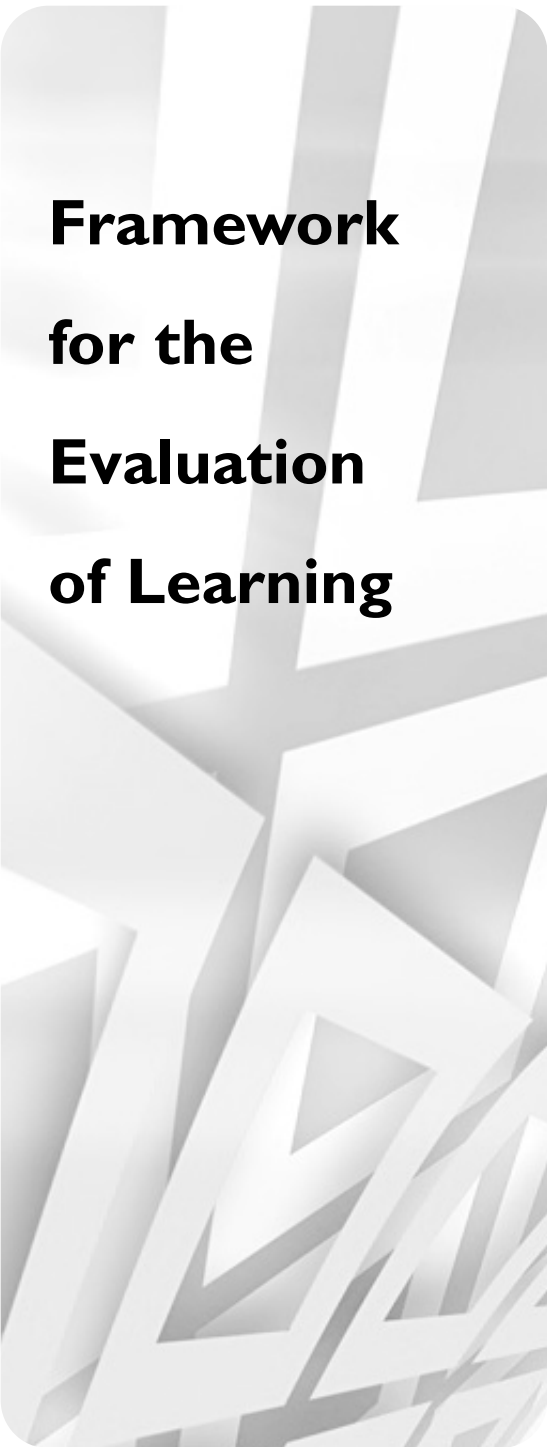
**Secondary
School**

Cycles One and Two

This document is available on-line at:
<<http://www.mels.gouv.qc.ca/DGFJ/de/>>

© Gouvernement du Québec
Ministère de l'Éducation, du Loisir et du Sport, 2010
ISBN 978-2-550-60276-7 (PDF)
Legal Deposit—Bibliothèque et Archives nationales du Québec, 2010
Legal Deposit—Library and Archives Canada, 2010

Teaching institutions are authorized to reproduce this document
in whole or in part, as their needs require. If copies are sold,
the retail price should not exceed the cost of reproduction.



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.”

Ethics and Religious Culture

Secondary School, Cycles One and Two

Determination of subject mark

As set out in the *Basic school regulation*, only the subject mark is indicated for Ethics and Religious Culture in the report card. This mark is based on the evaluation of competencies in accordance with the weighting presented below. This weighting applies to Secondary Cycles One and Two.

Weighting		Wording in report card
<i>Reflects on ethical questions</i>	50%	Ethics and Religious Culture
<i>Engages in dialogue</i>		
<i>Demonstrates an understanding of the phenomenon of religion</i>	50%	
<i>Engages in dialogue</i>		

It should be noted that for evaluation purposes, the competency *Engages in dialogue* is considered part of the evaluation of the two other program competencies.

Evaluation criteria and explanations

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

Although one of the criteria refers directly to the practice of dialogue, aspects of this competency may also be observed in the other criteria dealing with ethical reflection or analysis of forms of religious expression.

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

<p><i>Reflects on ethical questions</i></p> <p><i>Engages in dialogue</i></p>	<p>50%</p>
---	------------

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>Ethical treatment of a situation</p>	<ul style="list-style-type: none"> • Explanation of the situation • Formulation of an ethical question • Comparison of points of view • Examination of references
<p>Relevant evaluation of options</p>	<ul style="list-style-type: none"> • Proposal of options related to the situation • Explanation of the effects of the options proposed • Selection of options that foster community life
<p>Appropriate practice of dialogue</p>	<ul style="list-style-type: none"> • Application of procedures that foster dialogue • Questioning of points of view

TABLE 2

Demonstrates an understanding of the phenomenon of religion
Engages in dialogue

50%

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>Appropriate treatment of forms of religious expression</p>	<ul style="list-style-type: none"> • Description of forms of religious expression • Accurate explanation of the meaning and role of forms of religious expression • Association of forms of religious expression with their respective traditions • Association of forms of religious expression with aspects of the social and cultural environment
<p>Appropriate consideration of diversity</p>	<ul style="list-style-type: none"> • Presentation of different ways of thinking and acting in one or more religious traditions • Presentation of different ways of thinking and acting in society • Illustration of the effect of different ways of thinking and acting in society
<p>Appropriate practice of dialogue</p>	<ul style="list-style-type: none"> • Application of procedures that foster dialogue • Questioning of points of view

