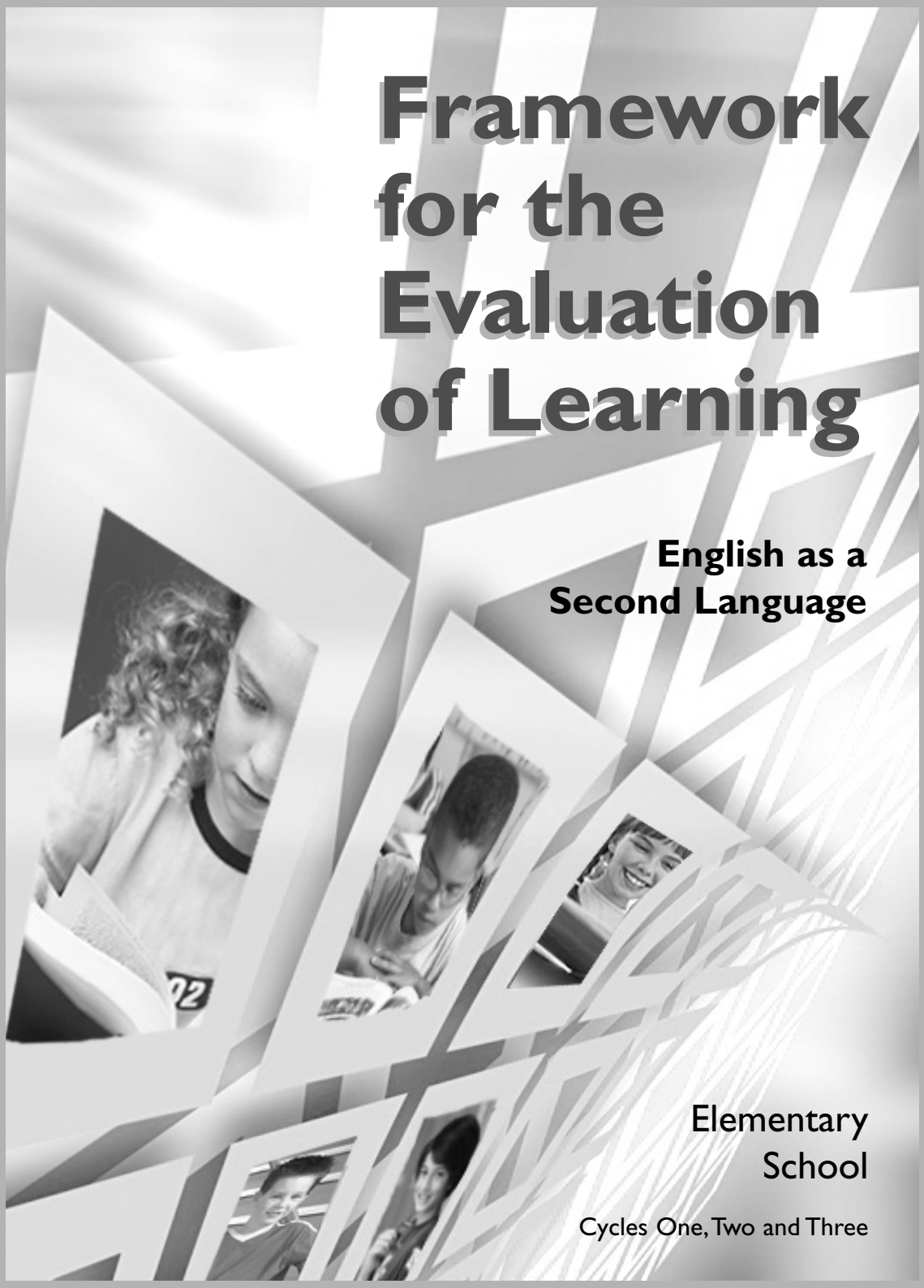
Framework for the Evaluation of Learning

English as a Second Language



Elementary School

Cycles One, Two and Three

Québec

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 978-2-550-60226-2 (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."

English as a Second Language

Elementary School, Cycles One, Two and Three

Determination of results

As set out in the *Basic school regulation*, the subject mark for English as a Second Language 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.

Cycle One		
Weighting		**Wording in report card**
To act on understanding of texts	60%	Comprendre des textes entendus
To communicate orally in English	40%	Communiquer oralement en anglais

Cycle Two		
Weighting		**Wording in report card**
To interact orally in English	50%	Communiquer oralement en anglais
To reinvest understanding of oral and written texts	35%	Comprendre des textes lus et entendus
To write texts	15%	Écrire des textes

Cycle Three		
Weighting		**Wording in report card**
To interact orally in English	45%	Communiquer oralement en anglais
To reinvest understanding of oral and written texts	35%	Comprendre des textes lus et entendus
To write texts	20%	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 1

To act on understanding of texts	60% Cycle One

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

Evidence of understanding of texts	• 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*	• Imitation of actions specific to the strategies modelled by the teacher while engaging in activities and tasks

* *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.*

TABLE 2

To communicate orally in English	40% Cycle One

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

Evidence of understanding of oral messages	• Reaction to messages using verbal or nonverbal responses
Use of words and expressions to transmit oral messages	• Initiation of exchanges as well as response to others using or combining single words, strings of words and short expressions
Use of strategies*	• Imitation of reactions specific to the strategies modelled by the teacher while engaging in activities and tasks

* *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.*

TABLE 3

To interact orally in English	50% Cycle Two 45% Cycle Three

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

Use of functional language	• 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
Participation in exchanges	• 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
Use of strategies*	• Use of compensatory (communication) strategies to keep interaction going • Use of learning strategies to communicate in English

* *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.*

TABLE 4

To reinvest understanding of oral and written texts	35% Cycle Two Cycle Three

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

Evidence of understanding of texts	• 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
Use of knowledge from texts in a reinvestment task	• 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: – summarizing information/ideas drawn from texts – combining information/ideas from texts with own ideas and language
Use of strategies*	• Use of strategies to: – construct meaning of texts – plan and carry out reinvestment tasks

* *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.*

TABLE 5

To write texts	15% Cycle Two 20% Cycle Three

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

Application of targeted language conventions	• 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	• Writing of a text that: – 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*	• Use of strategies to: – prepare to write a text – compose and revise a text

* *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.*

Éducation,
Loisir et Sport
Québec