

Framework for the Evaluation of Learning

**Ethics and
Religious Culture**

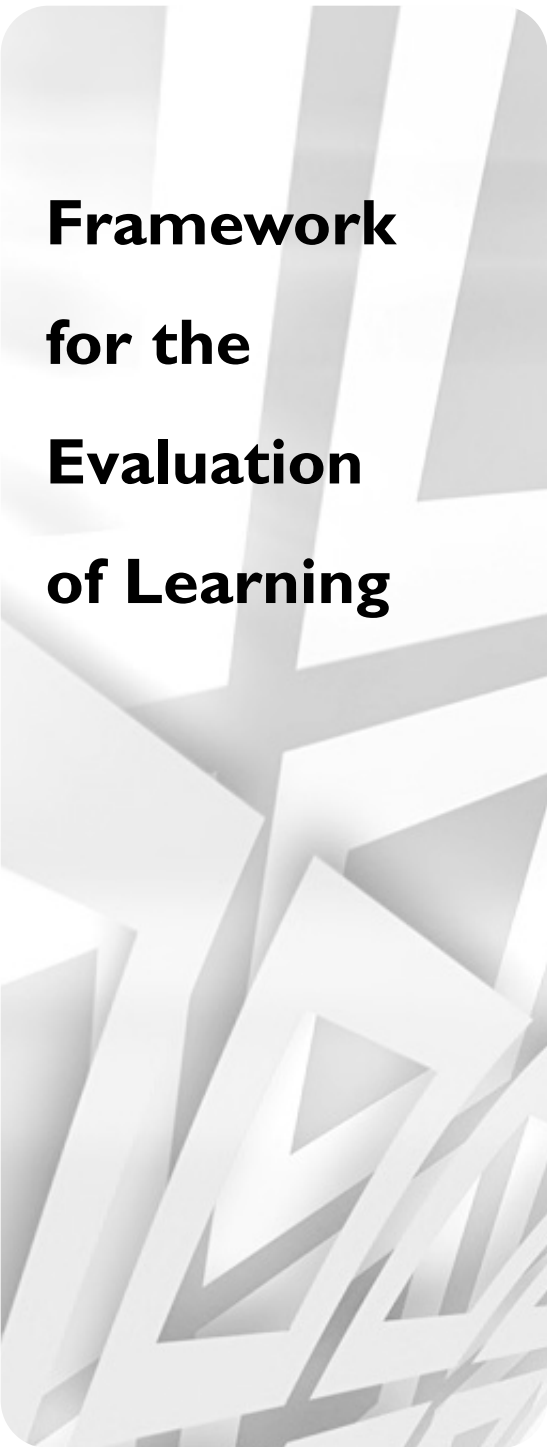
**Elementary
School**

Cycles One, Two and Three

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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.”

Ethics and Religious Culture

Elementary School, Cycles One, Two and Three

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. The weighting applies to all cycles of elementary education.

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 exploration 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> <i>Engages in dialogue</i></p>	<p>50%</p>
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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

<p>Ethical treatment of a situation</p>	<ul style="list-style-type: none"> • Description of the situation • Comparison of points of view • Formulation of an ethical question (Cycles Two and Three) • Consideration of references (Cycles Two and Three)
<p>Relevant evaluation of options</p>	<ul style="list-style-type: none"> • Proposal of options related to the situation • Description 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"> • Establishment of connections between what is known and the subject of the dialogue (Cycle One) • Application of procedures that foster dialogue • Questioning of points of view (Cycles Two and Three)

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 • Association of forms of religious expression with their respective traditions • Association of forms of religious expression with aspects of the social and cultural environment • Accurate explanation of the meaning of forms of religious expression (Cycles Two and Three)
<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
<p>Appropriate practice of dialogue</p>	<ul style="list-style-type: none"> • Establishment of connections between what is known and the subject of the dialogue (Cycle One) • Application of procedures that foster dialogue • Questioning of points of view (Cycles Two and Three)

