

Framework for the Evaluation of Learning

English Language Arts

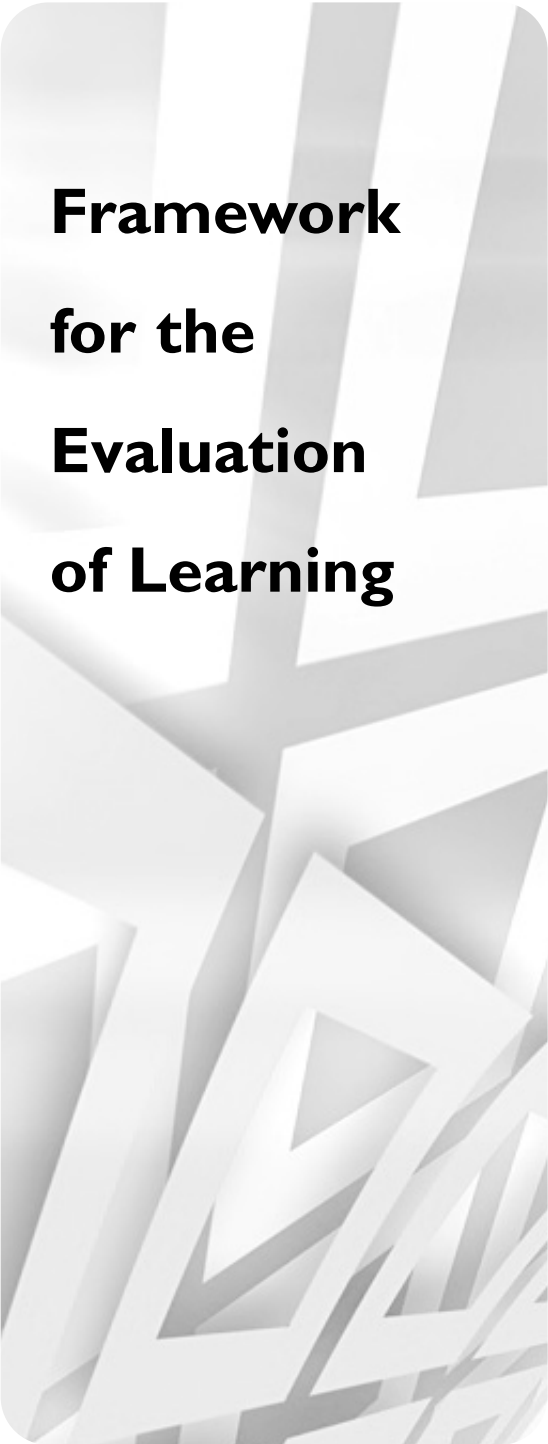
**Elementary
School**

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.”

English Language Arts

Elementary School, Cycles One, Two and Three

Determination of results

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

Cycles One, Two and Three		
Weighting		Wording in report card
<i>To use language to communicate and learn</i>	33%	Uses language to communicate and to learn
<i>To read and listen to literary, popular and information-based texts</i> <i>To represent her/his literacy in different media</i>	33%	Reads and listens to spoken, written and media texts
<i>To write self-expressive, narrative and information-based texts</i> <i>To represent her/his literacy in different media</i>	34%	Produces written and media texts

It should be noted that for evaluation purposes, the competency *To represent her/his literacy in different media* is considered jointly with the competencies *To read and listen to literary, popular and information-based texts* and *To write self-expressive, narrative and information-based texts*.

Evaluation criteria and explanations

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

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

To use language to communicate and learn

33%

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

Communicating ideas	• Engagement in meaningful dialogue with peers and teachers • Expression of ideas/points of view/information • Use of spoken communication when collaborating with peers
Communicating for learning	• Discussion of initial ideas and information through questioning or by offering explanations • Confirmation and adjustments to own interpretations of texts through discussions with peers • Discussion about own learning
Using language conventions	• Demonstration of control of language structures • Use of specific vocabulary to communicate ideas or information • Modification of register (tone and voice) depending on purpose, context and/or audience • Recognition of meaning communicated by nonverbal language cues • Use of nonverbal language cues to communicate

TABLE 2

To read and listen to literary, popular and information-based texts
To represent her/his literacy in different media

33%

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

Constructing meaning	• Reading and production of literary, popular and information-based and media texts • Use of reading strategies to construct meaning according to purpose and text type • Interpretation and explanation to support ideas when responding to texts • Integration of new information to construct meaning • Justification of interpretation(s) of reading and viewing with reference to the text(s) (print, media and spoken)
Making connections	• Identification of similar characters, issues and events common to different texts • Establishment of text-to-text, text-to-self and text-to-world connections • Recognition of similar ideas, themes or content among text types • Use of structures and features of texts to gain meaning
Using structures and features of texts	• Use of knowledge of structures and features of different text types to interpret texts • Explanation of purposes for structures and features of different texts
Reading critically	• Use of purpose and audience to interpret texts • Appreciation of the qualities of texts • Explanation/synthesis of ideas common to different texts when comparing written and media texts

TABLE 3

To write self-expressive, narrative and information-based texts

To represent her/his literacy in different media

34%

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

Organizing texts	• Application of a logical sequence of events when producing written and media self-expressive and narrative texts (beginning, middle, end) • Selection of relevant information from resources and own research • Use of standard structures for developing narrative and information-based written and media texts • Selection of a process when producing written and media texts
Adapting for audience and purpose	• Creation of lively, personalized productions (voice) • Production of varied texts for a familiar audience and for different purposes
Applying structures and features of texts	• Selection of structures and features when producing varied written and media texts • Selection of specific techniques and devices for intended effect and to convey information, meaning and messages
Applying language conventions	• Selection of language or words to enhance writing when revising • Application of linguistic structures (usage and mechanics) • Use of conventions of language for both written and media texts

