

Framework for the Evaluation of Learning

**Secondary English
Language Arts**

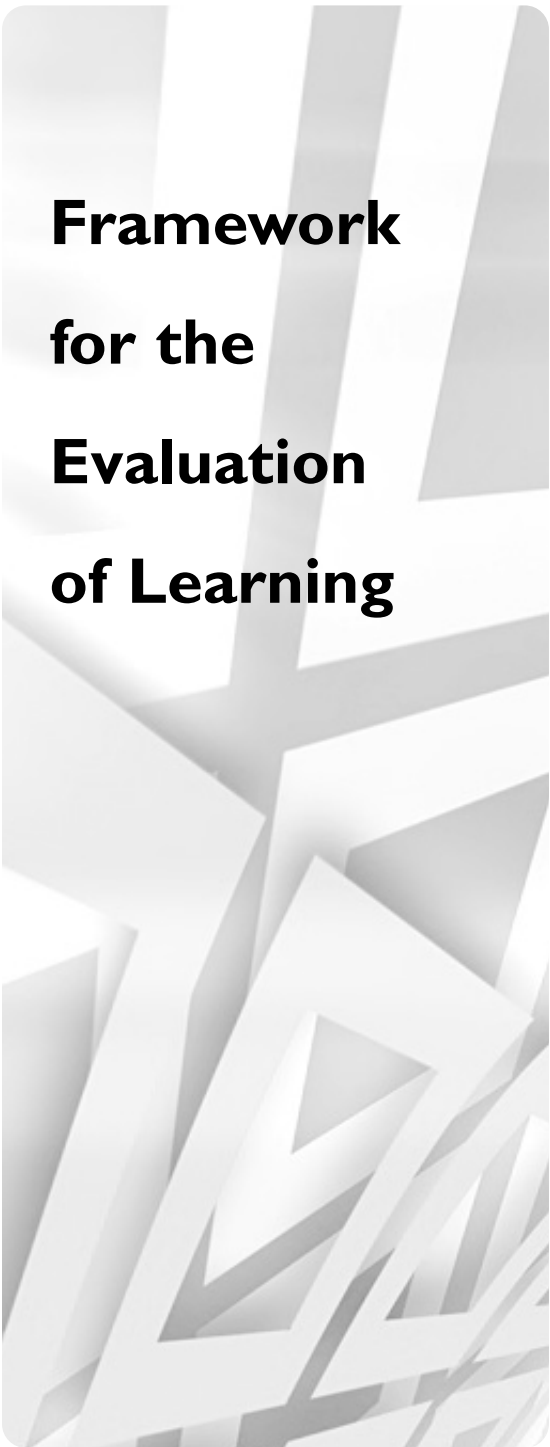
**Secondary
School**

Cycles One and Two

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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.”

Secondary English Language Arts

Cycles One and Two

Determination of results

As set out in the *Basic school regulation*, the subject mark for Secondary English Language Arts as well as its break-down 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
<i>Uses language/talk to communicate and to learn</i>	33%	Uses language to communicate and to learn
<i>Reads and listens to written, spoken and media texts</i> <i>Represents her/his literacy in different media</i>	33%	Reads and listens to texts
<i>Writes a variety of genres for personal and social purposes</i> <i>Represents her/his literacy in different media</i>	34%	Produces spoken, written and media texts

It should be noted that for evaluation purposes in Secondary Cycle One, the competency *Represents her/his literacy in different media* is considered jointly with the competencies *Reads and listens to written, spoken and media texts* and *Writes a variety of genres for personal and social purposes*.

Cycle Two		
Weighting		Wording in report card
<i>Uses language/talk to communicate and to learn</i>	33%	Uses language to communicate and to learn
<i>Reads and listens to written, spoken and media texts</i>	33%	Reads and listens to texts
<i>Produces texts for personal and social purposes</i>	34%	Produces spoken, written and media 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

Uses language/talk to communicate and to learn (Cycles One and Two)

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 for different purposes • Expression of ideas/points of view/information • Adjustment of language registers (formal and informal) • Demonstration of new ways of thinking about issues or topics
Communicating for learning	• Contribution of information/ideas: – asking questions – clarifying ideas – supporting points of view • Integration of new ways of thinking (ideas, points of view) • Recognition of meaning communicated by nonverbal language cues • Use of nonverbal language cues to communicate
Using language conventions	• Demonstration of control of language structures • Use of precise language to communicate specific ideas or information • Modification/adjustment of language (tone and voice) depending on purpose, context and/or audience

TABLE 2

Reads and listens to written, spoken and media texts (Cycles One and Two)
Represents her/his literacy in different media (Cycle One)

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	• Adjustments to reading strategies according to purpose and text type • Interpretation and explanation when responding to texts read, read aloud, viewed and listened to • Integration of new information to construct meaning • Justification of interpretation(s) of reading and viewing with reference to the text(s) • Confirmation and/or adjustments to own interpretations of texts through discussions with peers
Making connections	• Recognition of similarities among characters, issues and events from 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	• Application of knowledge of structures and features of different text types to interpret texts • Use of appropriate structures and features to justify interpretations • Explanation of the purposes for and/or effects of structures and features of different texts
Reading critically	• Analysis of purpose and audience to interpret texts • Consideration of the overall value and impact of texts read with own beliefs • Evaluation and explanation of the qualities of texts • Synthesis and drawing of conclusions about ideas common to different texts when comparing written and media texts

TABLE 3

Writes a variety of genres for personal and social purposes (Cycle One)

Represents her/his literacy in different media (Cycle One)

Produces texts for personal and social purposes (Cycle Two)

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	• Exploitation of relevant information from resources and own research to produce written and media information-based texts • Adoption of a clearly defined stance for written and media productions • Development of productions that address issues from different perspectives • Application of a process to produce written and media texts
Adapting for audience and purpose	• Use of voice to personalize productions • Selection of the purpose and audience for varied texts • Consideration of social function of texts through purpose and audience
Applying structures, features, codes, and conventions of texts	• Use of specific techniques and devices for intended effect and to convey information, meaning and messages • Respect for requirements of form and register • Application of appropriate structures and features, codes and conventions when producing varied written and media texts
Applying language conventions	• Adjustments to language and word choice used in texts • Use of linguistic structures (usage and mechanics) • Use of common conventions of media language

