

***Updated***  
***Framework for the Evaluation of Learning***  
***PDF Version***

**English as a Second Language**  
**Elementary School**  
**Cycles One, Two and Three**

**March 2011**

## INTRODUCTION

Following the announcement of new orientations regarding the evaluation of student learning by the Minister of Education, Recreation and Sports, the *Basic school regulation for preschool, elementary and secondary education* has been amended to require that, as of July 1, 2011, evaluation be based on the *Framework for the Evaluation of Learning* produced for each program. These frameworks provide guidelines for the evaluation of learning specific to each subject in the Québec Education Program in order to determine students' results, which will be communicated in the provincial report card.

### **The role of knowledge in evaluation**

Knowledge is at the heart of student learning, since it provides the foundation for all school subjects. Knowledge gives students the means to reflect and to understand the world around them, and its acquisition is the first step in any learning process. Through the knowledge they acquire and through the connections they are able to make among different items of knowledge, students can develop an understanding of simple and complex concepts. Knowledge must therefore be acquired, understood, applied and used thoroughly. Evaluation must thus take place throughout the learning process to ensure proficient knowledge.

### **Organization of the evaluation frameworks**

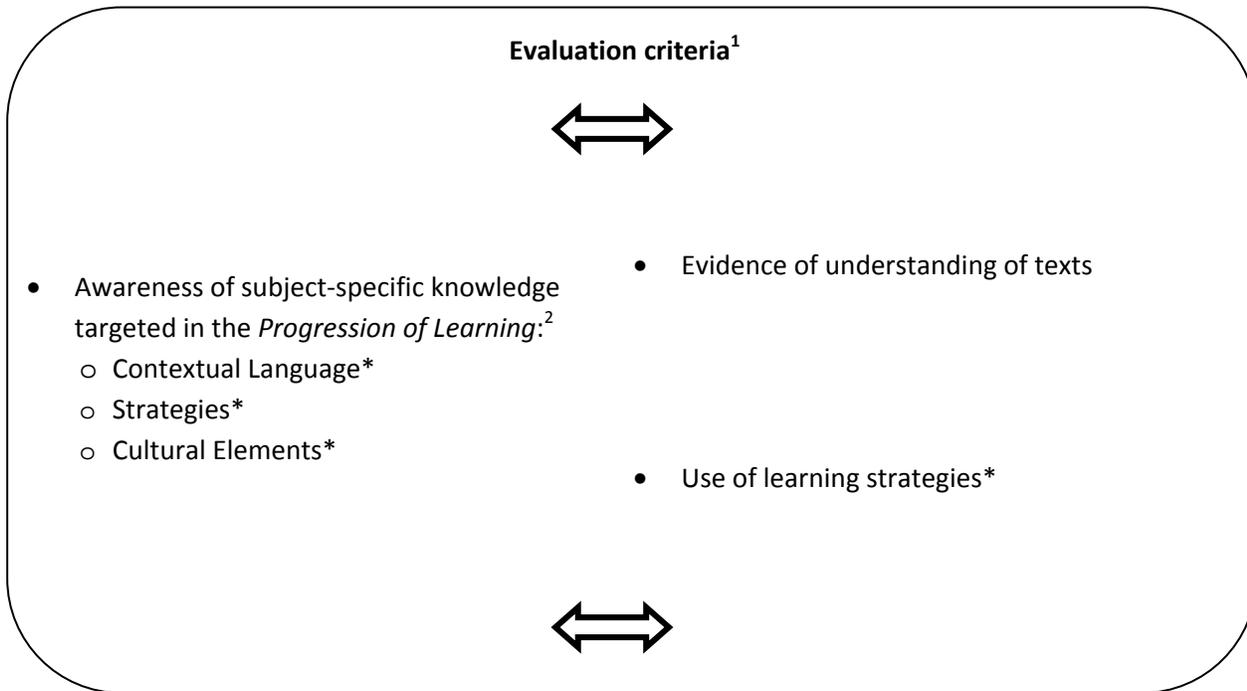
For each subject, the framework defines the criteria on which the student's results must be based. These evaluation criteria are based on the ones in the Québec Education Program.

The framework stipulates the weighting of the competencies that makes it possible to determine the subject marks to be recorded in the report card. Where applicable, it provides direct links to the *Progression of Learning* documents that give additional information on the learning specific to each subject in the Québec Education Program.

### **The teacher's role in evaluation**

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." It is therefore up to teachers to choose the means of evaluating student learning.

### Evaluation of Learning



Knowledge will be evaluated at specific times chosen by the teacher, who will determine the importance of the various dimensions to be evaluated in calculating the student’s mark.

\* The student must be provided with feedback on this element, but the element must not be considered when determining the student’s mark in the report card.

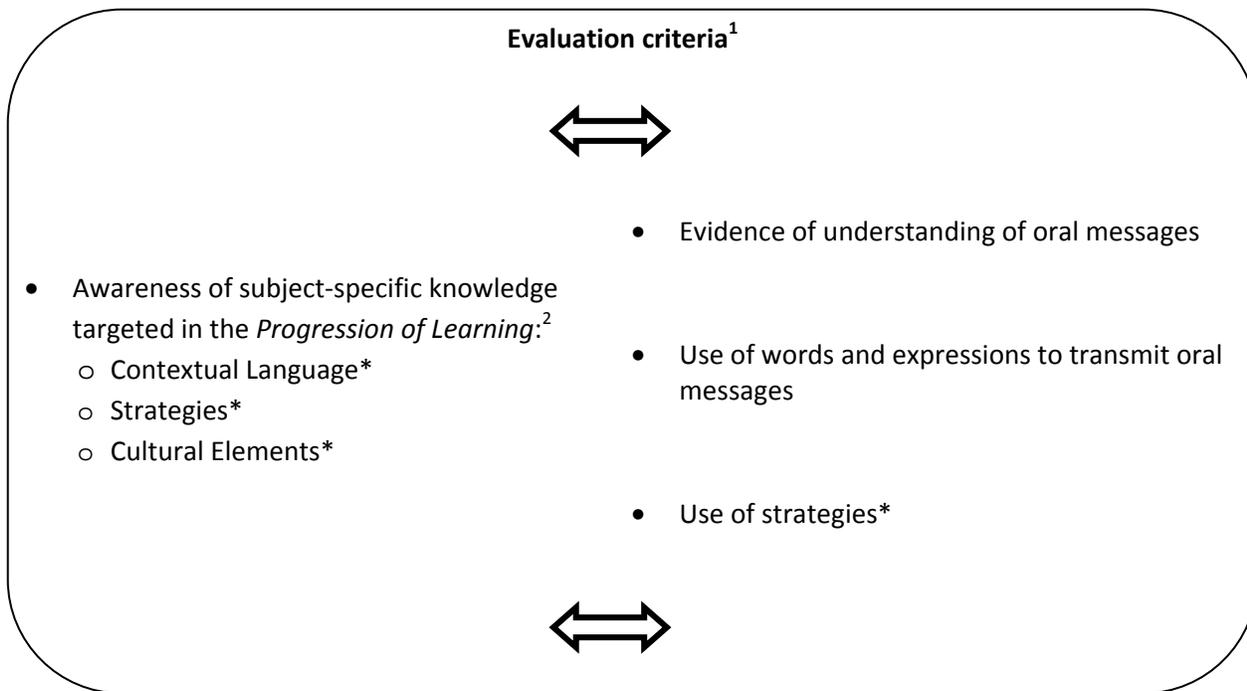


**This arrow** indicates that the evaluation of learning involves a process of going back and forth between the acquisition of subject-specific knowledge and the understanding, application and use of this knowledge. Evaluation must thus take place throughout the learning process to ensure proficient knowledge.

<sup>1</sup> In the HTML version of the frameworks for the evaluation of learning (forthcoming), the information clarifying the criteria will also be available in a hyperlink by clicking on the criterion (in this version, this information is found in Appendix 1).

<sup>2</sup> The *Progression of Learning in Elementary School* is available at [http://www.mels.gouv.qc.ca/progression/index\\_en.asp](http://www.mels.gouv.qc.ca/progression/index_en.asp); the HTML version of the frameworks (forthcoming) will provide hyperlinks to this document.

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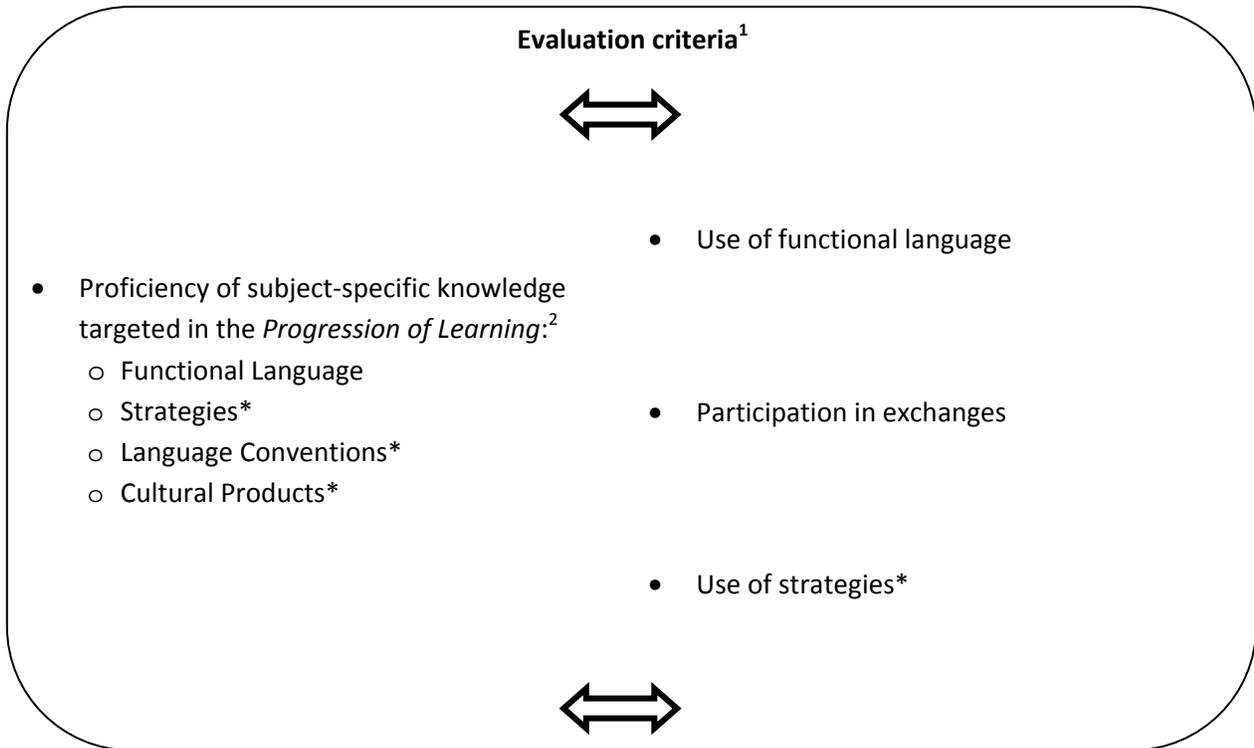


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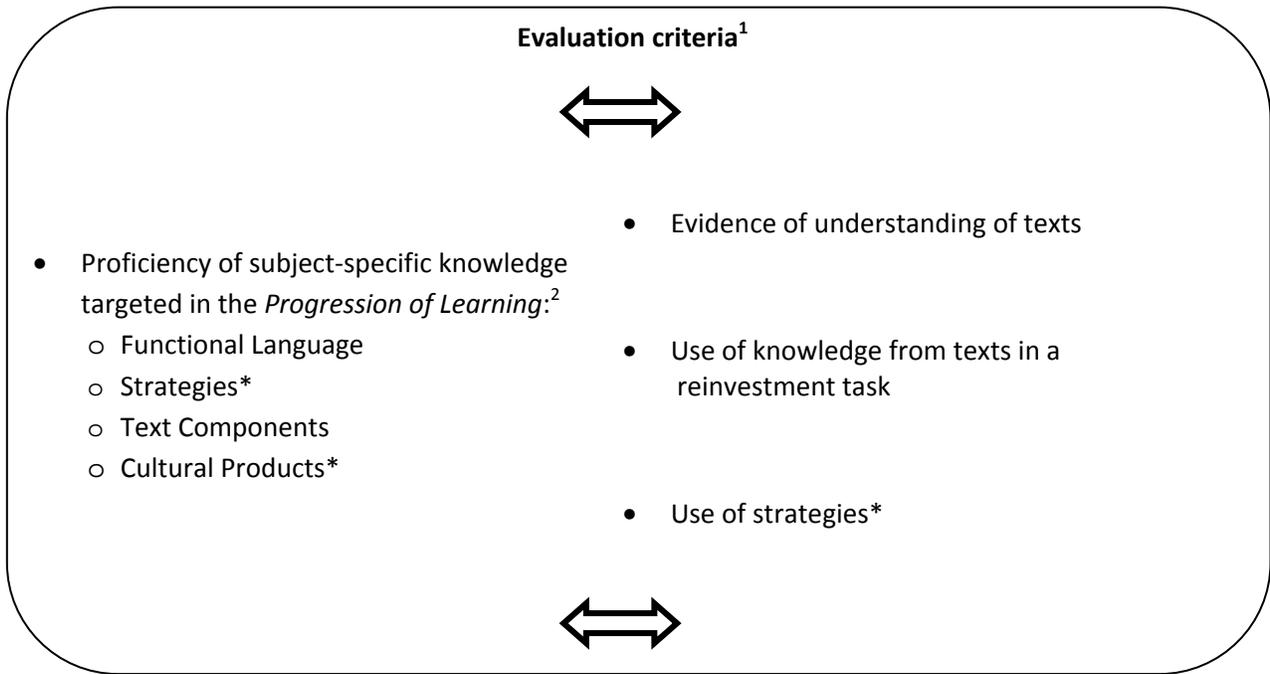
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**To reinvest understanding of oral and written texts**

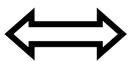
**35%**  
**(Cycles Two and Three)**

**Evaluation of Learning**



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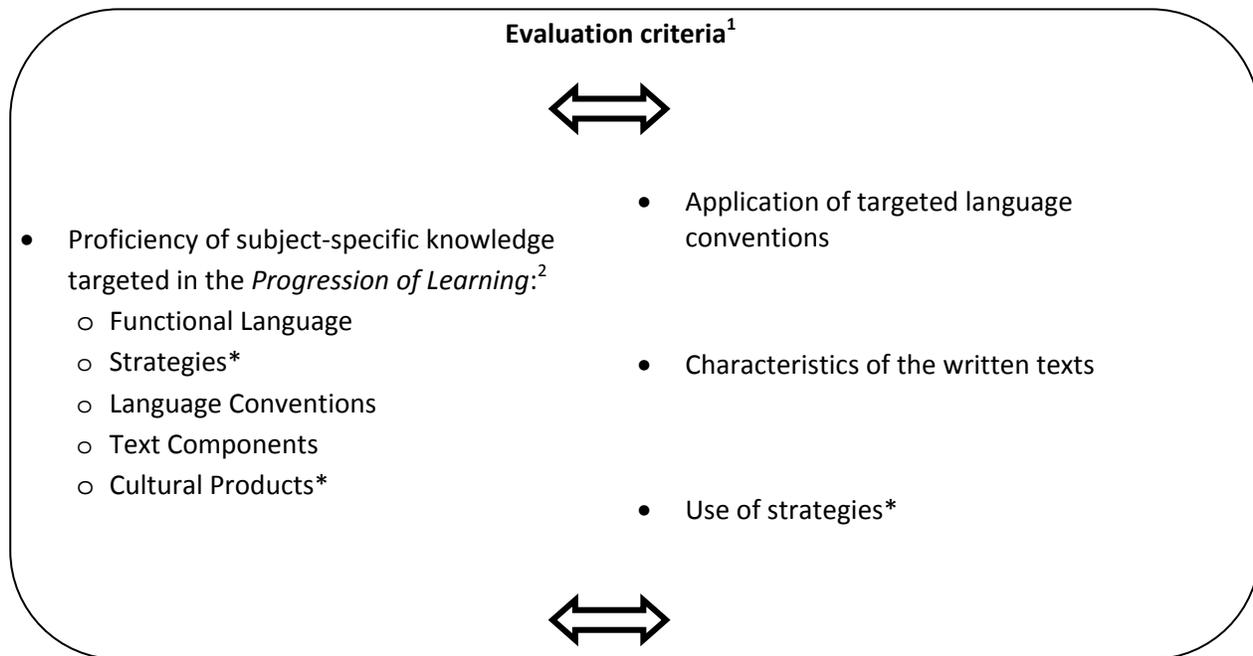
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## To write texts

15% (Cycle Two)  
20% (Cycle Three)

### Evaluation of Learning



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# Appendix 1

## Information Clarifying the Criteria

### **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 element, but the element must not be considered when determining the student's mark in the report card.

## Appendix 2

### Information Clarifying the Criteria

**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 actions specific to the strategies modelled by the teacher while engaging in activities and tasks

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## Appendix 3

### Information Clarifying the Criteria

#### 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

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## Appendix 4

### Information Clarifying the Criteria

#### 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

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## Appendix 5

### Information Clarifying the Criteria

#### **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 texts**

- 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

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