



Framework for the Evaluation of Learning

English Language Arts

Secondary School
Cycles One and Two

Table of Contents

Introduction	3
Uses language/talk to communicate and to learn (Cycles One and Two)	4
Reads and listens to written, spoken and media texts (Cycles One and Two)	
Represents her/his literacy in different media (Cycle One)	5
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)	6
Appendix 1	7
Appendix 2	8
Appendix 3	9

Reproduction rights

Educational institutions are authorized to reproduce this document in whole or in part. If copies are sold, the price must not exceed the cost of reproduction. This document is available at:

[www7.mels.gouv.qc.ca/dc/evaluation/index_en.php]

Framework for the Evaluation of Learning

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.



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.

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.

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

33%

Evaluation of Learning

Evaluation criteria¹



- Proficiency of subject-specific knowledge targeted in the *Progression of Learning*:
 - Language-Learning Processes
 - Reading Process: Interpreting Texts
 - Production Process
 - Research Process
 - Required Genres: Structures, Features, Codes and Conventions
 - Planning Texts
 - Reflective Texts
 - Narrative Texts
 - Explanatory Texts
 - Reports
 - Expository Texts: Persuasive Texts, Argumentative Texts
 - Conventions of Language
 - Spoken Language
 - Written Language
 - Media Language
- Communicating ideas
- Communicating for learning
- Using language conventions



Evaluation of Learning

Evaluation criteria²



- | | |
|--|---|
| <ul style="list-style-type: none">■ Proficiency of subject-specific knowledge targeted in the <i>Progression of Learning</i>:<ul style="list-style-type: none">■ Language-Learning Processes<ul style="list-style-type: none">■ Reading Process: Interpreting Texts■ Production Process■ Research Process■ Required Genres: Structures, Features, Codes and Conventions<ul style="list-style-type: none">■ Planning Texts■ Reflective Texts■ Narrative Texts■ Explanatory Texts■ Reports■ Expository Texts: Persuasive Texts, Argumentative Texts■ Conventions of Language<ul style="list-style-type: none">■ Spoken Language■ Written Language■ Media Language | <ul style="list-style-type: none">■ Constructing meaning■ Making connections■ Using structures and features of texts■ Reading critically |
|--|---|



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

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

34%

Produces texts for personal and social purposes (Cycle Two)

Evaluation of Learning

Evaluation criteria³



- Proficiency of subject-specific knowledge targeted in the *Progression of Learning*:
 - Language-Learning Processes
 - Reading Process: Interpreting Texts
 - Production Process
 - Research Process
 - Required Genres: Structures, Features, Codes and Conventions
 - Planning Texts
 - Reflective Texts
 - Narrative Texts
 - Explanatory Texts
 - Reports
 - Expository Texts: Persuasive Texts, Argumentative Texts
 - Conventions of Language
 - Spoken Language
 - Written Language
 - Media Language
- Organizing texts
 - Adapting for audience and purpose
 - Applying structures, features, codes, and conventions of texts
 - Applying language conventions



Appendix 1

Information Clarifying the Criteria

Communicating ideas	<ul style="list-style-type: none">■ 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	<ul style="list-style-type: none">■ Contribution of information/ideas:<ul style="list-style-type: none">■ 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	<ul style="list-style-type: none">■ 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

Appendix 2

Information Clarifying the Criteria

Constructing meaning	<ul style="list-style-type: none">■ 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	<ul style="list-style-type: none">■ 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	<ul style="list-style-type: none">■ 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	<ul style="list-style-type: none">■ 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

Appendix 3

Information Clarifying the Criteria

Organizing texts	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ Adjustments to language and word choice used in texts ■ Use of linguistic structures (usage and mechanics) ■ Use of common conventions of media language

-
1. The elements under the criterion related to the proficiency of subject-specific knowledge can be found in the *Progression of Learning*. Information clarifying the other criteria is presented in Appendix 1 of this document.
 2. The elements under the criterion related to the proficiency of subject-specific knowledge can be found in the *Progression of Learning*. Information clarifying the other criteria is presented in Appendix 2 of this document.
 3. The elements under the criterion related to the proficiency of subject-specific knowledge can be found in the *Progression of Learning*. Information clarifying the other criteria is presented in Appendix 3 of this document.