

# Framework for the Evaluation of Learning

## Work-Oriented Training Path

### Training for a Semiskilled Trade

#### Preparation for a Semiskilled Trade

#### Secondary School Cycle Two

August 2011

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## 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. The annual Directives specify that the evaluation of learning acquired within the context of training for a semiskilled trade must also be based on the framework 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. In Training for a Semiskilled Trade, evaluation is based on the frameworks for Secondary Cycle One for language of instruction, second language and mathematics<sup>1</sup> as well as on the frameworks for Preparation for a Semiskilled Trade and Preparation for the Job Market.

### **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.

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

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.

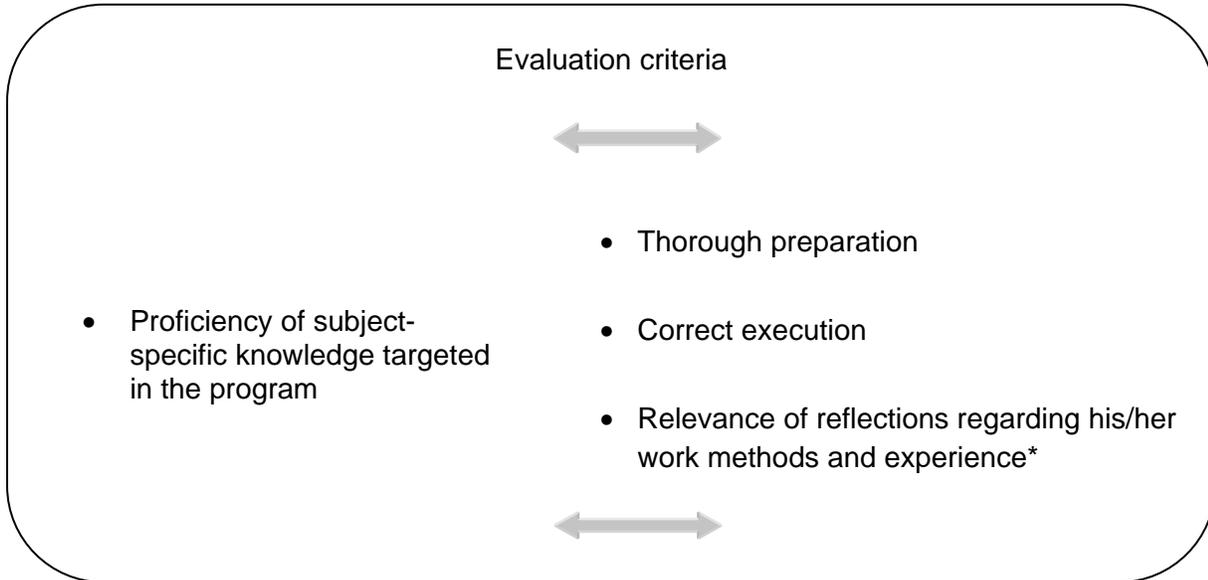
### **Evaluation of learning in Preparation for a Semiskilled Trade**

In order to successfully complete the Preparation for a Semiskilled Trade program, students must obtain a pass mark of 60% for the competencies "Develops the specific competencies associated with a semiskilled trade" and "Adopts attitudes and behaviours required in the workplace." For the competency "Develops the specific competencies associated with a semiskilled trade," students must demonstrate proficiency in all the specific competencies compulsory to the semiskilled trade chosen.

This condition also applies when students bridge to the Preparation for a Semiskilled Trade program in the third year of Prework Training, in accordance with the provisions of the *Basic school regulation*. In this case, in order to pass this subject, students must meet the program requirements with respect to the competencies "Develops the specific competencies associated with a semiskilled trade" and "Adopts attitudes and behaviours required in the workplace," each having the same weighting in the calculation of the subject mark.

Develops the specific competencies associated with a semiskilled trade **50%**

### Evaluation of Learning

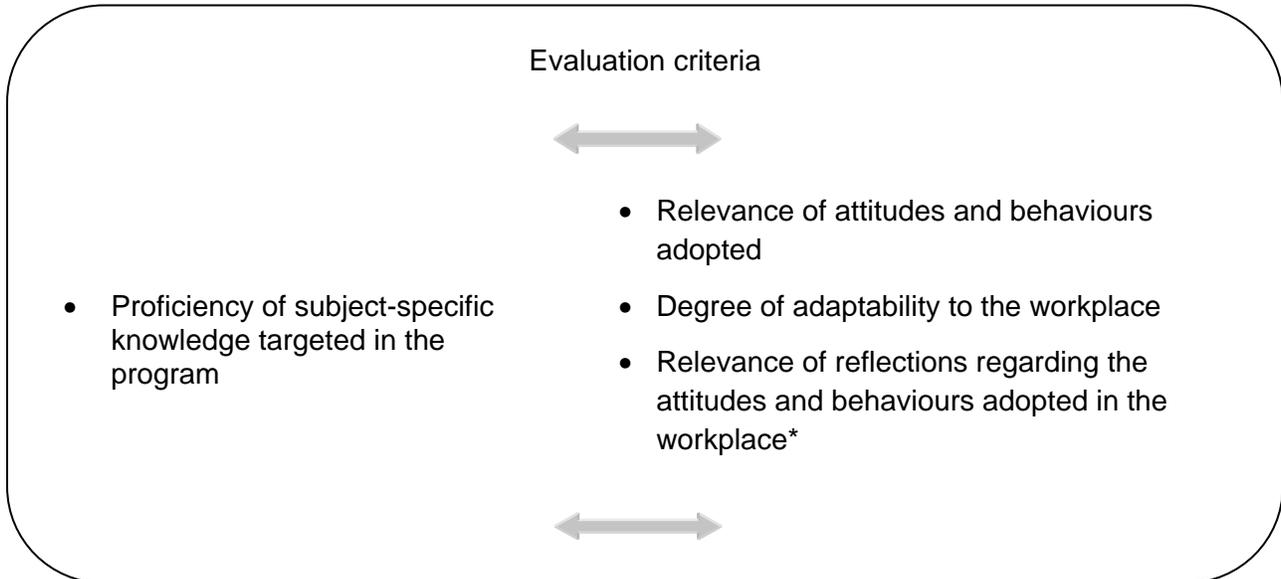


Knowledge will be evaluated at specific times chosen by the teacher, who will determine the importance of the various dimensions to be evaluated in calculating the student's mark.

\* 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.

### Evaluation of Learning



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## Appendix 1

### Information Clarifying the Criteria

Thorough preparation

- Consideration of tasks, their requirements and the resources needed
- Compliance with work methods and techniques

Correct execution

- Use of appropriate strategies (preparation, performance, integration)
- Observance of performance criteria
- Compliance with legal and regulatory provisions

Relevance of reflections regarding his/her work methods and experience\*

- Connection between his/her methods and techniques and the requirements of the tasks
- Proposal of improvements (means, challenges, explanations, etc.)

\* 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

Relevance of attitudes and behaviours adopted

- Consideration of issues, attitudes and behaviours (appropriate or inappropriate) adopted in a work situation
- Adoption of attitudes and behaviours related to personal goals set

Degree of adaptability to the workplace

- Adjustment of attitudes and behaviours to the work context and culture
- Ability to deal with change or unforeseeable situations
- Use of the environment's resources
- Use of strategies that will help them adapt to the workplace (e.g. being inspired by good role models in the workplace)

Relevance of reflections regarding the attitudes and behaviours adopted in the workplace\*

- Assessment of the resources and means used
- Proposal of improvements (means, challenges, explanations, etc.)

\* 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.