

Framework for the Evaluation of Learning

Work-Oriented Training Path

Training for a Semiskilled Trade

Preparation for the Job Market

Secondary School Cycle Two

August 2011

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

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 mathematics¹ 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.

¹ 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.

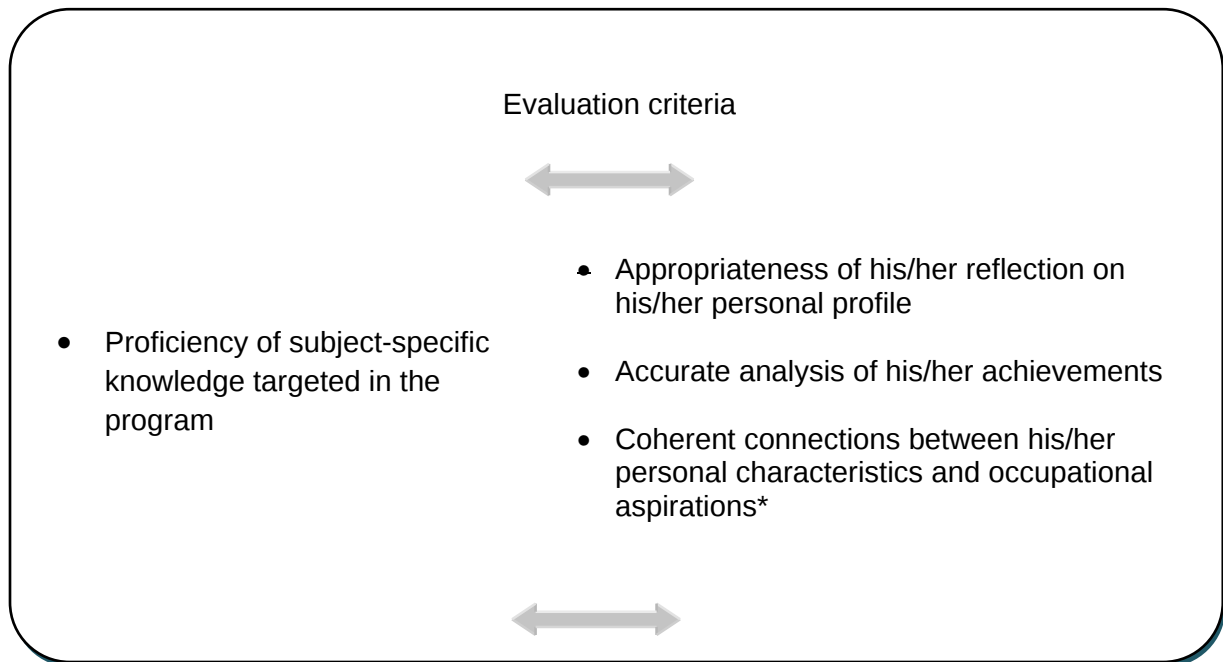
Evaluation of learning in Preparation for the Job Market

Students must successfully complete the Preparation for the Job Market program in order to be awarded a Training Certificate in a Semiskilled Trade. A pass mark of 60% demonstrates that students have developed sufficient proficiency in the competencies "Establishes his/her personal and occupational profile," "Gains an understanding of the job market" and "Carries out a sociovocational integration plan."

Establishes his/her personal and occupational profile

33%

Evaluation of Learning

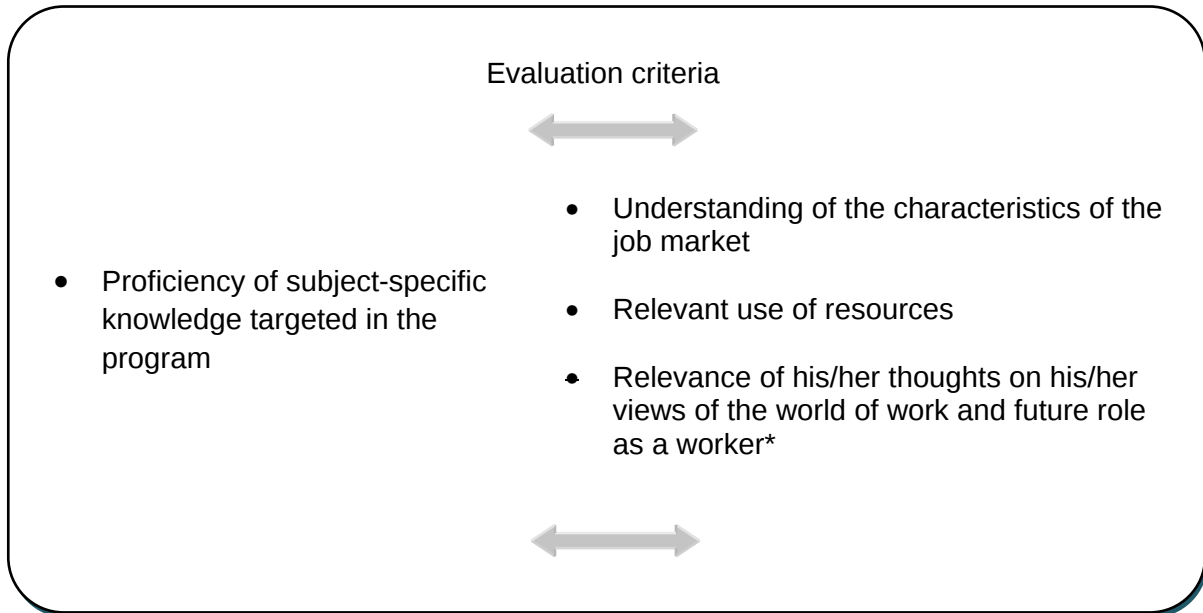


Knowledge will be evaluated at specific times chosen by the teacher, who will determine the importance of the various dimensions to be evaluated in calculating the student's mark.

* 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

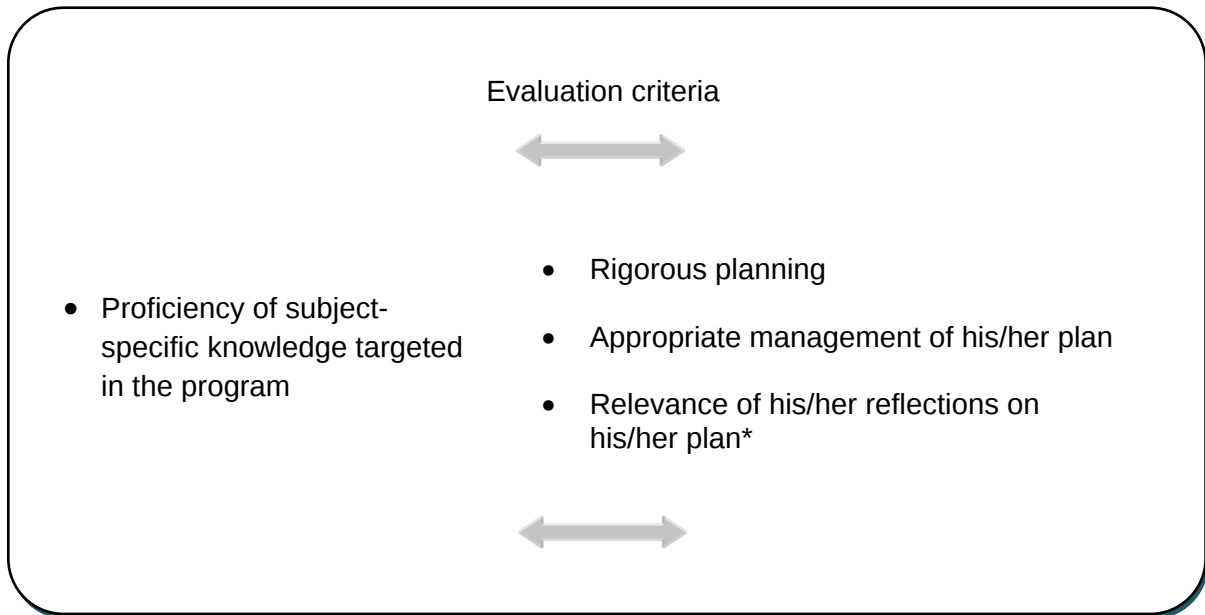


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Appendix 1

Information Clarifying the Criteria

Appropriateness of his/her reflection on his/her personal profile

- Recognition of his/her personal characteristics and of the contribution of his/her experiences (self-confidence, influences, interests, ambitions, resources, ability to adapt, etc.)
- Recognition of the factors that motivate him/her (source of motivation and ability to stay motivated)

Accurate analysis of his/her achievements

- Identification of the factors that helped him/her achieve success
- Recognition of the effectiveness of the strategies used*

Coherent connections between his/her personal characteristics and occupational aspirations*

- Formulation of logical connections between:
 - his/her interests and the characteristics of different work situations and workplaces
 - his/her personal resources and the qualities valued in the job market
 - his/her personal characteristics and occupational aspirations
 - training and access to jobs

* 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

Understanding of the characteristics of the job market

- Consideration of the constantly changing nature of the job market
- Consideration of work organization:
 - existence of certain laws and regulations governing work
 - existence of certain requirements associated with work situations

Relevant use of resources

- Type of resources
- Diversity of means used
- Relevance of information gathered

Relevance of his/her thoughts on his/her views of the world of work and future role as a worker*

- Formulation of logical connections between his/her view of the culture in a given workplace, his/her role as a worker as well as his/her rights and responsibilities

* 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 3

Information Clarifying the Criteria

Rigorous planning

- Consideration of the different types of sociovocational integration
- Realistic choice of sociovocational integration plan
- Anticipation of steps, constraints and strategies

Appropriate management of his/her plan

- Commitment to the project
- Use of appropriate resources and strategies
- Adaptation and adjustment
- Perseverance with all steps involved in implementing the plan

Relevance of his/her reflections on his/her plan*

- Clear explanations regarding choices made:
 - evaluation of steps taken
 - analysis of strategies used
- Formulation of logical connections between his/her personal characteristics, his/her understanding of the world of work and his/her occupational aspirations
- Ability to learn from others' knowledge and experiences

* 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.