

Framework for the Evaluation of Learning

Work-Oriented Training Path

Pework Training

Work Skills

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 Prework Training 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.

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. In Prework Training, each program sets out the knowledge that teachers must choose from with a view to helping students develop from a personal, social and career development perspective. 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 also specifies the relative weighting assigned to each competency, which makes it possible to determine the subject marks to be recorded in the report card.

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.

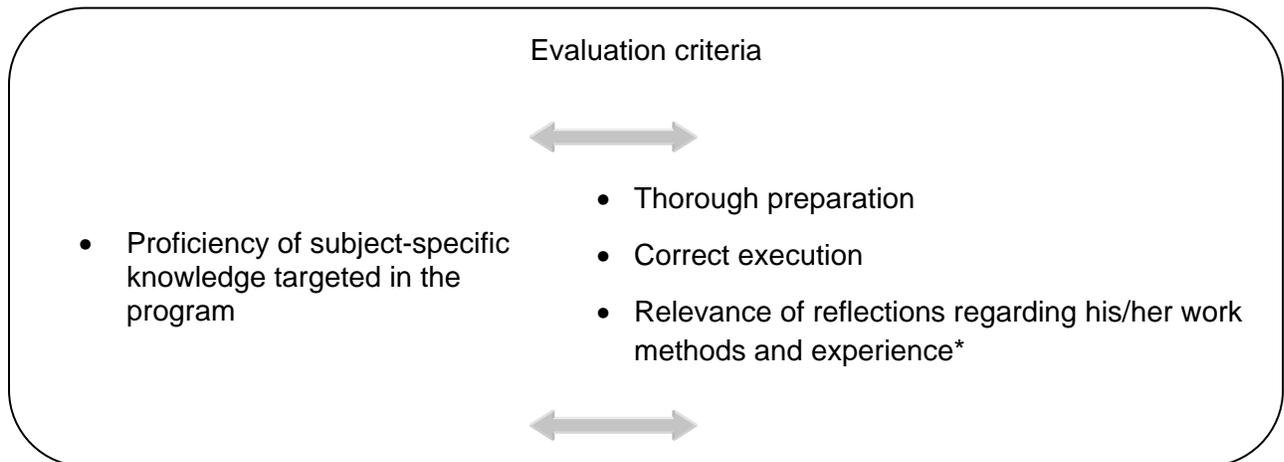
Evaluation of learning in Work Skills

In order to successfully complete the Work Skills program, students must satisfy the program requirements with respect to the competencies, "Develops specific competencies associated with one or more semiskilled trades" and "Adopts attitudes and behaviours required in the workplace." These competencies each have the same weighting in the calculation of the subject mark. For the competency "Develops specific competencies associated with one or more semiskilled trades," students must demonstrate proficiency in at least seven specific competencies.

Develops specific competencies associated with one or more semiskilled trades

Equivalent weighting in the calculation of the subject mark

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.

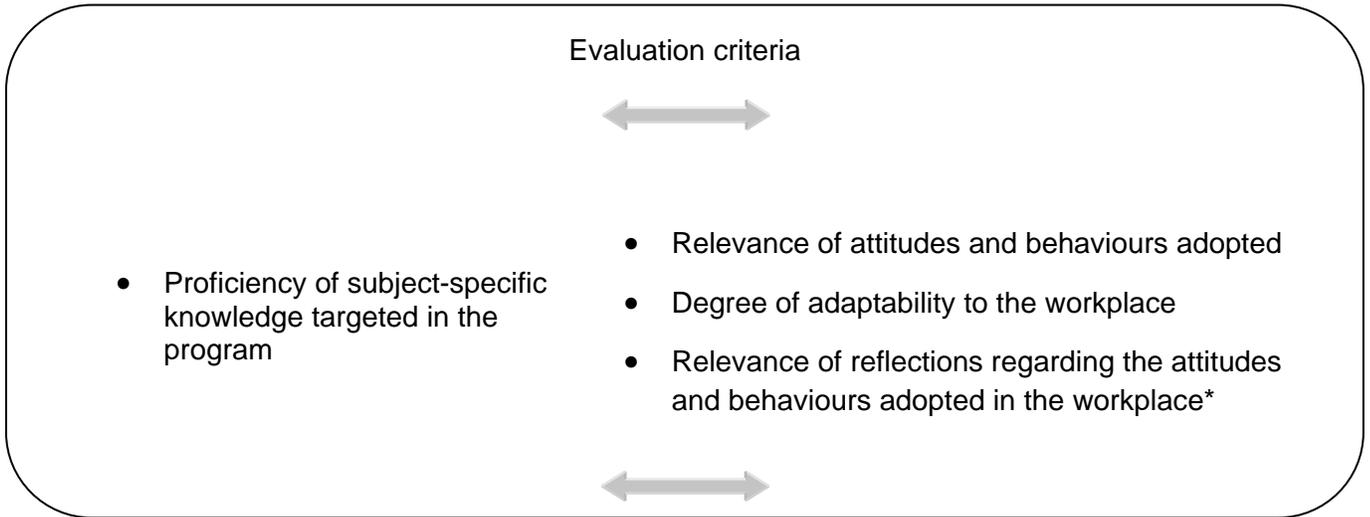
* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.

 **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.

Adopts attitudes and behaviours required in the workplace

Equivalent weighting in the calculation of the subject mark

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.