



# Framework for the Evaluation of Learning

## English Language Arts

Elementary School  
Cycles One, Two and Three

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# 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.

### To use language to communicate and learn

33%

#### Evaluation of Learning

##### Evaluation criteria<sup>1</sup>



Proficiency of subject-specific knowledge targeted in the *Progression of Learning*:

- Conventions of Written and Media Language
  - Language-Learning Processes
    - Response Process
    - Writing Process
    - Production Process
  - Text Types, Structures and Features
    - Self-Expressive Text Types
    - Narrative and Literary Text Types
    - Information-Based Text Types
- Communicating ideas
  - Communicating for learning
  - Using language conventions



To read and listen to literary, popular and information-based texts

33%

To represent her/his literacy in different media

### Evaluation of Learning

Evaluation criteria <sup>2</sup>	
	
Proficiency of subject-specific knowledge targeted in the <i>Progression of Learning</i> :	<ul style="list-style-type: none"><li>■ Constructing meaning</li><li>■ Making connections</li><li>■ Using structures and features of texts</li><li>■ Reading critically</li></ul>
<ul style="list-style-type: none"><li>■ Conventions of Written and Media Language</li><li>■ Language-Learning Processes<ul style="list-style-type: none"><li>■ Response Process</li><li>■ Writing Process</li><li>■ Production Process</li></ul></li><li>■ Text Types, Structures and Features<ul style="list-style-type: none"><li>■ Self-Expressive Text Types</li><li>■ Narrative and Literary Text Types</li><li>■ Information-Based Text Types</li></ul></li></ul>	
	

To write self-expressive, narrative and information-based texts

34%

To represent her/his literacy in different media

### Evaluation of Learning

Evaluation criteria <sup>3</sup>	
	
Proficiency of subject-specific knowledge targeted in the <i>Progression of Learning</i> :	<ul style="list-style-type: none"><li>■ Organizing texts</li><li>■ Adapting for audience and purpose</li><li>■ Applying structures and features of texts</li><li>■ Applying language conventions</li></ul>
<ul style="list-style-type: none"><li>■ Conventions of Written and Media Language</li><li>■ Language-Learning Processes<ul style="list-style-type: none"><li>■ Response Process</li><li>■ Writing Process</li><li>■ Production Process</li></ul></li><li>■ Text Types, Structures and Features<ul style="list-style-type: none"><li>■ Self-Expressive Text Types</li><li>■ Narrative and Literary Text Types</li><li>■ Information-Based Text Types</li></ul></li></ul>	
	

## Appendix 1

### Information Clarifying the Criteria

<b>Communicating ideas</b>	<ul style="list-style-type: none"> <li>■ Engagement in meaningful dialogue with peers and teachers</li> <li>■ Expression of ideas/points of view/information</li> <li>■ Use of spoken communication when collaborating with peers</li> </ul>
<b>Communicating for learning</b>	<ul style="list-style-type: none"> <li>■ Discussion of initial ideas and information through questioning or by offering explanations</li> <li>■ Confirmation and adjustments to own interpretations of texts through discussions with peers</li> <li>■ Discussion about own learning</li> </ul>
<b>Using language conventions</b>	<ul style="list-style-type: none"> <li>■ Demonstration of control of language structures</li> <li>■ Use of specific vocabulary to communicate ideas or information</li> <li>■ Modification of register (tone and voice) depending on purpose, context and/or audience</li> <li>■ Recognition of meaning communicated by nonverbal language cues</li> <li>■ Use of nonverbal language cues to communicate</li> </ul>

## Appendix 2

### Information Clarifying the Criteria

<b>Constructing meaning</b>	<ul style="list-style-type: none"> <li>■ Reading and production of literary, popular and information-based and media texts</li> <li>■ Use of reading strategies to construct meaning according to purpose and text type</li> <li>■ Interpretation and explanation to support ideas when responding to texts</li> <li>■ Integration of new information to construct meaning</li> <li>■ Justification of interpretation(s) of reading and viewing with reference to the text(s) (print, media and spoken)</li> </ul>
<b>Making connections</b>	<ul style="list-style-type: none"> <li>■ Identification of similar characters, issues and events common to different texts</li> <li>■ Establishment of text-to-text, text-to-self and text-to-world connections</li> <li>■ Recognition of similar ideas, themes or content among text types</li> <li>■ Use of structures and features of texts to gain meaning</li> </ul>
<b>Using structures and features of texts</b>	<ul style="list-style-type: none"> <li>■ Use of knowledge of structures and features of different text types to interpret texts</li> <li>■ Explanation of purposes for structures and features of different texts</li> </ul>
<b>Reading critically</b>	<ul style="list-style-type: none"> <li>■ Use of purpose and audience to interpret texts</li> <li>■ Appreciation of the qualities of texts</li> <li>■ Explanation/synthesis of ideas common to different texts when comparing written and media texts</li> </ul>

### Appendix 3

#### Information Clarifying the Criteria

<b>Organizing texts</b>	<ul style="list-style-type: none"><li>■ Application of a logical sequence of events when producing written and media self-expressive and narrative texts (beginning, middle, end)</li><li>■ Selection of relevant information from resources and own research</li><li>■ Use of standard structures for developing narrative and information-based written and media texts</li><li>■ Selection of a process when producing written and media texts</li></ul>
<b>Adapting for audience and purpose</b>	<ul style="list-style-type: none"><li>■ Creation of lively, personalized productions (voice)</li><li>■ Production of varied texts for a familiar audience and for different purposes</li></ul>
<b>Applying structures and features of texts</b>	<ul style="list-style-type: none"><li>■ Selection of structures and features when producing varied written and media texts</li><li>■ Selection of specific techniques and devices for intended effect and to convey information, meaning and messages</li></ul>
<b>Applying language conventions</b>	<ul style="list-style-type: none"><li>■ Selection of language or words to enhance writing when revising</li><li>■ Application of linguistic structures (usage and mechanics)</li><li>■ Use of conventions of language for both written and media texts</li></ul>

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.