



# Framework for the Evaluation of Learning

## Spanish as a Third Language

Secondary School  
Cycles One and Two

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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.

### Interacts in Spanish

45% (Secondary III)  
40% (Secondary IV and V)

#### Evaluation of Learning

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



- Proficiency of subject-specific knowledge targeted in the *Progression of Learning* (forthcoming)<sup>2</sup>
- Effective communication of ideas related to what the other speaker says
- Effective application of language and communication conventions
- Use of knowledge related to cultural references\*
- Effective application of the process\*



\* 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.

### Understands a variety of texts in Spanish

35% (Secondary III)  
30% (Secondary IV and V)

#### Evaluation of Learning

##### Evaluation criteria<sup>3</sup>



- Proficiency of subject-specific knowledge targeted in the *Progression of Learning* (forthcoming)<sup>4</sup>
- Demonstration of comprehension of the text
- Appropriate interpretation of cultural references\*
- Effective application of the process\*



\* 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.

**Evaluation of Learning**

Evaluation criteria <sup>5</sup>	
	
<ul style="list-style-type: none"> <li>■ Proficiency of subject-specific knowledge targeted in the <i>Progression of Learning</i> (forthcoming)<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>■ Coherent text</li> <li>■ Effective application of language and communication conventions</li> <li>■ Use of knowledge specific to cultural references*</li> <li>■ Effective application of the process*</li> </ul>
	
<p>* 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.</p>	

**Appendix 1**

**Information Clarifying the Criteria**

<p><b>Effective communication of ideas related to what the other speaker says</b></p>	<ul style="list-style-type: none"> <li>■ Use of verbal and nonverbal reactions</li> <li>■ Adaptation of message to suit other speaker and context</li> <li>■ Contribution of ideas to the discussion</li> <li>■ Coherent, relevant message</li> <li>■ Participation in the exchange</li> <li>■ Ease in transmitting the message</li> </ul>
<p><b>Effective application of language and communication conventions</b></p>	<ul style="list-style-type: none"> <li>■ Observance of phonetic rules</li> <li>■ Formulation of phrases respecting proper syntax</li> <li>■ Observance of the rules of agreement</li> <li>■ Use of vocabulary related to the subject or situation</li> <li>■ Application of sociolinguistic knowledge</li> </ul>
<p><b>Use of knowledge related to cultural references*</b></p>	<ul style="list-style-type: none"> <li>■ Expression of ideas related to the cultural references covered</li> <li>■ Appreciation of cultural products of Spanish-speaking countries</li> </ul>
<p><b>Effective application of the process*</b></p>	<ul style="list-style-type: none"> <li>■ Application of the steps involved in the process</li> <li>■ Use of strategies for learning and using language</li> </ul>
<p>* 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.</p>	

## Appendix 2

### Information Clarifying the Criteria

<b>Demonstration of comprehension of the text</b>	<ul style="list-style-type: none"> <li>■ Interpretation of sound, gestural or graphic cues or of media elements</li> <li>■ Identification of known vocabulary and elements of text organization</li> <li>■ Identification of explicit ideas or information</li> <li>■ Inference of implicit ideas or information</li> <li>■ Expression of the response to the text</li> <li>■ Expression of appreciation of the text</li> </ul>
<b>Appropriate interpretation of cultural references*</b>	<ul style="list-style-type: none"> <li>■ Identification of ideas related to the values and customs of Spanish-speaking countries</li> <li>■ Establishment of connections with his/her culture</li> <li>■ Appreciation of cultural products of Spanish-speaking countries</li> </ul>
<b>Effective application of the process*</b>	<ul style="list-style-type: none"> <li>■ Application of the steps involved in the process</li> <li>■ Use of strategies for learning and using language</li> </ul>
<p>* 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.</p>	

## Appendix 3

### Information Clarifying the Criteria

<b>Coherent text</b>	<ul style="list-style-type: none"> <li>■ Expression of a sufficient number of relevant ideas</li> <li>■ Organization and sequence of related ideas</li> <li>■ Observance of the structure and elements specific to the type of text</li> <li>■ Adaptation to the communication situation</li> </ul>
<b>Effective application of language and communication conventions</b>	<ul style="list-style-type: none"> <li>■ Use of vocabulary appropriate to the subject</li> <li>■ Application of agreement, syntax, spelling and punctuation rules</li> <li>■ Observance of conventions related to oral productions (including phonetics)</li> <li>■ Appropriate use of media elements</li> </ul>
<b>Use of knowledge specific to cultural references*</b>	<ul style="list-style-type: none"> <li>■ Reinvestment of learning related to cultural references</li> </ul>
<b>Effective application of the process*</b>	<ul style="list-style-type: none"> <li>■ Observance of steps in the process</li> <li>■ Use of strategies for learning and using language</li> </ul>
<p>* 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.</p>	

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1. The elements under the criterion related to the proficiency of subject-specific knowledge can be found in the *Progression of Learning* (forthcoming). Information clarifying the other criteria is presented in Appendix 1 of this document.
  2. The *Progression of Learning in Secondary School* will be available at [http://www.mels.gouv.qc.ca/progression/secondaire/index\\_en.asp](http://www.mels.gouv.qc.ca/progression/secondaire/index_en.asp).
  3. The elements under the criterion related to the proficiency of subject-specific knowledge can be found in the *Progression of Learning* (forthcoming). Information clarifying the other criteria is presented in Appendix 2 of this document.
  4. The *Progression of Learning in Secondary School* will be available at [http://www.mels.gouv.qc.ca/progression/secondaire/index\\_en.asp](http://www.mels.gouv.qc.ca/progression/secondaire/index_en.asp).
  5. The elements under the criterion related to the proficiency of subject-specific knowledge can be found in the *Progression of Learning* (forthcoming). Information clarifying the other criteria is presented in Appendix 3 of this document.
  6. The *Progression of Learning in Secondary School* will be available at [http://www.mels.gouv.qc.ca/progression/secondaire/index\\_en.asp](http://www.mels.gouv.qc.ca/progression/secondaire/index_en.asp).