Éducation,
Loisir et Sport
Québec

Framework for the Evaluation of Learning

Cultural Geography

Secondary School
Cycle Two

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Framework for the Evaluation of Learning

Introduction

The *Framework for the Evaluation of Learning* provides guidelines for the evaluation of learning specific to each subject in the Québec Education Program.

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 framework

The evaluation framework presents the program criteria on which the student's results must be based. This framework is designed to provide direct links to the document *Learning to Be Acquired*, which sets out the learning specific to the *Cultural Geography* 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

Evaluation criteria[1]

 • Proficiency of subject-specific knowledge targeted in the document *Learning to Be Acquired:*
   ▪ African cultural area
   ▪ Arab cultural area
   ▪ East Asian cultural area
   ▪ Indian cultural area
   ▪ Latin American cultural area
   ▪ Western cultural area
 	
 • Appropriate use of knowledge
 • Coherent representation of the organization of a cultural area
 • Establishment of the dynamics of a cultural area

Note: The student must be provided with feedback on his/her use of the techniques, but the techniques 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.

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.

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1. The elements under the criterion related to the proficiency of subject-specific knowledge can be found in the document *Learning to Be Acquired*. Information clarifying the other criteria is presented in the appendix of this document.

Appendix

Information Clarifying the Criteria

Appropriate use of knowledge	Execution of the following intellectual operations: ▪ Situate a territory ▪ Establish facts ▪ Characterize a territory ▪ Make comparisons ▪ Determine explanatory factors and consequences ▪ Establish connections between facts ▪ Establish causal connections
Coherent representation of the organization of a cultural area	Explanation of the organization of a cultural area
Establishment of the dynamics of a cultural area	Logical sequence of elements highlighting the dynamics of a cultural area