



Framework for the Evaluation of Learning

Integrative Project

Secondary School
Cycle 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.

Carries out an integrative project

100%

Makes connections between elements of his/her learning

Evaluation of Learning

Evaluation criteria ¹	
<ul style="list-style-type: none"> ■ Proficiency of subject-specific knowledge targeted in the program content (QEP)* 	<ul style="list-style-type: none"> ■ Coherent project development ■ Effectiveness in carrying out the project ■ Relevant analysis of execution and integration processes
<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

Information Clarifying the Criteria

Coherent project development	<ul style="list-style-type: none"> ■ Development of project according to his/her: <ul style="list-style-type: none"> ■ areas of interest ■ personal and academic characteristics ■ learning goals ■ Planning of the project ■ Adjustment of planning
Effectiveness in carrying out the project	<ul style="list-style-type: none"> ■ Performance of planned tasks ■ Indication of modifications made to the planned elements ■ Indication of tasks to perform in order to improve how the project is carried out ■ Explanation of how his/her personal and academic characteristics and learning contribute to carrying out the project
Relevant analysis of execution and integration processes	<ul style="list-style-type: none"> ■ Indication and justification of results achieved during project execution and integration ■ Indication of new learning and consolidated knowledge ■ Indication of how learning acquired in the context of these two processes can be reinvested

1. The elements under the criterion related to the proficiency of subject-specific knowledge can be found in the program content (QEP). Information clarifying the other criteria is presented in the appendix of this document.