Evaluation of Learning
History of Québec and Canada

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Workshop Objectives

- To examine the core issues related to the evaluation of learning in education

- To develop a shared understanding of the focuses of learning and objects of evaluation in the History of Québec and Canada program

- To learn about the proposed evaluation procedures and means of evaluating progress found in the Definition of the Evaluation Domain and end-of-course examinations

Workshop Outline

Opening remarks and introduction

1. Evaluation: Change, judgment and objects
2. Application of competencies **(first object of evaluation)**
3. Evaluation of a competency
4. Application of know-how **(second object of evaluation)**
5. Acquisition of historical knowledge **(third object of evaluation)**
6. General rubric
7. Application and regulation of evaluative judgment in the History of Québec and Canada program

1.Evaluation: Change, judgment and objects

1.1 In-school evaluation

The evaluation of learning is a socio-institutional practice.

What is beyond the teacher's control:
- Evaluation-of-learning requirements
- Certification-related evaluation procedures

What is under the teacher's control:
- Learning support procedures and means of evaluating progress
- Application of evaluative and professional judgment

1. Evaluation: Change, judgment and objects (*cont.*)

1.1 In-school evaluation

What does it mean to evaluate?

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1. Evaluation: Change, judgment and objects (*cont.*)
1.1 In-school evaluation

Evaluation involves comparison

Comparison to a **set standard**

⟶ **Norm-referenced interpretation**

Comparison to **oneself**

⟶ **Growth-referenced interpretation**

Comparison to a **description of the expected performance**

⟶ **History of Québec and Canada program**

Criterion-referenced interpretation

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1. Evaluation: Change, judgment and objects (*cont.*)

1.1 In-school evaluation

What do we evaluate in school?

1. Evaluation: Change, judgment and objects (*cont.*)
1.1 In-school evaluation

Doctor	Social worker	Financial planner
SVG Silh Creative Commons CCO	**SVG Silh** Creative Commons CCO	**SVG Silh** Creative Commons CCO

In education, we evaluate . . .

learning

The challenge is to assess learning through the use of appropriate means.

1. Evaluation: Change, judgment and objects (*cont.*)

1.1 In-school evaluation

The teacher's evaluative judgment is a form of professional judgment:

- ☑ because it enables the teacher to collect a body of meaningful information on student learning

- ☑ because it is based on recognized practices

- ☑ because it is based on validated practices

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1. Evaluation: Change, judgment and objects (*cont.*)
1.1 In-school evaluation

Evaluation consists in the application of the teacher's professional judgment based on criteria that allow for comparison of the learning accomplished by the individual adult learner with a series of profiles based on stated expected outcomes.
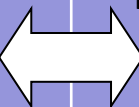
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Excerpt from the

History of Québec and Canada program

The evaluation of learning focuses on ❸ the **acquisition of knowledge**, the performance of intellectual operations (that is, ❷ **know-how related to the key features of the competencies**), and the ❶ **application of the competencies**. The teacher relies on observable and measurable evidence to form a judgment based on the **evaluation criteria** specified in the Definition of the Evaluation Domain. (pp. 15 and 18)

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1. Evaluation: Change, judgment and objects (*cont.*)
1.2. Objects of evaluation in History
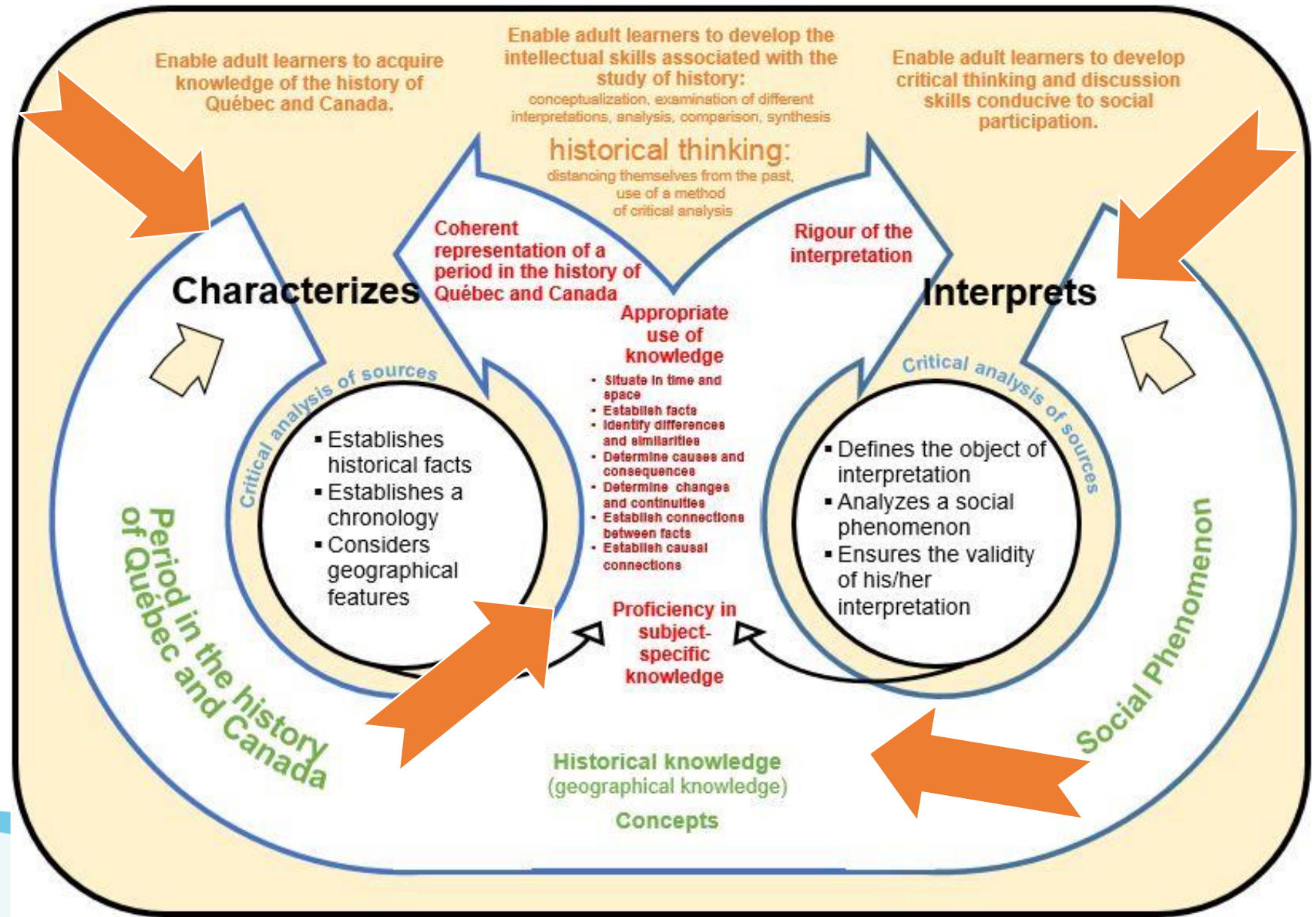
Evaluation Criteria	
▪ **Appropriate use of knowledge** ▪ **Coherent representation of a period in the history of Québec and Canada** ▪ **Rigour of the interpretation**	▪ **Proficiency in subject-specific knowledge** Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization and is therefore linked with the evaluation criteria for the competencies.

(*Définition du domaine d'évaluation,* History of Québec and Canada, p. 2) [*Translation*]

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2. Application of competencies

First Object of Evaluation

in the

History of Québec and Canada Program

2. Application of competencies (*cont.*)

2.1. The concept of competency

A competency can only exist in a clearly defined area (Crahay 2006; Rey 1998): there must be consensus within an organization.

> ### *Diversified Basic Education Program for Secondary III, IV and V*
>
> "The concept of competency presupposes the ability to reflect on the process used to carry out tasks and solve problems. The competency-based approach involves establishing a different relationship to knowledge and a refocusing of educational activities on the immediate use of learning acquired.
>
> A competency is demonstrated in various contexts of increasing complexity, and a person's mastery of it may increase throughout his or her lifetime. Knowledge plays an important role in the development of competencies; it is an essential resource for acting effectively in a situation."
>
> (*General Introduction to the Programs of Study*, p. 6)

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2. Application of competencies (*cont.*)

2.2. Characteristics of a competency

Characteristics of a competency (Legendre 2008)	
1.	A competency can never be seen directly.
2.	A competency is integral to the activity and to the singularity of both the subject and the context in which the competency is exercised.
3.	A competency has a dynamic, combinatory structure.
4.	A competency is an evolving construct.
5.	A competency has a metacognitive dimension.
6.	A competency has both an individual and a collective dimension.

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2. Application of competencies (*cont.*)

2.2. Characteristics of a competency

Diversified Basic Education (DBE) Program for Secondary III, IV and V

The development of competencies is at the heart of the DBE Program, which defines competency as "**the ability to act effectively by mobilizing a range of resources.**" (p. 6)

ability to act: ability and action

mobilization and effective action: use in context

resources: knowledge, strategies, processes, etc.

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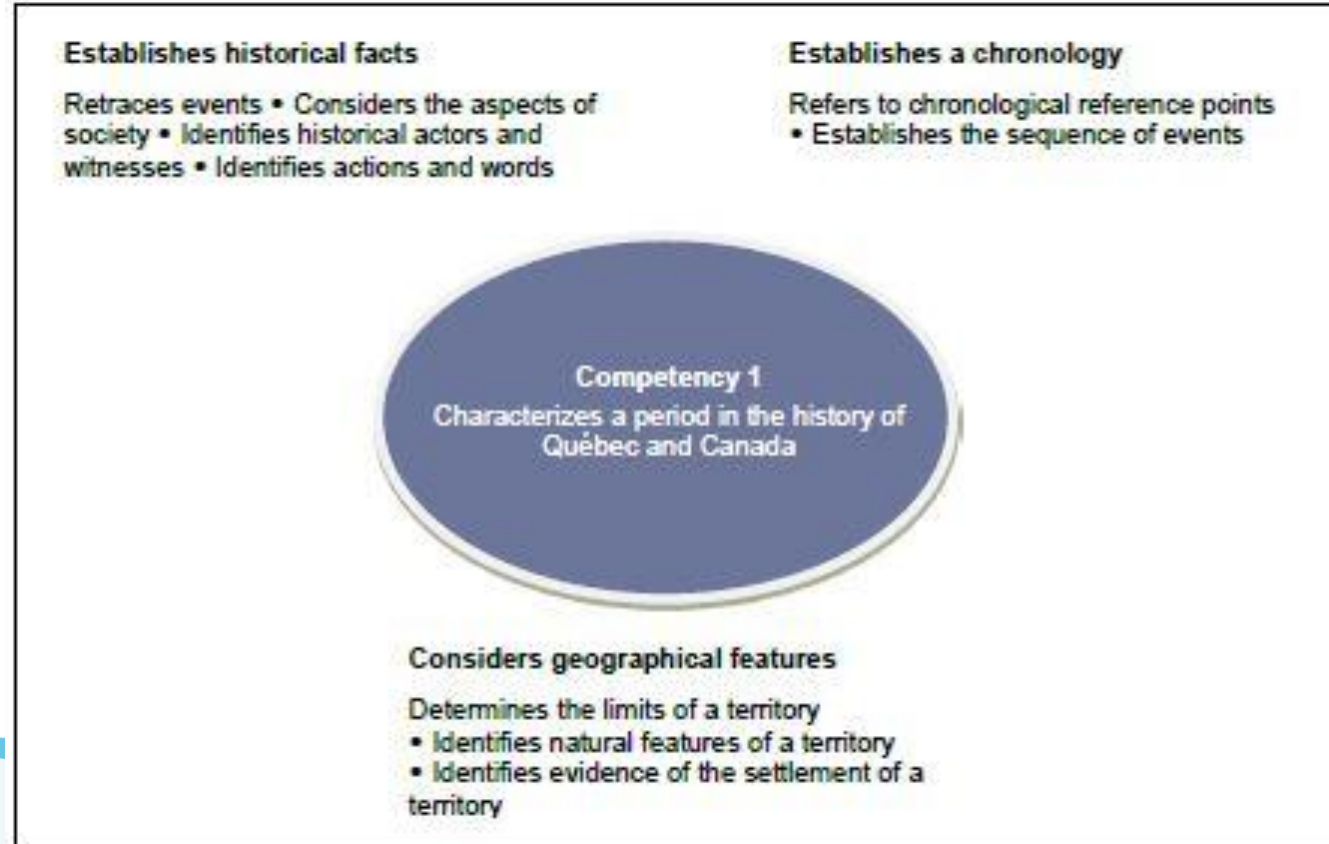
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2. Application of competencies (*cont.*)

2.3. Competency 1: *Characterizes a period in the history of Québec and Canada*

Characterizes a period in the history of Québec and Canada :

- Characterization involves analyzing sources to establish who, what, when, where, how and in what order.
  - **It involves identifying the distinctive features of the period, establishing connections among them and describing them.**
- When adult learners characterize a period, they reconstruct the past or an account thereof.
  - Adult learners familiarize themselves with information and reconstitute the facts rather than passively accepting them.
- This competency represents an essential step in the study of history.
- All aspects of society can be characterized.
- Adult learners may characterize part or all of the period in question.

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Establishes historical facts

Retraces events • Considers the aspects of society • Identifies historical actors and witnesses • Identifies actions and words

Establishes a chronology

Refers to chronological reference points • Establishes the sequence of events

Competency 1
Characterizes a period in the history of Québec and Canada

Considers geographical features

Determines the limits of a territory
• Identifies natural features of a territory
• Identifies evidence of the settlement of a territory

2. Application of competencies (*cont.*)

2.3. Competency 1: *Characterizes a period in the history of Québec and Canada*

Examples of characterization

1. Indigenous societies present in the 16th century on the territory of present-day Québec

2. The exploitation and exploration of North America by the French before the Franco-Aboriginal Alliance of 1603

3. The political and economic alliances between First Nations and Europeans during the first decades of the 17th century

4. First Nations knowledge and practices adopted by Saint Lawrence Valley colonists during the French regime

5. How the fur trade operated in the colony prior to 1663

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2. Application of competencies (*cont.*)

2.3. Competency 1: *Characterizes a period in the history of Québec and Canada*

Examples of characterization

6. The administration of the city of Trois-Rivières at the end of Montmagny's governorship

7. The War of the Conquest

8. Protest movements between 1760 and 1791

9. The territorial aspect of the colonial economy under the British Empire

10. The establishment of the Anglican Church in the Province of Quebec after 1791

11. The first debates in the Legislative Assembly

12. The composition of the colony's population in the 1830s

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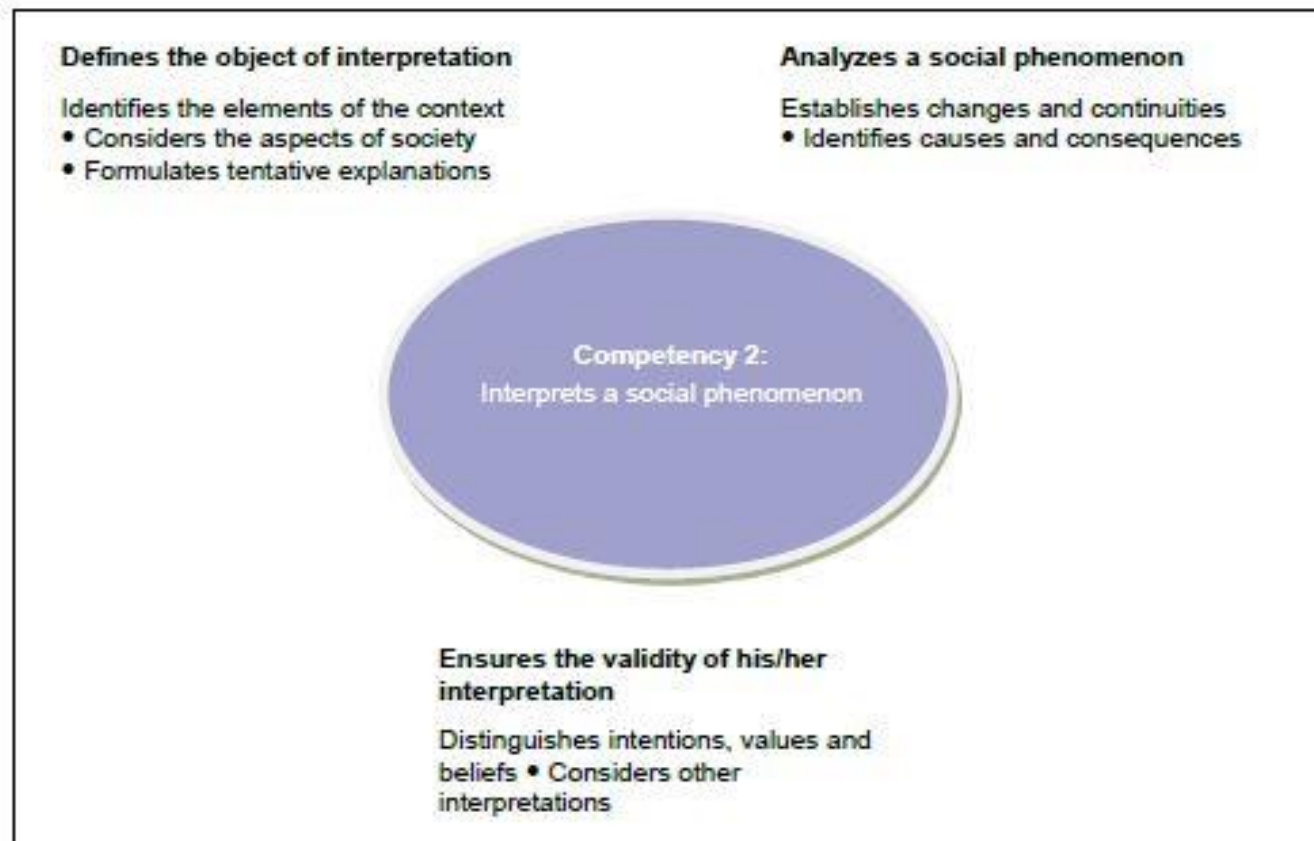gouvernement

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2. Application of competencies (*cont.*)

2.4. Competency 2: *Interprets a social phenomenon*

Interprets a social phenomenon:

- Interpretation consists in carrying out a critical analysis of history, i.e. interpreting and adopting a variety of perspectives.

- Interpretation involves analyzing sources to establish why things happened:
  - **Giving meaning to and explaining a social phenomenon**

- To interpret a social phenomenon, adult learners must use a method of critical analysis—the historical method—whose basic principles are reflected in the key features of the competency.

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2. Application of competencies (*cont.*)

2.4. Competency 2: *Interprets a social phenomenon*

Defines the object of interpretation

Identifies the elements of the context
- Considers the aspects of society
- Formulates tentative explanations

Analyzes a social phenomenon

Establishes changes and continuities
- Identifies causes and consequences

Competency 2:
Interprets a social phenomenon

Ensures the validity of his/her interpretation

Distinguishes intentions, values and beliefs • Considers other interpretations

2. Application of competencies (*cont.*)

2.4. Competency 2: *Interprets a social phenomenon*

Examples of interpretation

1. The causes of the Franco-Aboriginal Alliance of 1603 from an Indigenous perspective

2. The role of the territory in determining how the economy was structured during the first decades of the French colony

3. The consequences of the establishment of Royal Government for how the colony was governed

4. The socio-demographic implications of the Great Peace of Montréal of 1701

5. The implementation of instructions from Great Britain by the early British governors

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2. Application of competencies (*cont.*)

2.4. Competency 2: *Interprets a social phenomenon*

Examples of interpretation

6. The immigration of British settlers from New England to the Province of Quebec

7. The growth of the timber trade during the first half of the 19th century

8. The agricultural crisis of the 1830s

9. How power was exercised before and after the Constitutional Act

10. How the actions of the Patriote leaders were influenced by liberal and republican ideas

11. The observations upon which the conclusions of Lord Durham's report were based

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3. Evaluation of a competency

3.1. Key considerations in evaluating competencies

VALIDITY

"The concept of validity concerns the accuracy, significance and usefulness of deductions based on data obtained with an instrument's assistance."

(Tousignant et al. 2005, p. 63) [*Translation*]

Does the evaluation tool make it possible to evaluate what it was intended to evaluate?

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RELIABILITY

"Reliability refers to the extent to which the degree of learning effectively achieved by students corresponds to the marks they receive."

(Tousignant et al. 2005, p. 70) [*Translation*]

A valid exam will have a reasonable likelihood of being reliable.

Indicators of reliability:
- Reproducibility
- Internal consistency (interrater or intermarker reliability)

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3. Evaluation of a competency (*cont.*)

3.1. Key considerations in evaluating competencies

To achieve greater validity:

- develop tools that make it possible to assess what has effectively been learned with regard to competencies, know-how and resources

Characterizes	*Interprets*
- Establishes historical facts - Establishes a chronology - Considers geographical features	- Defines the object of interpretation - Analyzes a social phenomenon - Ensures the validity of his/her interpretation

Observability potential

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3. Evaluation of a competency (*cont.*)

3.1. Key considerations in evaluating competencies

A competency has a metacognitive dimension.

- Although no less fundamental than other characteristics, this dimension is not explicitly taken into consideration when determining the subject mark.

A competency has both an individual and a collective dimension.

- The "citizenship" component of the teaching of history is not assessed with instruments.

3. Evaluation of a competency (*cont.*)

3.1. Key considerations in evaluating competencies

To achieve greater reliability:

- develop rubrics that provide for greater intermarker reliability.

The concepts of validity and reliability explain the bulk of the choices made for the end-of-course examinations.

3. Evaluation of a competency (*cont.*)

3.2. Criterion-referenced interpretation

A criterion is "**something that is used as a standard or a reason when judging or making a decision about something.**" (*Antidote*)

- Evaluation criteria constitute different ways in which work may be assessed in order to determine what the adult learner has learned.

- Evaluation criteria are independent of the answer format: tasks may vary, but the criteria remain the same.

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3. Evaluation of a competency (*cont.*)

3.2.1. Evaluating the coherent representation of a period in the history of Québec and Canada

The evaluation criterion

Coherent representation of a period in the history of Québec and Canada

is used to evaluate the results of the adult learner's application of the competency *Characterizes a period in the history of Québec and Canada*.

Identify facts (characteristics / distinctive features), **interrelate them** (coherence) **and describe them** (present the key elements related to the problem or question at hand).

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3. Evaluation of a competency (*cont.*)

3.2.1. Evaluating the coherent representation of a period in the history of Québec and Canada

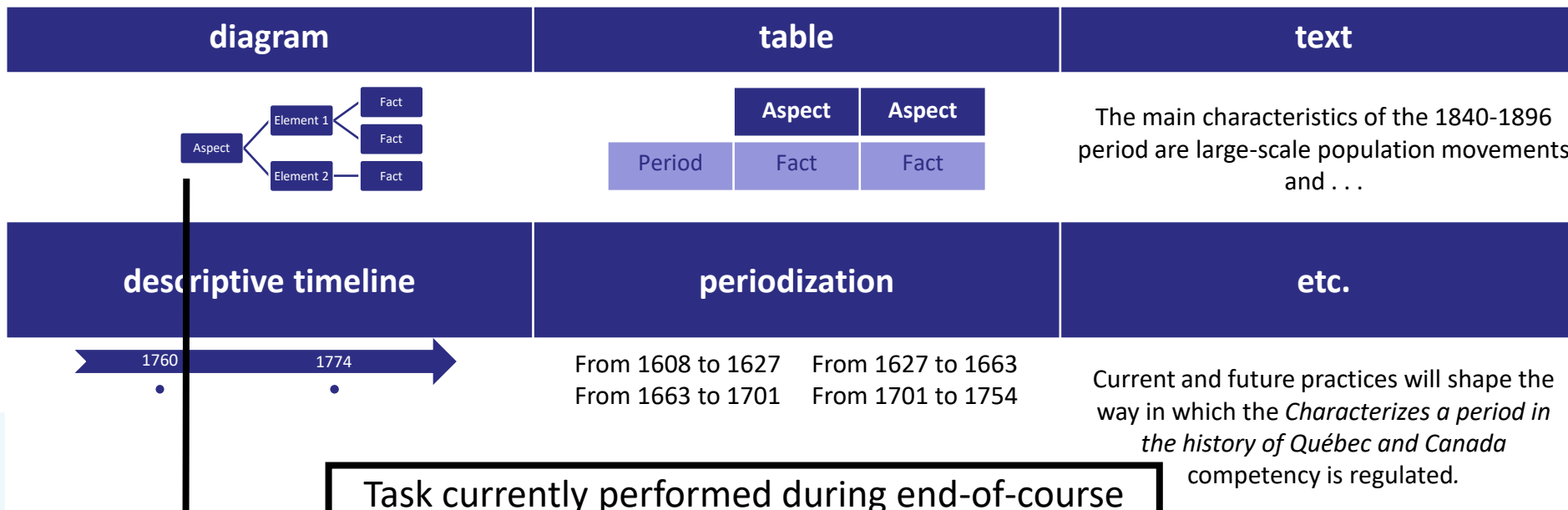**Excerpt from the *Definition of the Evaluation Domain* for the History of Québec and Canada program**

"[The criterion *Coherent representation of a period in the history of Québec and Canada*] is used to evaluate the adult learner's ability to write a description highlighting cultural, economic, political, social and territorial elements of part or all of a period in the history of Québec and Canada." (p. 3) [*Translation*]

3. Evaluation of a competency (*cont.*)

3.2.1. Evaluating the coherent representation of a period in the history of Québec and Canada

Examples of tasks that may be used to assess
the adult learner's level of development regarding the competency
Characterizes a period in the history of Québec and Canada

The production of a:

diagram	table	text

descriptive timeline	periodization	etc.

diagram

Aspect → Element 1 → Fact / Fact
Aspect → Element 2 → Fact

table

Aspect	Aspect
Period	Fact	Fact

text

The main characteristics of the 1840-1896 period are large-scale population movements and . . .

descriptive timeline

1760   1774

periodization

From 1608 to 1627   From 1627 to 1663
From 1663 to 1701   From 1701 to 1754

etc.

Current and future practices will shape the way in which the *Characterizes a period in the history of Québec and Canada* competency is regulated.

Task currently performed during end-of-course examinations

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3. Evaluation of a competency (*cont.*)

3.2.2. Evaluating the rigour of the interpretation

The evaluation criterion

Rigour of the interpretation

is used to evaluate the results of the adult learner's application of the competency

Interprets a social phenomenon.

Assign meaning to a social phenomenon (interpret) and explain it (rigour).

3. Evaluation of a competency (*cont.*)

3.2.2. Evaluating the rigour of the interpretation

Excerpt from the *Definition of the Evaluation Domain* for the
History of Québec and Canada program
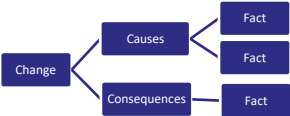
"[The criterion *Rigour of the interpretation*] is used to evaluate the adult learner's ability to develop an explanation highlighting major social, political, economic, cultural and territorial changes relating to a social phenomenon." (p. 3) [*Translation*]

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3. Evaluation of a competency (*cont.*)

3.2.2. Evaluating the rigour of the interpretation

Examples of tasks that may be used to assess the
adult learner's level of development with regard to the competency
Interprets a social phenomenon

The production of a:

diagram	text	discussion	etc.
	The economic change that occurred during this period can be explained by . . .	How can this continuity be explained?	Current and future practices will shape the way in which the competency *Interprets a social phenomenon* is regulated.

Task currently performed during end-of-course examinations (explanatory sequence)

3. Evaluation of a competency (*cont.*)

3.3. The regulation of learning

"Integrating evaluation into all aspects of the learning process also allows us to reconsider the possible relationships between evaluation in the course of learning and the recognition of competencies, which takes place at strategic moments during students' schooling."

Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec, 2003), p. 14.

REGULATION

3. Evaluation of a competency (*cont.*)

3.3. The regulation of learning

The concept of regulation is related to:

- the adaptation of or adjustments to teaching and the support provided to adult learners

- adult learners' adaptation of their own learning processes and progression

3. Evaluation of a competency (*cont.*)

3.3. The regulation of learning
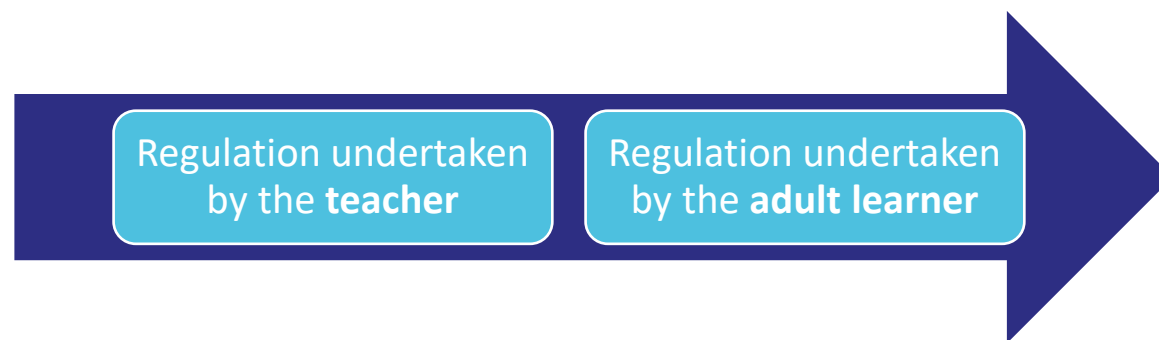
Make the most of the regulation potential of each intervention in order to enable the adult learner:

- to better anticipate the nature of tasks and the associated requirements and to prepare accordingly
- to develop self-confidence
- to develop greater autonomy

3. Evaluation of a competency (*cont.*)

3.4. Competency evaluation in the context of end-of-course examinations

The aim of end-of-course examinations—which are socio-institutional constructs—is **to certify** the adult learner's success.

The certification function of the evaluation of learning:

> **"In schools, the certification function comes into play when diplomas are issued."**
>
> (Tousignant et al. 2005, p. 55) [*Translation*]

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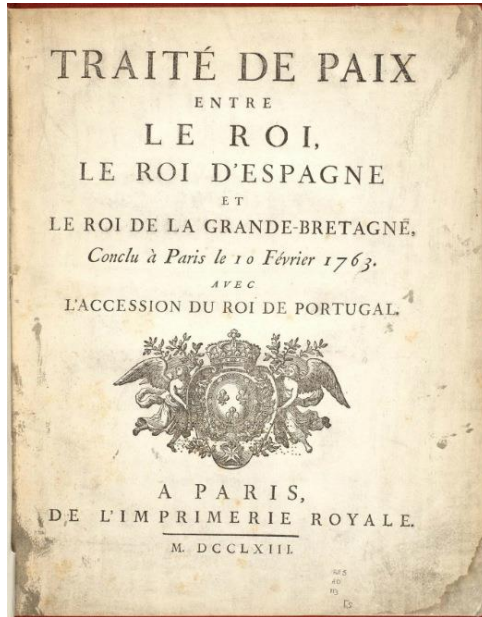
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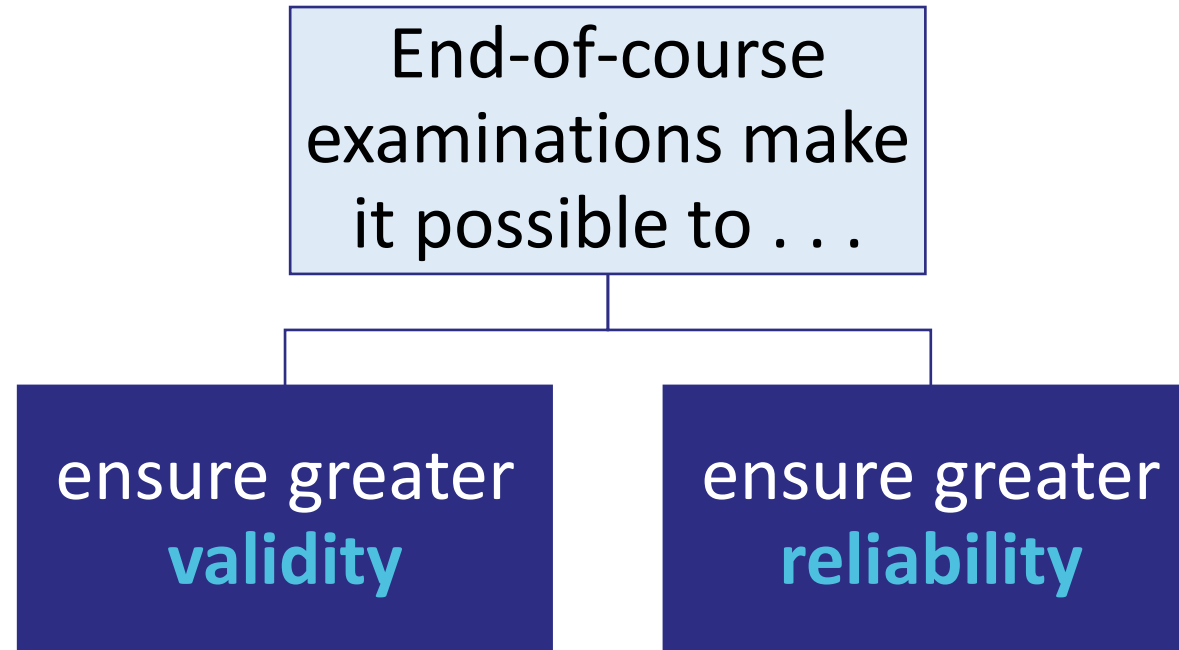
3. Evaluation of a competency (*cont.*)

3.4. Competency evaluation in the context of end-of-course examinations

"Also, it is clear that certification must primarily be based on the performance of integrative tasks: driving an automobile is a task that requires more than just knowledge of the Highway Safety Code"

(Tousignant et al. 2005, p. 55) [*Translation*]

3.4. Competency evaluation in the context of end-of-course examinations

Peace treaty between the King of France, the King of Spain and the King of Great Britain, concluded in Paris on February 10, 1763, with the accession of the King of Portugal
© Bibliothèque et Archives nationales du Québec

Perspective View of a Fireworks Display in Front of the Hôtel de Ville for the Publication of the Peace in Paris
gallica.bnf.fr / Bibliothèque nationale de France 1763 – Domaine public

The tasks performed by adult learners to demonstrate their level of competency development require the **use and critical analysis of a series of sources** that are primarily written and iconographic.

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3. Evaluation of a competency (*cont.*)

3.4.1. Evaluation of the competency *Characterizes a period in the history of Québec and Canada* in end-of-course examinations

Describe the period of major economic and social change that occurred in Québec in the second half of the 19th century.

Procedure:

- Consult the Document File and the diagram in the Answer Booklet.

- In the Document File, select only those documents that relate to the question.

- Complete the diagram in the Answer Booklet using the documents you have selected.

MEES, Direction de l'évaluation des apprentissages
Details on the Evaluation Tools for the Ministerial Examinations in History of Québec and Canada, 2019, p. 14.

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3. Evaluation of a competency (*cont.*)

3.4.1. Evaluation of the competency *Characterizes a period in the history of Québec and Canada* in end-of-course examinations

Description of the role of documents for the question related to the description of a period in the history of Québec and Canada

ROLE	DESCRIPTION
The documents contribute to the production of a description.	The documents guide the student in determining the topic of the description. **or** The documents enable the student to provide details on the connected elements related to the topic of the description.

MEES, Direction de l'évaluation des apprentissages, *Complementary Examination, Secondary Cycle Two, Information Document – June 2019, History of Québec and Canada*, 2019, p. 9.

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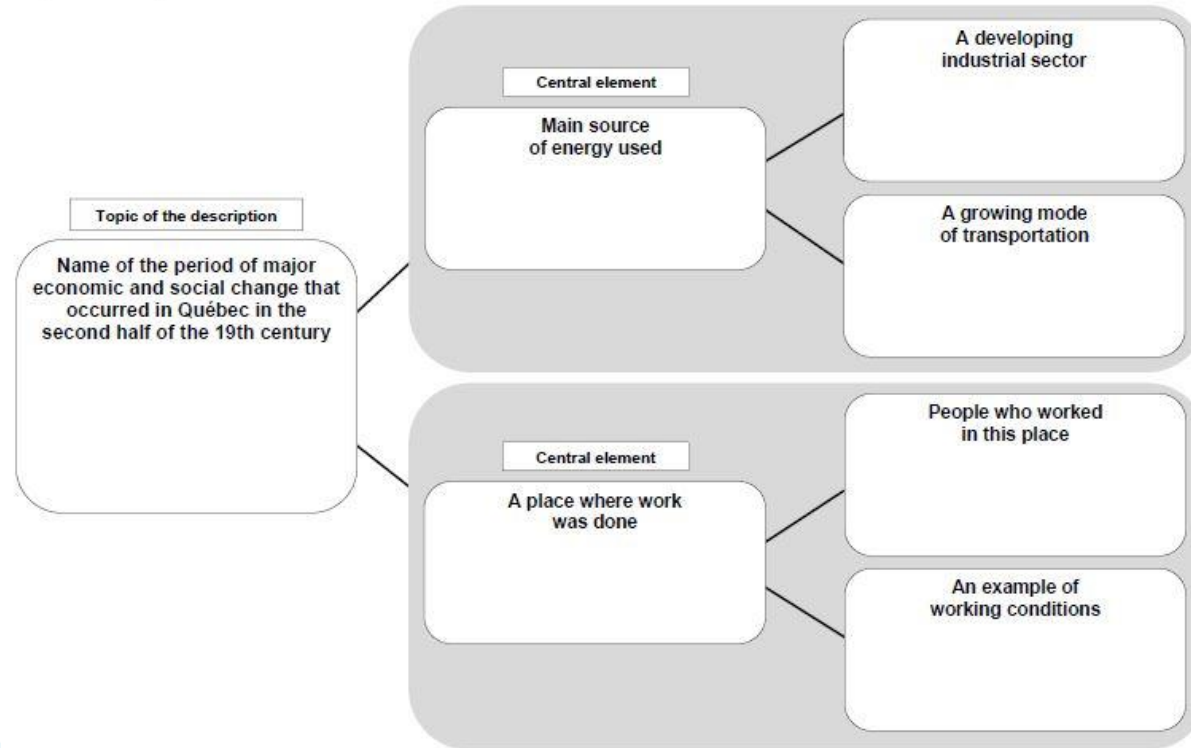**MEES, Direction de l'évaluation des apprentissages**

Details on the Evaluation Tools for the Ministerial Examinations in History of Québec and Canada, 2019, pp. 15-16.

3. Evaluation of a competency (*cont.*)

3.4.1. Evaluation of the competency *Characterizes a period in the history of Québec and Canada* in end-of-course examinations

Complete the diagram below.

MEES, Direction de l'évaluation des apprentissages

Details on the Evaluation Tools for the Ministerial Examinations in History of Québec and Canada, 2019, p. 17.

3. Evaluation of a competency (*cont.*)

3.4.1. Evaluation of the competency *Characterizes a period in the history of Québec and Canada* in end-of-course examinations

RUBRIC
Criterion: *Coherent representation of a period in the history of Québec and Canada*

Indicates the topic of the description			
The student indicates the topic correctly. 2 marks	The student indicates the topic to some extent. 1 mark	The student indicates the topic incorrectly or does not indicate it. 0 marks	/2

| Provides details on connected elements				
First connection	The student provides details on the central element	and provides details on the other two elements.	3 marks	/3
		and provides details on one of the other two elements.	2 marks	
		but does not provide details on the other two elements.	1 mark	
	The student does not provide details on the central element	but provides details on the other two elements.	1 mark	
		but provides details on one of the other two elements or does not provide any details.	0 marks	
Second connection	The student provides details on the central element	and provides details on the other two elements.	3 marks	/3
		and provides details on one of the other two elements.	2 marks	
		but does not provide details on the other two elements.	1 mark	
	The student does not provide details on the central element	but provides details on the other two elements.	1 mark	
		but provides details on one of the other two elements or does not provide any details.	0 marks	
			Total	/8

MEES, Direction de l'évaluation des apprentissages

Details on the Evaluation Tools for the Ministerial Examinations in History of Québec and Canada, 2019, p. 10.

3. Evaluation of a competency (*cont.*)

3.4.2. Evaluation of the competency *Interprets a social phenomenon* in end-of-course examinations

During the first half of the 19th century, stimulated by the industrial revolution in Great Britain, Lower Canada's economy underwent major changes, especially in the timber and wheat sectors.

An economic change

in the timber sector
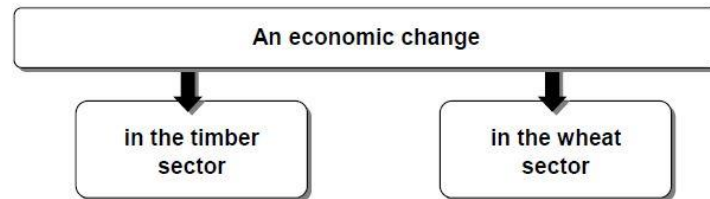
in the wheat sector

Explain the economic changes that occurred in Lower Canada between 1791 and 1840.

- In the Answer Booklet you must:

  – indicate an economic change in the timber sector and explain why this change occurred

  – indicate an economic change in the wheat sector and explain why this change occurred

- To do this, you must consult the documents on **pages 30 and 31.**

The role of the documents is described in Appendix I.

MEES, Direction de l'évaluation des apprentissages

Evaluation of Learning, Reference Document, History of Québec and Canada, Secondary III, 2017, p. 29.

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3. Evaluation of a competency (*cont.*)

3.4.2. Evaluation of the competency *Interprets a social phenomenon* in end-of-course examinations

**Description of the role of documents for the question
related to the explanation of major changes in a social phenomenon**

ROLE	DESCRIPTION
The documents contribute to the development of an explanation.	The documents guide the student in establishing the elements of the answer. or The documents enable the student to illustrate or explain the elements of the answer (depending on what the instructions specify).

MEES, Direction de l'évaluation des apprentissages
Evaluation of Learning, Reference Document, History of Québec and Canada, Secondary III, 2017, p. 35.

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MEES, Direction de l'évaluation des apprentissages

Evaluation of Learning, Reference Document, History of Québec and Canada, Secondary III, 2017, pp. 30-31.

Explain the economic changes that occurred in Lower Canada between 1791 and 1840.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

3. Evaluation of a competency (*cont.*)

3.4.2. Evaluation of the competency *Interprets a social phenomenon* in end-of-course examinations

3. Evaluation of a competency (*cont.*)

3.4.2. Evaluation of the competency *Interprets a social phenomenon* in end-of-course examinations

RUBRIC
Criterion: *Rigour of the interpretation*

	Indicates the elements of the answer			Supports the elements of the answer with facts			
First element of the answer	The student indicates the element of the answer	correctly.	2 marks	The student supports the element of the answer	sufficiently.	2 marks	/4
		to some extent.	1 mark		to some extent.	1 mark	
					insufficiently.	0 marks	
	The student indicates the element of the answer incorrectly or does not indicate it.		0 marks	The student presents information that is	accurate and relevant.	1 mark	
					inaccurate.	0 marks	
Second element of the answer	The student indicates the element of the answer	correctly.	2 marks	The student supports the element of the answer	sufficiently.	2 marks	/4
		to some extent.	1 mark		to some extent.	1 mark	
					insufficiently.	0 marks	
	The student indicates the element of the answer incorrectly or does not indicate it.		0 marks	The student presents information that is	accurate and relevant.	1 mark	
					inaccurate.	0 marks	
						Total	/8

MEES, Direction de l'évaluation des apprentissages

Details on the Evaluation Tools for the Ministerial Examinations in History of Québec and Canada, 2019, p. 12.

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4. Application of know-how

Second object of evaluation in the
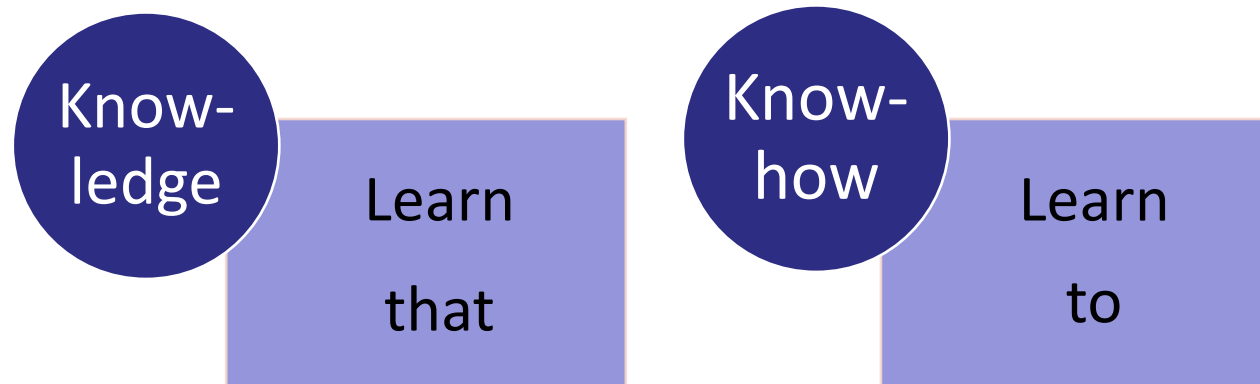**History of Québec and Canada program**

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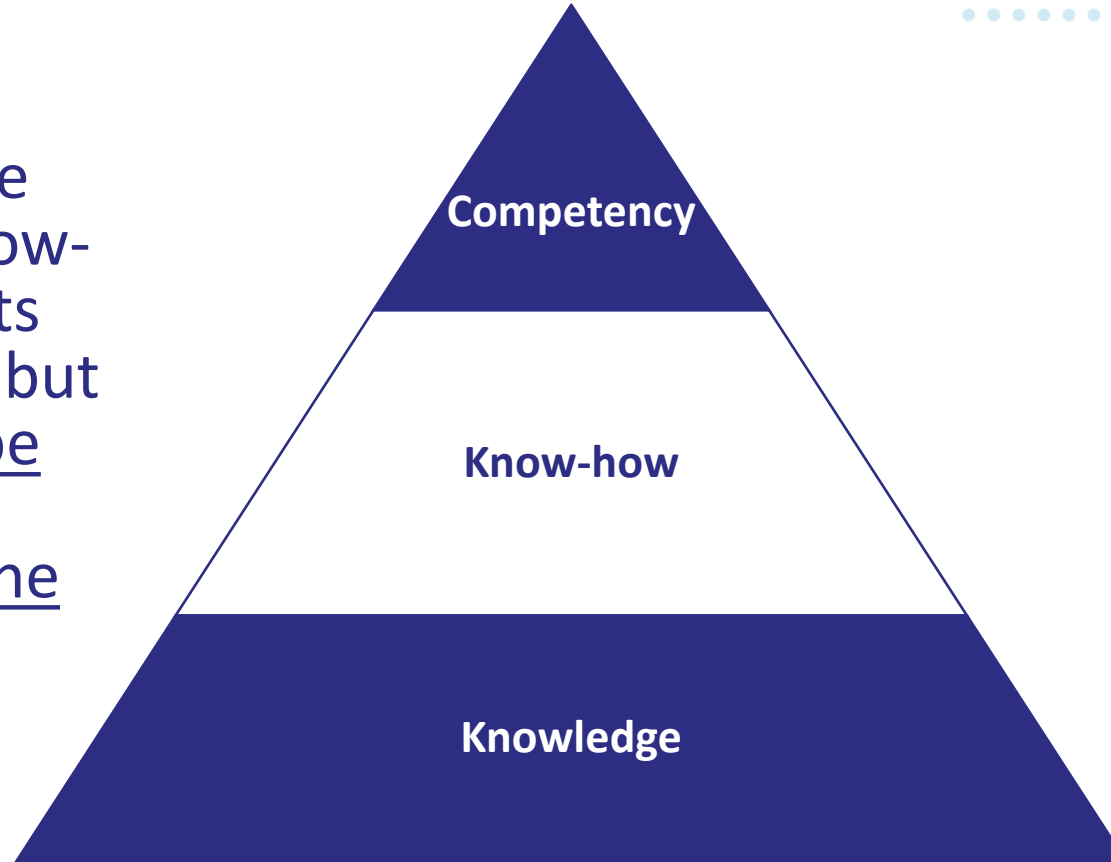# 4. Application of know-how (*cont.*)

4.1 The concept of know-how

Know-how:

- The distinction between knowledge and know-how has to do with the difference between two types of learning (Reuter et al. 2013):

Know-ledge

Learn that

Know-how

Learn to

4. Application of know-how (*cont.*)

4.1. The concept of know-how

The key factor in the transposition of know-how concerns not its designation per se, but the connection to be made between its development and the application of a competency.

4. Application of know-how (*cont.*)

4.2. The evaluation of know-how

Tasks that can be used to assess the development of know-how:

[The criterion *Appropriate use of knowledge*] is used to evaluate the adult learner's ability to perform **intellectual operations** (that is, know-how related to the key features of the competencies).

Intellectual operations are not specific to either of the competencies.

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4. Application of know-how (*cont.*)
4.2. The evaluation of know-how

The intellectual operations:

1. Establish facts
2. Situate in time and space
3. Identify differences and similarities
4. Determine causes and consequences
5. Determine changes and continuities
6. Establish connections between facts
7. Establish causal connections

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4. Application of know-how (*cont.*)

4.2. The evaluation of know-how

Establish facts: Expected behaviours

[The adult learner] must identify relevant and accurate facts, such as an actor, group, action, measure, role, territory, economic activity, phenomenon.

MEES, Direction de l'évaluation des apprentissages
Evaluation of Learning. Reference Document, History of Québec and Canada, Secondary IV, 2017, p. 6.

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4. Application of know-how (*cont.*)

4.2. The evaluation of know-how

Situate in time and space: Expected behaviours

- [The adult learner] must place facts in chronological order, taking into account chronological reference points.
- [The adult learner] must place a fact or a set of facts on a timeline.
- [The adult learner] must classify facts according to whether they come before or after a chronological reference point.
- [The adult learner] must identify a territory, while taking into account chronological reference points and geographical reference points.
- [The adult learner] must identify the location of a geographical feature, a fact or a territory on a map.

MEES, Direction de l'évaluation des apprentissages,
Evaluation of Learning. Reference Document, History of Québec and Canada, Secondary IV, 2017, p. 6.

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4. Application of know-how (*cont.*)

4.2. The evaluation of know-how

Identify differences and similarities: **Expected behaviours**

- [The adult learner] must indicate what is different with regard to one or more objects of comparison.
- [The adult learner] must indicate what is similar with regard to one or more objects of comparison.
- [The adult learner] must indicate the specific point on which two actors or two historians disagree (divergence).
- [The adult learner] must indicate the specific point on which two actors or two historians agree (convergence).
- [The adult learner] must show differences and similarities with regard to actors' points of view or historians' interpretations.

MEES, Direction de l'évaluation des apprentissages,
Evaluation of Learning. Reference Document, History of Québec and Canada, Secondary IV, 2017, p. 6.

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4. Application of know-how (*cont.*)
4.2. The evaluation of know-how

Determine causes and consequences: **Expected behaviours**

- [The adult learner] must indicate a fact that explains a historical phenomenon (the fact may consist of a context, interests, objectives, influences, geographical features or actions).
- [The adult learner] must indicate a fact that results from a historical phenomenon.

MEES, Direction de l'évaluation des apprentissages,
*Evaluation of Learning. Reference Document, History of Québec and Canada***, Secondary IV,** 2017, p. 6.

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4. Application of know-how (*cont.*)

4.2. The evaluation of know-how

Determine changes and continuities: **Expected behaviours**

- **[The adult learner] must indicate a fact that shows that a historical phenomenon changes.**
- **[The adult learner] must indicate a fact that shows that a historical phenomenon persists.**
- **[The adult learner] must show that a historical phenomenon changes or persists.**

MEES, Direction de l'évaluation des apprentissages,
Evaluation of Learning. Reference Document, History of Québec and Canada, Secondary IV, 2017, p. 6.

4. Application of know-how (*cont.*)

4.2. The evaluation of know-how

Establish connections between facts: **Expected behaviours**

[The adult learner] must associate forms of expression or descriptions with facts that are related to them.

MEES, Direction de l'évaluation des apprentissages,
Evaluation of Learning. Reference Document, History of Québec and Canada, **Secondary IV,** 2017, p. 6.

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4. Application of know-how (*cont.*)

4.2. The evaluation of know-how

Establish causal connections: **Expected behaviours**

[The adult learner] must establish a logical connection between facts.

MEES, Direction de l'évaluation des apprentissages,
Evaluation of Learning. Reference Document, History of Québec and Canada, Secondary IV, 2017, p. 6.

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4. Application of know-how (*cont.*)

4.2.1. Evaluation of the appropriate use of knowledge

> **The evaluation criterion**
>
> *Appropriate use of knowledge*
>
> is used to evaluate the results of the adult learner's application of know-how.

Use: The act of using or being used

- **Use**: To do an activity or process with (an object, tool, role, etc.)

Appropriate: That is suitable for a situation or action

- **Synonyms**: suitable or acceptable—apt, becoming, befitting, congenial, convenient, correct, decent, fit, fitting, friendly, good enough, just, likely, opportune, professional (for a job), proper, right, suitable, suited, well-chosen

Knowledge: the information, understanding and skills gained through education or experience.

- Know-how serves as a bridge between knowledge and the complex abilities that constitute competencies.

4. Application of know-how (*cont.*)

4.3. Evaluation of know-how in end-of-course examinations

The tasks performed by the adult learner to demonstrate the ability to apply know-how call for the **use and critical analysis of a series of sources** that are primarily written and iconographic.
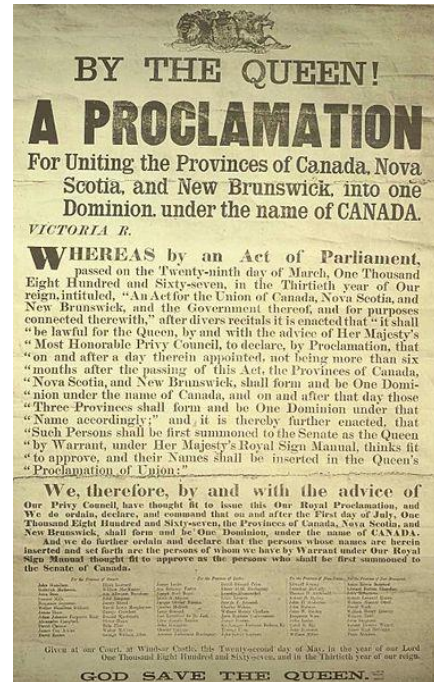
Proclamation of Confederation
Public domain

1917 three-cent Canadian postage stamp
Library and Archives Canada
Public domain

ROLE OF THE DOCUMENTS

Description of the role of documents for the questions related to the performance of intellectual operations

ROLE	DESCRIPTION
The document suggests avenues for answering the question.	The document guides the student in developing the answer by indicating reference points in space and time, for example. The document may or may not be mentioned in the question.
The document places the question in context.	The document guides the student in developing the answer by indicating the historical context referred to in the question. The document may or may not be mentioned in the question.
The document is part of the question.	The document provides the student with information required for answering the question. The document is mentioned in the question.
The document constitutes the answer to the question.	The document provides information that enables the student to select it as the answer to the question. The expected answer consists of one or more document numbers. The document is not mentioned in the question.

4. Application of know-how (*cont.*)
4.3. Evaluation of know-how in end-of-course examinations

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Establish facts

* This intellectual operation is not evaluated in the end-of-course examinations, which focus on tasks involving the mobilization and use of a series of resources.

4. Application of know-how (*cont.*)

4.3. Evaluation of know-how in end-of-course examinations

Situate in time and space

Example:

Documents 1 to 4 present events relating to the political status of Québec starting in 1982. Place the documents in chronological order.

Situate in time and space	2 marks	0 marks
	The student situates all the facts in time. (3 out of 3)	The student does not situate all the facts in time. (2, 1 or 0 out of 3)

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4. Application of know-how (*cont.*)

4.3. Evaluation of know-how in end-of-course examinations

Identify differences and similarities

Example:

Document 1 presents the positions of three historical actors with respect to the *Québec Act.* Name the actor whose position is different and compare this position with that of the other two actors.

Identify differences and similarities	The student correctly identifies the historical actor whose position is different	and presents the two positions correctly.	3 marks
		and presents one position correctly and the other position to some extent.	2 marks
		and presents the two positions to some extent. or and presents one position correctly and the other position incorrectly or not at all.	1 mark
		and presents, at most, a single position to some extent.	0 marks
	The student either incorrectly identifies the historical actor whose position is different or does not identify the actor at all.		0 marks

4. Application of know-how (*cont.*)

4.3. Evaluation of know-how in end-of-course examinations

Determine causes and consequences

Example:

Refer to Document 2 and indicate a cause of the rivalry between New France and the British Colonies beginning in the 17th century.

Determine causes and consequences	2 marks	1 mark	0 marks
	The student correctly determines the cause.	The student determines the cause more or less correctly.	The student determines the cause incorrectly or does not determine it.

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4. Application of know-how (*cont.*)

4.3. Evaluation of know-how in end-of-course examinations

Determine changes and continuities

Example:

Document 9 presents the political structure of the colony in two different periods. What power did the governor keep from one period to the other?

	2 marks	1 mark	0 marks
Determine changes and continuities	The student correctly determines the continuity.	The student determines the continuity more or less correctly.	The student determines the continuity incorrectly or does not determine it.

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Establish connections between facts

Example:

Documents 1 to 4 present the positions of various social groups during the political crisis in Lower Canada in the 1830s. Enter in the appropriate space the number of the document corresponding to the position of each social group.

	2 marks	1 mark	0 marks
Establish connections between facts	The student establishes connections between all the facts. (4 out of 4)	The student establishes connections between some facts. (3 or 2 out of 4)	The student does not establish connections between the facts. (1 or 0 out of 4)

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4. Application of know-how (*cont.*)
4.3. Evaluation of know-how in end-of-course examinations

Establish causal connections

Example:

Referring to the documents below, explain how the U.S. government's response to accusations by the American softwood lumber industry in the early 21st century led to action by the Canadian government.

Answer the question, providing details on the elements below and establishing the connections between them.

- An accusation against Canada by the American softwood lumber industry

- The U.S. government's response

- An action taken by the Canadian government

4. Application of know-how (*cont.*)

4.3. Evaluation of know-how in end-of-course examinations

Establish causal connections

Establish causal connections	The student provides details on the three elements	and correctly establishes two causal connections.	3 marks
		and correctly establishes one causal connection.	2 marks
		but does not correctly establish any causal connections.	1 mark
	The student provides details on two elements	and correctly establishes one causal connection.	2 marks
		but does not correctly establish any causal connections.	1 mark
	The student provides details on only one element or does not provide details on any of the elements.		0 marks

5. Acquisition of historical knowledge

Third object of evaluation in the
History of Québec and Canada program

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5. Acquisition of historical knowledge (*cont.*)

5.1. Historical knowledge

The History of Québec and Canada program is part of the social sciences subject area and contributes to adult education in a variety of ways. The program aims to enable adult learners to:

- **acquire knowledge of the history of Québec and Canada**

- develop the intellectual skills associated with the study of history

- develop critical thinking and discussion skills conducive to social participation

(*History of Québec and Canada Program of Study*, p. 3)

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5. Acquisition of historical knowledge (*cont.*)

5.1. Historical knowledge

Excerpt from the History of Québec and Canada program

"Historical knowledge is central to the development of the subject-specific competencies. **Adult learners consolidate knowledge by using it, and acquire knowledge by developing competencies through characterization and interpretation.** Acquisition can only really occur when knowledge is used in appropriate ways in contexts that foster the establishment of connections between elements of knowledge and the recognition of their complexity."

(*History of Québec and Canada Program of Study*, p. 25)

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5. Acquisition of historical knowledge (*cont.*)

5.1. Historical knowledge

The methods used to regulate the acquisition of knowledge essentially consist of **tests of knowledge**.

Question	Answer	
Question 1	Answer 1	☑
Question 2	Answer 2	☑
Question 3	Answer 3	☑
Question 4	Answer 4	☑
Question 5	Answer 5	☑
Question 6	Answer 6	☑

> **The evaluation criterion**
>
> *Proficiency in subject-specific knowledge*

Proficiency: The quality of being proficient

- **Proficient:** (of a person) who is very skilled at something, usually from practice

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5. Acquisition of historical knowledge (*cont.*)

5.1.1. Evaluation of proficiency in subject-specific knowledge

There are no tasks related to the criterion *Proficiency in subject-specific knowledge* in the end-of-course examinations.

- The criterion *Proficiency in subject-specific knowledge* is tied to the evaluation of **declarative knowledge**.

- Adult learners cannot apply their competencies or key features of competencies without **drawing upon their knowledge**.

- The criteria *Appropriate use of knowledge, Coherent representation of a period in the history of Québec and Canada* and *Rigour of the interpretation* allow for and incorporate evaluation of the adult learner's ability to **mobilize knowledge** acquired in other contexts.

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6. General rubric

Rubric – History of Québec and Canada
Adult General Education

Rating Scale / Evaluation Criterion	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development
Proficiency in subject-specific knowledge	The adult learner has acquired and demonstrated an understanding of all the historical knowledge covered in the program.	The adult learner has acquired and demonstrated an understanding of nearly all of the historical knowledge covered in the program.	The adult learner has acquired and demonstrated an understanding of most of the historical knowledge covered in the program.	The adult learner has acquired some of the historical knowledge covered in the program.	The adult learner has not acquired any of the historical knowledge covered in the program.
Appropriate use of knowledge	The adult learner always demonstrates the know-how required to perform all the intellectual operations.	The adult learner demonstrates the know-how required to perform all the intellectual operations most of the time.	The adult learner generally demonstrates the know-how required to perform most of the intellectual operations.	The adult learner demonstrates some of the know-how required to perform the intellectual operations.	The adult learner does not demonstrate the know-how required to perform the intellectual operations.
Coherent representation of a period in the history of Québec and Canada	• The adult learner adopts a historical perspective at all times. • The adult learner rigorously establishes facts and assesses their historical relevance. • The adult learner establishes connections between facts. • The adult learner describes the distinctive features of the historical period in question or of more than one period when necessary.	• The adult learner adopts a historical perspective. • The adult learner rigorously establishes historical facts. • The adult learner establishes connections between facts. • The adult learner produces a coherent description of the distinctive features of the historical period.	• The adult learner adopts a historical perspective. • The adult learner generally establishes historical facts. • The adult learner establishes connections between certain historical facts. • The adult learner generally describes the distinctive features of the historical period in a coherent manner.	• The adult learner has difficulty situating facts in time. • The adult learner establishes the most obvious historical facts. • The adult learner rarely establishes connections between facts. • The adult learner's description of the distinctive features of a historical period is somewhat incoherent.	• The adult learner does not situate the facts in time. • The adult learner establishes certain obvious historical facts. • The adult learner does not establish connections between facts. • The adult learner's description of the distinctive features of the historical period is incoherent.
Rigour of the interpretation	• The adult learner adopts a historical perspective at all times. • The adult learner employs a rigorous process of critical analysis. • The adult learner establishes the significance of social phenomena • The adult learner establishes causal connections that help account for the changes and continuities and determines, where required, whether these reflect progress or a step backward.	• The adult learner adopts a historical perspective. • The adult learner employs a rigorous process of critical analysis. • The adult learner establishes the significance of social phenomena. • The adult learner explains the causal connections that help account for the changes and continuities.	• The adult learner adopts a historical perspective • The adult learner employs a process of critical analysis. • The adult learner demonstrates an understanding of the significance of social phenomena • The adult learner provides a general explanation of the causal connections that help account for the changes and continuities.	• The adult learner sometimes displays a presentist attitude. • The adult learner employs certain steps of a process of critical analysis. • The adult learner displays a weak understanding of the significance of social phenomena. • The adult learner's explanation of causal connections that help account for the changes and continuities contains inaccuracies.	• The adult learner displays a presentist attitude. • The adult learner does not employ a process of critical analysis. • The adult learner displays a lack of understanding of the significance of social phenomena. • The adult learner's explanation of causal connections that help account for the changes and continuities is incorrect.

Reference tool to help teachers evaluate the work of adult learners, and to enable adult learners to determine where they stand with regard to performance expectations for the course

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7. Application and regulation of evaluative judgment in the History of Québec and Canada

Appropriate use of knowledge		
Document 1	Document 2	Document 3
Questions	Adult Learner Answers	Answer Key
Coherent representation of a period in the history of Québec and Canada		
Document 4	Document 5	Document 6
Question	Adult Learner Answers	Answer Key
Rigour of the interpretation		
Document 7	Document 8	Document 9
Question	Adult Learner Answers	Answer Key

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Questions and Discussion

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