Evaluation planning

Overall planning

Overall planning consists in establishing a continuum of learning and evaluation situations that contribute to the gradual construction of the competencies in order to make sure students meet end-of-year requirements, as well as appropriate evaluation tools. This continuum should also make it possible to collect relevant and sufficient information to support learning and recognize competencies. Teachers are responsible for establishing the number of situations and how they will be distributed throughout the year. Ideally, this should be a group effort. However, because learning and evaluation are so closely linked, situations focusing primarily on learning usually make it possible to collect the information needed to judge students' level of competency development. It may be necessary, however, to include an evaluation situation in the continuum toward the end of the year, which, when combined with the learning and evaluation situations most representative of students' learning, will help ensure the validity of the judgments made with respect to the recognition of learning.

Although planning the appropriate evaluation tools, in particular the evaluation checklists, is part of the more detailed planning process for each situation, teachers can agree on common requirements for all the situations. In their overall planning, teachers of the same subject can prepare tools for recording information about students' learning, either in the form of a learning and evaluation file or a teacher's logbook.

Detailed planning: Planning a learning and evaluation situation

The choices made at the overall planning stage have a considerable impact on detailed planning. In addition to the targeted learning in terms of learning content and subject-specific and cross-curricular competencies to be developed, teachers must select the appropriate evaluation tools.

Complex tasks are essential in ensuring competency development. However, teachers also include activities in which students can acquire the related knowledge. These activities are usually integrated into the situations, but they can be carried out independently. In these activities, the evaluation of knowledge is not an end in itself. It fosters learning related to the development of the targeted competency.