

EVALUATION: SUPPORT FOR LEARNING AND RECOGNITION OF COMPETENCIES

Support for learning

Evaluation supports learning every time it is integrated into the teaching process with the intention of helping students acquire knowledge and develop competencies. The *Framework for the Evaluation of Learning at the Secondary Level* emphasizes that, in the context of competency development, support for learning is the main purpose of evaluation. It relies on effective regulation based on certain conditions: "the learning outcomes must be clear and allow regular checks to be made to see how close the students have come to the outcomes, and significant feedback must be provided. In addition, regulation allows the establishment of remedial measures to reduce the gap between a student's current situation and the expected outcome."¹

Teachers have a primary responsibility for regulation. There are three types of regulation teachers can use to adjust student learning: interactive, when it takes place during learning activities and involves immediate feedback; retroactive, when it involves reviewing tasks students fail in the first phase of learning; proactive, if it is based on observations made during previous learning activities and allows them to direct future situations. Regulating teaching practices enables teachers to adjust the specific aspects of a situation as well as the more general aspects of their practices, by making the necessary changes to their planning. By fostering regulation, teachers help students become aware of their learning process (metacognition) so that

they can use a variety of strategies and make the necessary corrections when they encounter difficulties.

Recognition of competencies

Evaluation makes it possible to report on students' level of competency development. The teacher prepares a student's competency report based on all of the relevant information, then interprets the information in light of the expected end-of-cycle outcomes in the program and the scales of competency levels.

Scales of competency levels

The scales of competency levels are intended for the recognition of students' competencies, but they can be used to support learning. By proposing indicators for the evaluation of competencies at the end of the cycle, they can help regulate teaching throughout the cycle.

¹ *Reference Framework for the Evaluation of Learning at the Secondary Level*, p. 15.